



Michigan Student Test of Educational Progress

Spring 2026

**M-STEP** Test

Administration

Manual








**(TAM)**



# Table of Contents

<b>How To Use This Manual</b> . . . . .	<b>6</b>	<b>Roles and Responsibilities</b> . . . . .	<b>22</b>
Introduction . . . . .	6	<b>Supports and Accommodations</b> . . . . .	<b>24</b>
<b>Accessing DRC INSIGHT Portal Documents and Resources</b> . . . . .	<b>8</b>	What Are Supports and Accommodations?. . . . .	24
<b>Testing Schedules</b> . . . . .	<b>10</b>	Supports and Accommodations Tracking Sheet . . . . .	24
<b>Overview</b> . . . . .	<b>12</b>	Ordering Accommodated Materials . . . . .	24
M-STEP Assessments . . . . .	12	🖨 Embedded and Non-embedded Supports and Accommodations . . . . .	25
What’s New . . . . .	12	🖨 Turning On Designated Supports and Accommodations . . . . .	25
English Language Arts . . . . .	14	🖨 Verifying Test Tickets . . . . .	26
Mathematics . . . . .	14	Where to Find More Information on Designated Supports and Accommodations . . . . .	26
Science . . . . .	15	Nonstandard Accommodations . . . . .	27
Social Studies . . . . .	16	✎ Filling Out Designated Supports and Accommodations Information on Answer Documents . . . . .	27
The Michigan Merit Examination . . . . .	16	✎ Using Audio Recording Versions of the Tests . . . . .	28
Required Grade 8 Testing . . . . .	17	✎ Using Video Versions of the Tests . . . . .	29
Test Administrator’s Directions and Manual . . . . .	17	✎ Reading Directions—Audio and Video Recordings . . . . .	30
Scratch Paper Guidelines . . . . .	18	✎ Using Reader Scripts . . . . .	30
Designated Supports and Accommodations . . . . .	18	✎ Using Oral Translations for Native Language . . . . .	31
Resources for Students to Prepare for Testing . . . . .	18	✎ Using Enlarged Print Versions of the Test . . . . .	31
Call Center Contact Information . . . . .	19		
OEAA Communications with Schools and Districts . . . . .	19		
Standardized Testing . . . . .	20		
Assessment System Access for District and Building Assessment Coordinators . . . . .	20		

# Table of Contents

 Using Braille Versions of the Test . . . . .	31	<b>Test Administration Windows . . . . .</b>	<b>42</b>
 Directions for Other Common Supports and Accommodations . . . . .	32	 Computer Adaptive Testing for ELA and Mathematics . . . . .	42
 Closed Captioning for ELA Listening . . . . .	33	INSIGHT Availability . . . . .	42
Read-Aloud Guidelines for ELA and Mathematics . . . . .	33	Absences and Makeup Testing . . . . .	42
 Scribing Protocol . . . . .	34	Incident Reporting . . . . .	42
Word-to-Word Bilingual Dictionaries . . . . .	34	Testing Irregularities. . . . .	43
L1 (First Language) Glossaries. . . . .	34	<b>Before Testing . . . . .</b>	<b>44</b>
Stacked Spanish . . . . .	35	Training Requirements . . . . .	44
M-STEP Multiplication Table . . . . .	35	Training Tools. . . . .	46
 Returning Accommodated Materials and Answer Documents. . . . .	35	Assessment Security. . . . .	49
Other Reminders for Test Administrators and Accommodations Providers . . . . .	36	Material Security . . . . .	50
<b>Student Pre-ID and Test Eligibility . . . . .</b>	<b>37</b>	Test Administration . . . . .	51
Students to be Tested . . . . .	37	Security Compliance . . . . .	51
Student Grade Considerations . . . . .	37	Materials Permitted or Required During Testing . . . . .	51
Students in Different Locations . . . . .	38	 Software and Testing Devices. . . . .	53
Students in Unique Circumstances . . . . .	39	Important Tasks Before Testing . . . . .	55
Accountability Considerations . . . . .	39	<b>During Testing. . . . .</b>	<b>67</b>
Unique Identification Codes . . . . .	41	<b>After Testing. . . . .</b>	<b>74</b>

# Table of Contents

<b>Appendix A: Calculator Policy</b> . . . . .	<b>80</b>	<b>Appendix I: M-STEP Test Administration Resources</b> . . . . .	<b>116</b>
🖨 Students Testing Online . . . . .	80	<b>Appendix J: Assessment Coordinator Checklists – Before, During, and After Testing</b> . . . . .	<b>118</b>
✎ Students Testing with Paper/Pencil . . . . .	80	Before Testing Checklist . . . . .	118
Important Notes . . . . .	80	During Testing Checklist . . . . .	120
<b>Appendix B: Scratch Paper Policy</b> . . . . .	<b>82</b>	After Testing Checklist . . . . .	120
M-STEP Scratch Paper Policy . . . . .	82	Accountability Tasks . . . . .	120
<b>Appendix C: Electronic Device Policy</b> . . . . .	<b>84</b>	<b>Appendix K: Test Administrator Test Session Checklist</b> . . . . .	<b>121</b>
<b>Appendix D: Active Monitoring Best Practices</b> . . . . .	<b>87</b>	<b>Appendix L: Assessment Integrity and Security for Test Administrators</b> . . . . .	<b>122</b>
<b>Appendix E: Incident Reporting Guide</b> . . . . .	<b>89</b>	<b>Appendix M: Ordering Additional Materials for Paper/Pencil Testing</b> . . . . .	<b>127</b>
<b>Appendix F: How to Complete an Incident Report</b> . . . . .	<b>104</b>	<b>Appendix N: Attaching Word-Processed Pages to Student Answer Documents Instructions</b> . . . . .	<b>129</b>
<b>Appendix G: DRC Test Monitoring Application</b> . . . . .	<b>106</b>		
<b>Appendix H: M-STEP List of Important Dates</b> . . . . .	<b>113</b>		

# How To Use This Manual

## Introduction

This manual provides information about (1) the administration process from beginning to end, (2) dates when assessment activities take place, (3) the roles that school personnel play in the administration process, and (4) how to use available supports and accommodations.

This manual is divided into the following sections:

- **How to Use this Manual** describes the content and sections included in the manual.
- **Testing Schedule** gathers calendar-related information in one place to help school personnel prepare for, schedule, and administer the test.
- **Overview** describes general information that everyone involved in the M-STEP administration process needs to know.
- **Roles and Responsibilities** describes the roles and responsibilities of District Assessment Coordinators, Building Assessment Coordinators, Technology Coordinators, and Test Administrators.
- **Supports and Accommodations** describes in detail the supports and accommodations available to students during testing.
- **Student Pre-ID and Test Eligibility** describes the tasks associated with determining which students are eligible and expected to test, and how to pre-identify students for testing.
- **Before Testing Tasks** lists and describes the assessment-related tasks to be completed before testing.
- **During Testing Tasks** lists and describes the assessment-related tasks to be completed during testing.
- **After Testing Tasks** lists and describes the assessment-related tasks to be completed after testing.

Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).



### • Appendices

- [M-STEP Calculator Policy](#)
- [M-STEP Scratch Paper Policy](#)
- [Electronic Device Policy](#)
- [Active Monitoring Best Practices](#)
- [Incident Reporting Guide](#)
- [How to Complete an Incident Report](#)
- [DRC Test Monitoring Application](#)
- [M-STEP List of Important Dates](#)
- [M-STEP Test Administration Resources](#)
- [Assessment Coordinator Checklists – Before, During and After Testing](#)
- [Test Administrator Test Session Checklist](#)
- [Assessment Integrity and Security for Test Administrators](#)
- [Ordering Additional Materials for Paper/Pencil Testing](#)

# How To Use This Manual

All M-STEP District and Building Assessment Coordinators must read the entire Test Administration Manual (this document). Test Administrators must read the appropriate Test Administrator Directions and Manual for the test they will administer.

The M-STEP assessments are administered in person and primarily online, but include a paper/pencil option. There are two instances in which they may be administered using paper/pencil versions of the test: (1) when required to meet an individual student's needs, or (2) when a school has applied to the Michigan Department of Education (MDE) for a waiver and the waiver has been approved. The current-year window to apply for a waiver has passed; it was posted in the Spotlight on Student Assessment and Accountability newsletter and in the M-STEP List of Important Dates.

Icon	Mode
	Paper/Pencil
	Online

The two icons pictured denote sections where the manual applies to only one mode of testing—a computer to represent online testing and a pencil to represent paper/pencil testing.

# Accessing DRC INSIGHT Portal Documents and Resources

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 **“Documents and Training Materials”** to view all of the materials that are available without secure access.

The screenshot shows the DRC INSIGHT Portal login interface. On the left is a sign-in form with fields for Username and Password, a 'Show Text' checkbox, and a 'Sign in' button. Below the form is a link for 'Forgot your password?'. On the right is a welcome message titled 'Welcome to the DRC INSIGHT Portal'. It explains the portal's purpose and provides instructions for logging in. A red circle highlights the 'Documents and Training Materials' link under the 'Without a login' section, with a red arrow pointing to it. Below this, there are lists of resources available with and without a login. At the bottom, there is a section for 'MI-Access Online Answer Document Portal' and contact information for DRC Customer Support.

**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 Monitoring Application
- 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 [misupport@datarecognitioncorp.com](mailto:misupport@datarecognitioncorp.com).

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

The screenshot shows the 'MY APPLICATIONS' dropdown menu in the DRC INSIGHT Portal. The menu is open, showing several categories: PARTICIPANT PREPARATION, TEST PREPARATION, POST-TEST ACTIONS, SCORING AND REPORTING, GENERAL INFORMATION, TECHNOLOGY SETUP, and OTHER LINKS. The 'General Information' option is circled in red with a red arrow pointing to it. The background shows a blurred view of the portal's main content area.

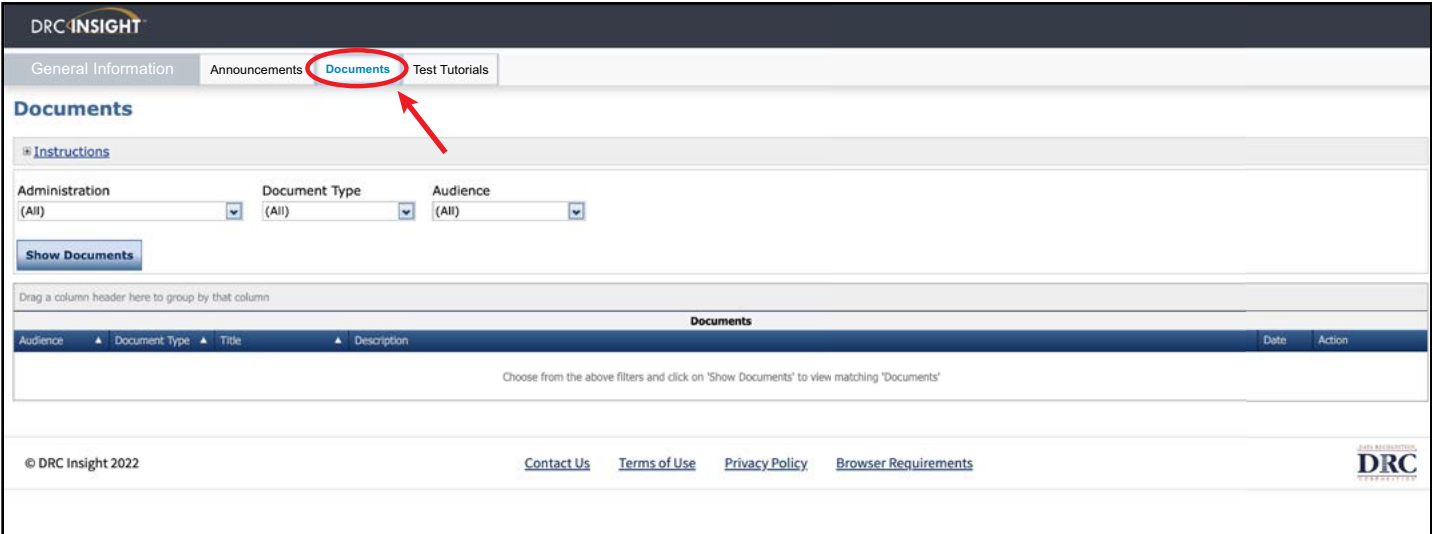
**MY APPLICATIONS**

- PARTICIPANT PREPARATION
  - Student Management
  - User Management
- TEST PREPARATION
  - Test Management
- POST-TEST ACTIONS
  - Student Management
- SCORING AND REPORTING
  - Educator Scoring
  - Report Delivery
- General Information**
- TECHNOLOGY SETUP
  - Central Office Services
  - SBAC
  - Tools for Teachers
  - Smarter Reporting
- OTHER LINKS
  - DRC INSIGHT Dashboard

# Accessing DRC INSIGHT Portal

## Documents and Resources

Then, select the **Documents** tab.



The screenshot displays the DRC INSIGHT portal interface. At the top, there are four navigation tabs: "General Information", "Announcements", "Documents", and "Test Tutorials". The "Documents" tab is highlighted with a red circle and a red arrow pointing to it. Below the tabs, the "Documents" section is visible, featuring three dropdown filters: "Administration (All)", "Document Type (All)", and "Audience (All)". A "Show Documents" button is located below these filters. Underneath, there is a table header with columns: "Audience", "Document Type", "Title", "Description", "Date", and "Action". A message below the table reads: "Choose from the above filters and click on 'Show Documents' to view matching 'Documents'". At the bottom of the page, there is a footer with the copyright notice "© DRC Insight 2022", several links: "Contact Us", "Terms of Use", "Privacy Policy", and "Browser Requirements", and the DRC logo.

# Testing Schedules

You can copy and distribute these pages to others involved in the testing process.

If further updates to this manual are needed, they will be announced in the Spotlight newsletter and documented in the Change Log in an appendix.

The paper/pencil testing window encompasses all grades and content areas in a single four-week window. Schools can administer paper/pencil tests any time during the window.

All M-STEP online assessments for all grades and content areas test during the same six-week testing window.

**Note:** A complete list of dates encompassing the entire 2026 M-STEP administration cycle can be found in the List of Important Dates in [Appendix H](#).

Spring 2026 Testing Schedule for Summative Assessments																		
Assessment	Week of																	
	1/26-1/30	2/2-2/6	2/9-2/13	2/16-2/20	2/23-2/27	3/2-3/6	3/9-3/13	3/16-3/20	3/23-3/27	3/30-4/3	4/6-4/10	4/13-4/17	4/20-4/24	4/27-5/1	5/4-5/8	5/11-5/15	5/18-5/22	
M-STEP Online																		7 weeks
M-STEP Paper/Pencil																		4 weeks
MI-Access Alternate Assessments																		7 weeks
College Entrance: SAT with Essay																		4 weeks (closes 4/30)
WIN Work Readiness Assessment																		4 weeks (closes 4/30)
PSAT 8/9 for Grade 8																		4 weeks (closes 4/30)
PSAT 8/9 for Grade 9																		4 weeks (closes 4/30)
PSAT 10																		4 weeks (closes 4/30)
WIDA ACCESS and WIDA Alternate ACCESS																		10 weeks

- Please note: The Spring 2026 M-STEP Online test administration window has been extended one week. The Spring 2026 M-STEP Online testing window is now April 6, 2026 – May 22, 2026. The one-week extension applies *only* to the Spring 2026 M-STEP Online test administration.
- Additional *temporary* flexibility is provided to the WIDA assessments due to the significant overlap of Ramadan and the typical 7-week assessment window.

# Testing Schedules

Due to the limited number of students testing paper/pencil, the following paper/pencil test administration policies have been instituted:

- one paper/pencil test administration window for all grades and content areas (in place of assigned test dates by grade and content area)
- no required content order—schools can administer in an order that makes the most sense for their students.
- every attempt should be made to complete content testing (except Day 1/Day 2 ELA) in one school day. If this is not possible, then Test Administrators must finish each part before breaking for the day (i.e. at a Stop Sign).
- Schools assessing students with paper/pencil assessments must select an initial test date for each grade and content area and assess as many students as possible on the initial dates. Test parts should be scheduled early enough in the school day to allow students to complete the entire test within the school day. ELA Day 1 should be scheduled for a single day and ELA Day 2 should be scheduled on a different day.
- An Incident Report is not required for students who do not complete all or part of the test in one day.
- 1:1 makeup administration is not required.
  - Students are still not allowed to go back to previous portions of the test.
  - Sufficient quantities of Test Administrators/proctors are needed to provide active monitoring.

# Overview

## M-STEP Assessments

The Spring 2026 Michigan Student Test of Educational Progress (M-STEP) includes summative assessments designed to measure student performance relative to the Michigan Academic Standards in English language arts (ELA), mathematics, science, and social studies. This overview will describe the unique characteristics of these content-area tests.

## What's New

There have been several updates to the online and paper/pencil testing for the Spring 2026 administration. This section describes all the updates to M-STEP testing.

### UPDATES FOR TESTING ONLINE

#### New DRC INSIGHT Testing Engine Application Logo



The DRC INSIGHT application has been updated to enhance both functionality and user experience. When students login and select their test, the new logo will appear.

#### OTT Updates

##### New Link and New View

The OTTs experience has been updated with a new access link and refreshed interface:

- New Access Link: <https://portal.te.drcdirect.com/MI>
- Updated Interface: The OTTs selection and login screens have a new look and feel.
- Browser Requirement: Students must continue to use the Chrome browser to access the OTTs.

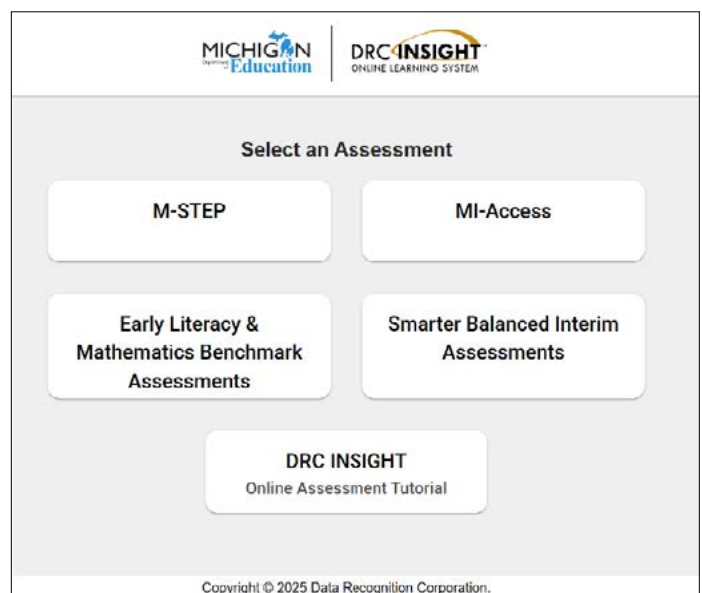
#### Updates to M-STEP Online Tools Training (OTT): ELA Grades 4 and 6 Passage-based Writing (PBW), Social Studies Updates

The M-STEP OTTs now include [recently released Passage-based Writing \(PBW\) items](#) in grades 4 and 6. The scoring guides for these PBWs are found on the M-STEP web page under the **Content Specific Information** section. These scoring guides provide examples of student responses earning each score point and condition code category.

The M-STEP Social Studies OTT content has been updated to align all items with the current Michigan K-12 standards for Social Studies. Some items have been replaced, others updated, and a few have been added. An [annotated answer key for this resource](#) can be found on the M-STEP page under the **Content Specific Information** section.

#### New INSIGHT Login Page Look

As part of the ongoing improvements to the DRC INSIGHT system, the login page used to select an assessment has been redesigned.



# Overview

To view the M-STEP OTTs, click on the M-STEP icon.

To access the OTTs, students must click through several screens. They must select Online Tools Training—Sample Item Sets—choose the grade level they wish to view, and then select the subject.

## Terminology Change from “Click” to “Select” in Online Test

“Click to Enlarge” and “Click to Respond” are now referred to as “Select to Enlarge” and “Select to Respond.”

While the functionality remains the same, it will be helpful to use the updated terms when guiding students or referencing these features in training and documentation.

## Spanish Audio for Stacked Spanish Math and Social Studies

Starting this year, the Stacked Spanish Math and Social Studies forms will now use Text-to-Speech (TTS) instead of Human Voice Audio (HVA). Text-to-speech uses a digital voice and allows the follow-along feature. Follow along highlights each word as it is read aloud.

In addition, the Follow-Along feature will now be available on these forms when using TTS. This enhancement allows students to read highlighted text on screen as it’s read aloud, supporting better comprehension and engagement. The Spanish TTS is available on all Stacked Spanish tests.

## Hover Over Text Activated with TTS

Another new enhancement to the DRC INSIGHT platform allows Text-to-Speech (TTS) to be activated by simply hovering over certain elements within test forms. This also applies to Select to Enlarge and Select to Respond items. When students move their cursor over these areas, the TTS will automatically begin reading the content aloud.

## UPDATES FOR PAPER/PENCIL TESTING

### Removal of Research Code Section on Answer Document Covers

There is no longer a research code section listed on the Answer Document (AD) covers. The AD cover has been redesigned, and boxes have been renumbered to maximize spacing on the page.

Research and Reporting Codes can be entered for students on the OEAA Secure Site through the student Assessment Detail or the Mass Update Assessments page. Directions on how to access the Assessment Details page through Student Search and how to use the Mass Update Assessment page can be found at [www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining).

### Barcode Labels Placement on Answer Documents

Barcode labels must be placed correctly on student answer documents to ensure they are appropriately scored. The barcode label area has been adjusted to provide greater clarity in appropriate placement of barcode labels. The label is located on the bottom left-hand side of the student answer document and reads, “ATTENTION: Apply Student Barcode Label Here. A valid barcode label is required in this area to ensure the test is scored.”

Student labels must be placed over the printed barcode image to ensure the test is scored.

### Discontinued DNS Labels

Starting Spring 2026, the Do Not Score (DNS) labels will be discontinued and will not be included in material shipments. Any used answer document that should not be scored must be securely destroyed at the testing site and not returned to DRC.


# Overview

## English Language Arts

English language arts (ELA) is assessed with the M-STEP in grades 3-7. ELA covers four claims: reading, writing, listening, and research. There is one test ticket for students testing online and three parts for students testing with paper/pencil. Refer to the manuals posted on the [MME](https://www.michigan.gov/mme) (<https://www.michigan.gov/mme>) and [PSAT](https://www.michigan.gov/psat) (<https://www.michigan.gov/psat>) web pages for information regarding the PSAT 8/9 for students in grade 8 and the SAT with Essay for students in grade 11.


### PASSAGE-BASED WRITING


All students will have a Passage-based Writing (PBW) item. PBW items include an optional Human Voice Audio to listen to the passage for all students.

 Students testing online must have headphones to hear the passage read aloud.

### LISTENING

Listening is part of the ELA assessment for all students.

 Students testing online must have headphones to hear the audio presented for this portion of the test.

 Paper/pencil Test Administrators receive an audio recording and a listening script that must be used for the listening portion of the paper/pencil assessment. Both of these materials are provided to Building M-STEP Coordinators; it is up to them to determine which method (Audio Recording or script) will be used in their building.

If stand alone audio recording devices are not available to play the M-STEP ELA listening recordings, Test Administrators may use a classroom computer to play the recording. If a classroom computer is used to play the listening

recording, the computer must be equipped with speakers that enable each student to clearly hear the passage read aloud. If there is any doubt about whether all students can hear each passage properly, the listening script should be used instead of the listening recording. Audio files and listening scripts are secure materials and cannot be copied and must be returned with secure, non-scorable materials after testing.

Once initial material orders are placed, the Office of Educational Assessment and Accountability (OEAA) will send listening recordings and listening scripts to schools at a ratio of one listening recording and listening script per 20 students. If necessary, additional recordings and scripts may be requested during the Additional Materials Order window (refer to the **List of Important Dates** in [Appendix H](#) for window dates). Test Administrators need only one or the other, but not both. Listening recordings and listening scripts can also be shared.

## Mathematics

Mathematics is assessed with the M-STEP in grades 3-7. It covers four claims: concepts and procedures, problem-solving, communicating reasoning, and modeling and data analysis. There is one test ticket for students testing online and two parts for students testing with paper/pencil. Refer to the manuals posted on the [MME](#) and [PSAT](#) web pages for information regarding the PSAT 8/9 for students in grade 8 and the SAT with Essay for students in grade 11.

### CALCULATOR POLICY FOR MATHEMATICS ASSESSMENTS

The calculator policy for mathematics assessments varies by grade and assessment mode (online or paper/pencil). Therefore, it is important for Test Administrators to understand the state's calculator use policy. Refer to [Appendix A](#) for the full M-STEP Calculator Policy.

# Overview

## No Calculators Allowed in Grades 3, 4, and 5 Mathematics Assessments

Regardless of the test a student is taking (online or paper/pencil), calculators may not be used for any item on the mathematics grades 3, 4, and 5 assessments. Calculator use changes the construct of the items, or what they are intended to measure. All students must abide by this policy, even students whose Individualized Education Programs (IEPs) or Section 504 Plans specify otherwise. The use of a calculator in mathematics in grades 3, 4, and 5 is a nonstandard accommodation, and is an invalid administration of the assessment. If a student in one of these grades uses a calculator, an incident report must be submitted. Refer to the **Incident Reporting Guide** in [Appendix E](#).

## Embedded Calculators Provided for Students Testing Online in Grades 6 and 7 Mathematics Assessments

Students in grades 6 and 7 taking a mathematics online test use the calculator embedded in the online delivery engine. Students using the embedded calculator will view the Desmos calculator. There is a basic calculator for use in grade 6, which includes addition, subtraction, multiplication, division, and fraction. Calculations are performed automatically as the student keys in the operation.

Grade 7 students use the scientific calculator. This comprehensive calculator includes fraction, percent, absolute value, roots, exponential, logarithmic, trigonometric, and factorial functions, as well as the four arithmetic functions. Answers display automatically.

Districts and buildings should view the Basic Calculator and Scientific Calculator tutorials with students and provide students the opportunity to practice with the Desmos calculator in the Online Tools Training (OTT). Tutorials and OTTs

are accessed without a login through the [DRC INSIGHT Portal](#) (<https://mi.drctdirect.com>) by selecting the **Test Tutorials** tab at the top of the page. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).

## Calculator Use for Students Testing with Paper/Pencil



Students in grades 6 and 7 taking a paper/pencil test use a handheld calculator. Students in grade 6 use a basic calculator, and students in grade 7 use a scientific calculator (both described in the paragraphs above). The test booklets are divided into two parts: Part 1 does not allow the use of calculators, but Part 2 does. Once a student starts Part 2, they may not return to the non-calculator items in Part 1. If a calculator is used in Part 1, an Incident Report must be submitted to invalidate the test and indicate the Nonstandard Accommodation.

Since external handheld graphing calculators are programmable, there is potential for a security breach. Therefore, all programmable calculators must be set to TEST mode during testing sessions.

The state's full **Calculator Policy** can be found in [Appendix A](#). Coordinators and/or Test Administrators may copy and share the policy in its entirety with others involved in testing.

## Science

The M-STEP science test assesses the Michigan K-12 Science Standards in grades 5, 8, and 11. This is a fixed-form online or paper/pencil test. The test will have:

-  one test ticket and one part in grades 5, 8, and 11 for students testing online
-  one part to be completed in one day for students testing with paper/pencil in grades 5, 8, and 11

# Overview

The test will include seven clusters for each grade assessed.

- **Cluster** – stimuli about a phenomenon and a set of 5-9 related items designed to assess the performance expectations (standards) in one topic bundle
- **Topic Bundle** – a group of related performance expectations (standards) that are assessed as a group

## CALCULATOR POLICY FOR SCIENCE ASSESSMENTS

Students in grades 5, 8, and 11 are allowed to use calculators for both the online and paper/pencil science assessment.

### **Embedded Calculators are Provided for Students Testing Online in Grades 5, 8, and 11 Science Assessments**

Students in grades 5, 8, and 11 taking a science online test use the calculator embedded in the online delivery engine. The Desmos calculator is available for all items on the science test.

- Grade 5 includes a basic calculator which includes addition, subtraction, multiplication, division, and square root
- Grades 8 and 11 include the scientific calculator. This comprehensive calculator performs square root, exponential, logarithmic, trigonometric, and factorial functions, as well as the four arithmetic functions. Answers display automatically.

The Desmos calculator used for the science assessment is the same calculator available on the grades 6 and 7 mathematics assessments.

### **Calculator Use for Students Testing with Paper/Pencil**



Students in grades 5, 8, and 11 taking a paper/pencil test use a handheld calculator on the entire test. Students in grade 5 will use a basic calculator, and students in grades 8 and 11 will use a scientific calculator.

Since external handheld graphic calculators are programmable, there is potential for a security breach. Therefore, all programmable calculators must be set to TEST mode during testing sessions.

The state's full **Calculator Policy** can be found in [Appendix A](#). Coordinators and/or Test Administrators may copy and share the policy in its entirety with others involved in testing.

## Social Studies

The M-STEP social studies assessment measures the 2019 Michigan Academic Standards for social studies. This is a fixed-form online or paper/pencil test and includes both independent items and context-based item sets. Context-based item sets include a stimulus (or context) intended to orient the student to a given time period, historical event(s), or concept(s) followed by a set of 3-4 items designed to assess each of a series of related standards. The test will have:

-  one test ticket and one part in grades 5, 8, and 11 for students testing online
-  one part to be completed in one day for students testing with paper/pencil in grades 5, 8, and 11

## The Michigan Merit Examination

The Michigan Merit Examination (MME) is administered annually to grade 11 and eligible grade 12 students. The complete MME consists of the SAT<sup>®</sup> with Essay, WIN Work Readiness Assessments, and M-STEP summative assessments in science and social studies.

Student eligibility for the MME:

- First-time grade 11 students – required to take all three components of the MME (SAT with Essay, WIN Work Readiness Assessments, M-STEP science and social studies)

# Overview

- Grade 11 foreign exchange students – required to take all three components of the MME (SAT with Essay, WIN Work Readiness Assessments, M-STEP science and social studies)
- Repeating grade 11 students, with valid MME scores in all four content areas (SAT English language arts [ELA], SAT mathematics, M-STEP science and social studies) and valid WIN Work Readiness Assessments scores – not eligible to take any portion of the MME
- Repeating grade 11 students missing one or more valid MME component scores (SAT ELA, SAT mathematics, M-STEP science and social studies, WIN Work Readiness Assessments) – eligible to take the complete MME, but not required to do so
- Grade 12 students who were not included in grade 11 accountability – required to take the complete MME
- Grade 12 students who have valid MME scores in all four content areas (SAT ELA, SAT mathematics, M-STEP science and social studies), and valid WIN Work Readiness Assessment scores – not eligible to take any portion of the MME
- Grade 12 students missing one or more valid MME component scores (SAT ELA, SAT mathematics, M-STEP science and social studies, WIN Work Readiness Assessments) – eligible to take the complete MME, but not required to do so

More information is available in the [Who Must/Can Take the MME](https://www.michigan.gov/-/media/Project/Websites/mde/OEAA/MME/MME_Eligibility.pdf) document ([https://www.michigan.gov/-/media/Project/Websites/mde/OEAA/MME/MME\\_Eligibility.pdf](https://www.michigan.gov/-/media/Project/Websites/mde/OEAA/MME/MME_Eligibility.pdf)).

## Required Grade 8 Testing

Students in grade 8 take the M-STEP science and social studies tests, and the PSAT™ 8/9. Information on administering the PSAT 8/9 is found in the PSAT 8/9 Coordinator Manual and on the [PSAT web page](http://www.michigan.gov/psat) ([www.michigan.gov/psat](http://www.michigan.gov/psat)).


## Test Administrator's Directions and Manual

The test directions documents include all information that a Test Administrator needs to know. Test Administrators are required to read the Test Administrator's Directions and Manual document.

### Text-to-Speech Test Directions

Text-to-Speech (TTS) test directions are required for all students.

Test Administrators directions provide introductory information and test verification, then direct students to select the "Play" button to listen to the directions. **Note:** All students must have headphones to use TTS for test directions.

 **Helpful Hint:** There is a test directions script that Test Administrators must read before students can access or use TTS for directions only. Be sure all Test Administrators follow the written directions provided in the Test Administrator's Directions and Manual document.

**Test administration directions are explicit and must be followed exactly as written.**


# Overview


## Scratch Paper Guidelines

Scratch paper use varies by test, grade, and content area. Review the state's full **Scratch Paper Policy** in [Appendix B](#).

## Designated Supports and Accommodations

The [Supports and Accommodations Guidance Document](#) (which includes the **Supports and Accommodations Tables**), presents the available Universal Tools, Designated Supports, and Accommodations, as well as identification processes, classroom considerations, and guidelines for all state assessments. The document can be found on the [M-STEP web page](#). Guidance in the documents pertains to general education students, as well as to English learners (ELs), students with disabilities (SWDs), and students who are considered ELs and are also identified as SWDs.

 Some Designated Supports and Accommodations may require a student to take the test online. Identifying individual students who require online Designated Supports and/or Accommodations must be done in the DRC INSIGHT Portal. Remember: When testing students online, a caching server or Central Office Services (COS) is strongly recommended to be set up and the test engine, INSIGHT, must be installed.

 Conversely, other Designated Supports and Accommodations for students require the students to take paper/pencil versions of the tests. The paper/pencil test materials must be specifically requested when materials are ordered in the OEAA Secure Site.

Refer to the [Supports and Accommodations](#) section of this manual for more detailed information.

## Resources for Students to Prepare for Testing

A number of resources and tools have been developed to help students gain experience with testing. The resources for online testing may be accessed in the **Accessing Online Tools Training** mini-module, which is available on the [DRC INSIGHT Portal](https://portal.te.drcdirect.com/MI) (<https://portal.te.drcdirect.com/MI>) by selecting **Show Documents**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).

Online Tools Training and sample items for students testing with paper/pencil are available on the [M-STEP web page](#).

### **Available resources for online testing include:**

- Student Tutorials for use with classrooms of students to provide an overview of what they will practice using the OTTs
- Online Tools Trainings (OTTs) for general education students
- OTTs for students using supports and accommodations

### **Available resources for paper/pencil testing include:**

- grade-level Sample Item Sets
- sample essay prompts
- calculator practice

It is highly recommended that schools provide students with opportunities to practice using these resources before they take the online or paper/pencil tests.

# Overview

## Call Center Contact Information

The Office of Educational Assessment and Accountability (OEAA) has a call center to answer questions related to M-STEP testing.

Agents are available to receive questions at the following toll-free phone number and email address during the specified hours.

- **Call:** 1-877-560-8378
- **Email:** mde-oeaa@michigan.gov
- **December 1, 2025 - April 3, 2026**  
8:00 AM–5:00 PM (M–F)
- **April 6, 2026 - May 22, 2026**  
7:00 AM–5:00 PM (M–F)

The following table shows the options related to the M-STEP that are available on the call center phone menu. Select the appropriate option when contacting the OEAA, either through our toll-free number (877-560-8378) or the Lansing-area local number (517-241-4102).

- **Option 1:** For inquiries related to state assessment policy; the OEAA Secure Site; administration of the M-STEP, MI-Access, Early Literacy and Mathematics Benchmark Assessments; and Accountability Reporting
- **Option 2:** For inquiries related to the SAT, PSAT, or WIN Work Readiness Assessments testing:
  - **Option 1:** eligibility to test and the OEAA Secure Site
  - **Option 2:** administration of the College Board assessments (PSAT 8/9, PSAT 10, SAT)
  - **Option 3:** administration of the WIN Work Readiness Assessments
- **Option 3:** For inquiries related to WIDA, the English Learner assessment
- **Option 4:** For all other calls
- **Option 5:** To report known unethical testing practices by a school on any state assessment
- **Option 6:** To repeat these options

## OEAA Communications with Schools and Districts

Keeping educators up to date regarding changes in assessment and accountability is critical. The OEAA communicates with the field in a number of different ways, including:

- **Spring 2026 Training (live and recorded) and Video Tutorials** (online focus only) for online M-STEP Coordinators; in the [DRC INSIGHT Portal](https://mi.drccedirect.com) (<https://mi.drccedirect.com>). This training occurs in early March, see the [List of Important Dates](#) for the date and time this training will occur.
- **Spring 2026 M-STEP Test Administration Recorded Presentations** (online and paper/pencil testing information in chapters); available on the [M-STEP web page](http://www.michigan.gov/mstep) ([www.michigan.gov/mstep](http://www.michigan.gov/mstep)) – watch the Spotlight for details
- **Spotlight on Student Assessment and Accountability weekly newsletter** – sign up to receive the newsletter and/or read archived copies on the [Spotlight web page](http://www.michigan.gov/mde-spotlight) ([www.michigan.gov/mde-spotlight](http://www.michigan.gov/mde-spotlight))
- [M-STEP web page](http://www.michigan.gov/mstep)
- [DRC INSIGHT Portal](https://mi.drccedirect.com) (<https://mi.drccedirect.com>)
- the Announcement page on the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure))
- 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)
- presentations at state conferences, including the Michigan School Testing Conference held each year in February

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

# Overview

## 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 the manuals.

Ensure that you and all testing staff comply with all applicable policies and procedures. By strictly following policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

## Assessment System Access for District and Building Assessment Coordinators

The OEAA Secure Site, the Educational Entity Master (EEM), and the DRC INSIGHT Portal are systems used for test administration tasks.

### THE OEAA SECURE SITE

Many testing functions take place in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure), including:

- pre-identification of students
- off-site test administration requests
- ordering of paper/pencil test materials (and accompanying return materials)
- printing of barcode labels for paper/pencil answer documents (as necessary)
- incident reporting
- reviewing “Accountable Students and Test Verification” functions
- downloading the L1 (First Language) glossaries for mathematics assessments
- look-up for district and school contacts
- access to student scores and reports
- online waiver requests
- multiplication chart accommodation requests

## Accessing the OEAA Secure Site

Staff members that need access to the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure) will need to login to MiLogin for Business and request access to the OEAA Secure Site. An email notification will be sent to the district or school administrator level user of the site for review and approval. Once the request has been processed, an email confirmation will be sent to the requester.

If a new or additional district administrator level user is needed for the OEAA Secure Site, the district superintendent and the designated staff will need to complete the District Administrator Level User form found at the bottom of the OEAA Secure Site login page and submit their request along with the form through the OEAA Secure Site. All requests for district administrator level access go to OEAA for approval.

Full directions on how to request access can be found on the [OEAA Secure Site Training page](https://www.michigan.gov/secaresitetraining) (https://www.michigan.gov/secaresitetraining) under the Security section.

Those who are unfamiliar with the OEAA Secure Site can find training resources on the [OEAA Secure Site Training web page](#).

### THE EDUCATIONAL ENTITY MASTER

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.

# Overview

**Helpful Hint:** Most districts review EEM contact lists at the beginning of each academic year to ensure they are still correct.

If any changes in staffing are made during the year, it is important for the authorized district EEM user to update the EEM with the correct information.

Be sure to notify your authorized district EEM user if you have any changes or updates to your assessment staff!

Because the EEM serves as the directory for identifying and linking educational entities with other data collection applications, it is necessary that districts and schools keep their information up to date. The OEAA will use this information in various ways throughout the M-STEP testing process.

For the M-STEP administration, it is especially important to ensure the district and building M-STEP coordinator contact information and physical address are 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 M-STEP Coordinator and cannot be shipped to a post office box. The address must be a valid district address; it cannot be a personal address.

The EEM may be accessed on the [EEM web page](http://www.michigan.gov/eem) ([www.michigan.gov/eem](http://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 their name, email, and phone number 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.

## DRC INSIGHT PORTAL

The DRC INSIGHT Portal is used for online test administration tasks, including:

- assigning online Universal Tools, Designated Supports, and Accommodations
- test session setup
- printing test tickets and test rosters
- monitoring student completion of assigned tests
- Test Administrators can monitor student testing progress during a test session using the Test Monitoring Application. See [Appendix G](#) for more information.

## Accessing the DRC INSIGHT Portal

Secure access to the DRC INSIGHT Portal for Building and District Assessment Coordinators is assigned through the OEAA Secure Site. Refer to the directions on the OEAA Secure Site Training page at [www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining) for access to the OEAA Secure Site which allows you to select a DRC INSIGHT Role.

# Roles and Responsibilities

## Roles and Responsibilities

District and school professional staff members play a key role in the fair and equitable administration of state assessments.

While districts may adjust the roles and responsibilities to fit their size and organizational structure, all roles must be filled. Each role may be carried out by one individual or split among several individuals. However, no function or responsibility can be ignored.

There are four roles associated with M-STEP testing:

1. District Coordinators
2. Building Coordinators
3. Test Administrators
4. Technology Coordinators

Technology Coordinators have a separate manual that provides detailed information on how to install and configure the software used for testing. It is called the [Technology User Guide](#) and can be found in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.com>).

The District, Building, and Technology coordinators should all be identified in the EEM.

Following is a brief description of each M-STEP role. Detailed information on the roles and responsibilities of district and school staff involved in test administration can be found in the [Assessment Integrity Guide](#), which is located on the [M-STEP web page](#).

### DISTRICT COORDINATORS

District M-STEP Coordinators are responsible for overseeing all testing at the district level and acting as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated

with testing, and ensure that Building Coordinators and Test Administrators are aware of training opportunities for students.

The District Coordinator must be identified in the EEM with current and accurate contact information.

#### District Coordinators must:

- complete the [OEAA Assessment Security Compliance Form](#)
- complete the [Michigan Virtual online Assessment Security Training modules](#)
- read the [TAM](#) (this document) in its entirety
- read the [Assessment Integrity Guide](#)
- be familiar with the information provided to Test Administrators in the Test Administrator's Directions and Manual documents

### BUILDING COORDINATORS

Each school building involved with M-STEP testing—including alternative education programs, Shared Educational Entities (SEEs), and Specialized Shared Educational Entities (S2E2s)—must have a Building M-STEP Coordinator. This person may be the school principal or another professional staff member. The Building M-STEP Coordinator is responsible for arranging training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules and needs, and ensuring the overall integrity of the assessment process.

The Building Coordinator must be identified in the EEM with current and accurate contact information.

#### Building Coordinators must:

- complete the [OEAA Assessment Security Compliance Form](#)
- complete the [Michigan Virtual online Assessment Security Training modules](#)
- read the [TAM](#) (this document) in its entirety

# Roles and Responsibilities

- read the [Assessment Integrity Guide](#)
- be familiar with the information provided to Test Administrators in the Test Administrator's Directions and Manual documents

## TEST ADMINISTRATORS

Test Administrators are responsible for making preparations for and administering the M-STEP tests directly to students.

**The Test Administrator's Directions and Manual include all policy and procedure information that Test Administrators need to know. Test Administrators must read the Test Administrator's Directions and Manual for each test that will be administered prior to the test administration.**

### Test Administrators must:

- complete the [OEAA Assessment Security Compliance Form](#)
- complete the [Michigan Virtual online Assessment Security Training modules](#) and/or read the Assessment Security Appendix. See [Appendix L](#), which is also provided in each [Test Administrator's Directions and Manual document](#).
- read the Test Administrator's Directions and Manual for the test(s) they will administer
- participate in building or district provided M-STEP administration training

## TECHNOLOGY COORDINATORS

Technology Coordinators are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Central Office Services (COS), a local caching system that securely caches test content and student responses.

Technology Coordinators work closely with District and Building Assessment Coordinators in communication, site planning, scheduling and logistics to prepare for testing. In addition, Technology Coordinators are responsible for test device setup, network configuration, and the strongly recommended Central Office Service (COS) set up.

### Technology Coordinators must:

- complete the [OEAA Assessment Security Compliance form](#)
- Read the [Technology User Guide](#)
- download and install INSIGHT and Central Office Services (COS) on any devices new to online testing
- verify that the latest versions of INSIGHT and COS are installed (if the school participated in online testing before, this may require old programs be uninstalled) or updated
- configure all devices used for testing in schools to communicate with the COS (if not already done)
- Verify that no background processes or add-ons (such as Grammarly or other instructional software) are running on testing devices prior to testing
- Work with District and Building Assessment Coordinators to determine testing schedules, testing devices and equipment to be used (including headsets, mice, iPad stands, external keyboards, power cords, etc) are available
- provide contact information to District and Building M-STEP Coordinators so they can easily request help in solving any technology issues that arise before, during, or after testing
- be available during testing to troubleshoot and help Building M-STEP Coordinators and Test Administrators

The Technology Coordinator must be identified in the EEM with current and accurate contact information.

# Supports and Accommodations

## What Are Supports and Accommodations?

Generally speaking, Universal Tools, Designated Supports, and Accommodations are tools, resources, and strategies that allow all students equitable access to the content measured on the state’s standardized assessments.

The three broad categories into which these tools, resources, and strategies fall are:

1. **Universal Tools** – available to **all** students
2. **Designated Supports** – based on **individual student need** (including EL supports), as determined by an adult or team using MDE guidance when available
3. **Accommodations** – specifically documented in a student’s **Individualized Education Program (IEP)** or **Section 504 Plan**


This section of the manual provides detailed information specifically related to the latter two categories—Designated Supports and Accommodations. It should be noted that what is considered a **Designated Support** for one content area and/or grade may be considered an **Accommodation** for another content area or grade, so it is imperative to approach the provision of Designated Supports and Accommodations from a student-centered perspective. **Note:** Do not assume that what applies to one student in one grade taking a particular content-area test will apply across the board to all students.


Detailed information about what is allowable for students in each category (Universal Tools, Designated Supports, and Accommodations) can be found in the [Supports and Accommodations Guidance Document](#), which includes the **Student Supports and Accommodations Tables**. The guidance document is available on the [M-STEP web page](#).

## Supports and Accommodations Tracking Sheet

The OEAA has developed an optional [Supports and Accommodations Tracking Sheet](https://www.michigan.gov/mde/services/student-assessment/m-step/student-supports-and-accommodations/recording-and-tracking-resources) (https://www.michigan.gov/mde/services/student-assessment/m-step/student-supports-and-accommodations/recording-and-tracking-resources) for District and Building M-STEP Coordinators to record the Designated Supports and Accommodations individual students require, regardless of paper/pencil or online testing. It can be used to not only ensure the correct materials are ordered, but that the correct Designated Supports/Accommodations are turned on/recorded in the DRC INSIGHT Portal. The sheet is intended only for organizational purposes; it should not replace or usurp team-level decisions or documented needs in a student’s IEP or Section 504 Plan. The tracking sheet is available on the [M-STEP web page](#).

## Ordering Accommodated Materials

 Some Designated Supports and Accommodations may require a student to take the test online. Some Designated Supports and/or Accommodations that an individual student needs to test online must be identified and enabled in the DRC INSIGHT Portal before test tickets are printed.

 Conversely, other Designated Supports and Accommodations for students require them to take paper/pencil versions of the tests. **Note:** These tests must be specifically requested when ordering materials in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure).

If a student requires a Reader Script, an audio recording, or a video recording, a special accommodations kit must be ordered for that student. **These kits contain only one paper/pencil test booklet.** Therefore, when more than


# Supports and Accommodations

one student will use the same Reader Script, Audio Recording, or Video Recording (when students will be testing in small groups), additional paper/pencil test booklets must be ordered by indicating the number of students tested in the Accommodated Student Count column. (The order screen will request the number of students expected to test with each kit, so be sure to enter the correct number.) Braille and Enlarged Print Kits must be ordered individually.

## **Embedded and Non-embedded Supports and Accommodations**

The Spring 2026 M-STEP **online** assessments offer two kinds of Designated Supports and Accommodations—embedded and non-embedded.

Embedded Designated Supports and Accommodations are those that are integrated into the online testing system. These Designated Supports and Accommodations must be turned on, or enabled, by the Building M-STEP Coordinator in the DRC INSIGHT Portal **before** a student's test ticket is generated.

 **Helpful Hint:** District and/or Building Assessment Coordinators should work with Special Education Directors to ensure all Designated Supports and Accommodations are assigned **before** any test ticket is generated.

Test tickets that are generated before embedded Designated Supports and Accommodations are assigned may not have the Designated Supports or Accommodations available on the test.

Non-embedded Accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student.

**Note:** Keep in mind that any option identified as an Accommodation must only be made available to students with IEPs/Section 504 Plans and should only be made available to those students if they have a need for the Accommodation outlined in their IEP/Section 504 Plan.

The **Student Supports and Accommodations Tables** included in the [Supports and Accommodations Guidance Document](#) can help educators determine which Designated Supports and Accommodations need to be enabled and identified for use in the DRC INSIGHT Portal. The document is located on the [M-STEP web page](#).

## **Turning On Designated Supports and Accommodations**

For detailed information related to turning on embedded Designated Supports and Accommodations, refer to the mini-module called **How to Assign and Mass-assign Student Supports and Accommodations**, which can be found in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (https://mi.drctdirect.com). Select **Document Type: Mini-Modules**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).

# Supports and Accommodations

## Verifying Test Tickets

Test Administrators should verify a student's online Universal Tools, Designated Supports, and Accommodations by reviewing the student's test ticket(s). Detailed information about what is allowable for students in each category (Universal Tools, Designated Supports, and Accommodations) can be found in the [Supports and Accommodations Guidance Document](#).

<p><b>M-STEP Spring 20XX</b></p> <p><b>Test Ticket G3 ELA</b></p> <p>Student Name: Smith, John J Date of Birth: 3/3/20XX</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Username: JSMITH1</td> </tr> <tr> <td style="padding: 2px;">Password: ZM5XQYZ8</td> </tr> </table> <p style="font-size: small;">(Note: Username and password are not case sensitive)</p> <p style="text-align: center; color: red; font-weight: bold;">Accommodation: MSK</p> <p style="text-align: center;">Test Session: Sample Session</p>	Username: JSMITH1	Password: ZM5XQYZ8
Username: JSMITH1		
Password: ZM5XQYZ8		

The following table shows how online Designated Supports and Accommodations are abbreviated on the test tickets.

Online Supports/ Accommodations	Test Ticket Abbreviation
Abacus	A
Auditory Amplification	AA
Alt Communication Devices	ACD
Arabic Glossing	AG
Administered Individually/Small Group	AISG
Sign Language ASL Video	ASL
Administrator Sign Test Content in ASL	ASTC
Administrator Sign Test Directions in ASL	ASTD
Bilingual Word-to-Word Dictionary	BWWD
Closed Captioning	CC
Color Preferences	CP

Online Supports/ Accommodations	Test Ticket Abbreviation
Continuous Magnification	CM
Masking	MSK
Noise Buffers	NB
Non-embedded Calculator	NEC
OEAA Multiplication Table	OMT
Oral Translated Test Directions	OTTD
Read Aloud (Human Reader)	RAHR
Spanish Glossing	SG
Scribe (Non-Writing Items)	SNWI
Stacked Spanish	ST
Scribe (Writing Items)	SWI
Text-To Speech (Items Only)	TTS
Text-to-Speech (Items & Passages)	TTSPASSAGE
Visual Aids	VA

Keep in mind that not all available Universal Tools, Designated Supports, and Accommodations are tracked in the DRC INSIGHT Portal.

## Where to Find More Information on Designated Supports and Accommodations

Essential Designated Supports and Accommodations information can be found on the [M-STEP web page](#), including:

- [Supports and Accommodations Guidance Document](#) – includes the **Student Supports and Accommodations Tables**, as well as guidance related to qualifications for translators; scribing protocols; English, Arabic, and Spanish read-aloud guidelines; and text-to-speech/read-aloud guidance

# Supports and Accommodations

- Online videos with additional information will be available under the **Assessment Training and Resources for Educators** section; watch the Spotlight for details

## Nonstandard Accommodations

Any student who receives a Nonstandard Accommodation will not count as being assessed. If a student receives a Nonstandard Accommodation during testing, coordinators are required to submit an Incident Report. Incident reports are submitted in the OEAA Secure Site. Select Incident Reports under the Student Assessment tab. Contact the OEAA Call Center (at 1-877-560-8378) for assistance, if needed.

The following are two examples of why some Accommodations are considered nonstandard.

- The M-STEP grade 3–5 ELA tests measure how well a student can read and comprehend through decoding. Therefore, if the **reading passages** are read aloud to a student, it becomes a listening test and not a reading test. In this way, the construct of the test (or what it is designed to measure) is changed.
- Using a calculator on any portion of the M-STEP mathematics tests where calculators are not permitted is a Nonstandard Accommodation, because the items are intended to measure a student's ability to make the calculations independently (for example, adding or subtracting two numbers). If a calculator is used on these items, it changes the construct of what is being measured.

## Filling Out Designated Supports and Accommodations Information on Answer Documents

Test Administrators working with students testing with paper/pencil to complete the demographic portion of their answer documents will need to

make sure that information related to Designated Supports and Accommodations is correctly recorded on the answer documents.

### ELA STANDARD SUPPORTS AND ACCOMMODATIONS

- Directions Read in Native Language
- Braille (Form 88)
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- Other (as allowed according to the Supports and Accommodations Tables)

### MATHEMATICS STANDARD SUPPORTS AND ACCOMMODATIONS

- Directions Read in Native Language
- Oral Translation in Native Language
- Braille (Form 88)
- Spanish Booklet
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- Abacus
- L1 Glossary
- Other (as allowed according to the Supports and Accommodations Tables)

# Supports and Accommodations

## SCIENCE AND SOCIAL STUDIES STANDARD SUPPORTS AND ACCOMMODATIONS

- English Video Recording
- Spanish Video Recording
- Arabic Video Recording
- Reader Script
- Oral Translation in Native Language
- Braille (Form 88)
- Enlarged Print
- Audio Recording
- Multiple-Day Testing
- Other (as allowed according to the Supports and Accommodations Tables)

## Using Audio Recording Versions of the Tests

### (Form 1 or Form 88 [Braille] test booklets only)

- **Audio recordings are ONLY available for the M-STEP science and social studies assessments.** This is considered a Designated Support.
- Students using an audio recording must have a printed copy of the appropriate booklet, either **Form 1 or Form 88**, to use during testing.
- This version of the test (Designated Support) will be shipped with one Form 1 or Form 88 test booklet. Be sure to order additional test booklets if using an audio recording with multiple students; this is done by accurately indicating the number of students to be tested in the Accommodated Student Count column with the Audio Recording on the materials order page in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure)).
- The District/Building M-STEP Coordinator may order additional audio recordings.

The following instructions should be followed when administering audio recording versions of the tests.

- Audio recordings are intended to be used by one student or by small groups of no more than five students.
- There are two file formats available for the audio recording: All Questions and Individual Questions.
  - **All Questions** is the complete test in a single file.
  - **Individual Questions** are the individual questions in separate files. Questions are labeled and so on. Students can return to individual questions using the individual question files.
- Individual students may use their audio recording in a small group setting only when the computer has headphones and the student has personal control over the equipment.

# Supports and Accommodations

- Since this Designated Support would be used routinely in the classroom, students should be able to use the equipment independently. Students may be assisted in playing the audio recording but may not be given any help with answering test items. Student responses can be recorded in a number of different ways. Students may:
  - grid their own answer documents
  - mark their answers in their test booklets and have a Test Administrator, proctor, or test accommodations provider transcribe them onto their answer documents
  - dictate responses to a scribe or into a tape recorder and have a Test Administrator, proctor, or test accommodations provider grid the answer documents (refer to the **Scribing Protocol** found in the [Supports and Accommodations Guidance Document](#) located on the [M-STEP web page](#) under the **Student Supports and Accommodations** section)
  - braille their responses and have a Test Administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents
- **Important:** The “**Audio Recording**” circle on the students’ answer documents must be filled in for students using an audio recording as a Designated Support.
- Make sure the barcode label for the content area is placed on the front of each student’s answer document where indicated.
- There are two file formats available for the video recording: All Questions and Individual Questions.
  - **All Questions** is the complete test in a single file.
  - **Individual Questions** are the individual questions in separate files. Questions are labeled and so on. Students can return to individual questions using the individual question files.
- Students can use the video display as an additional cue for determining where they should be in a test booklet while they are taking a test. The video displays an English version of the book while playing an audio translation into English, Spanish, or Modern Standard Arabic.
- Students using a video recording must have a printed copy of a **Form 1 test booklet** to use during testing. Be sure to indicate “**Form 1**” on each student’s answer document as noted in the test directions.
- This version of the test will be shipped with one Form 1 test booklet. Be sure to order additional Form 1 test booklets if using a video recording with multiple students; this is done by accurately indicating the number of students to be tested with the video recording in the Accommodated Student Count column on the materials order page in the [OEAA Secure Site](#) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure)).
- The District/Building M-STEP Coordinator may order additional video recordings.
- Video recordings for science and social studies are available in Spanish, Arabic, and English.

## Using Video Versions of the Tests

### (Use Form 1 test booklet only)

- Video recordings—available only for the M-STEP science and social studies tests—provide an enhancement to the audio recordings. Video recordings are not available for ELA and mathematics.

# Supports and Accommodations

## HOW TO ADMINISTER VIDEO VERSIONS OF THE TEST

The following instructions should be followed when administering video versions of the tests.

- Tests are to be administered to students either individually or in small groups (up to five students) in a setting where the video will not disturb other students.
- The Test Administrator will need to make sure the appropriate video language (Arabic, English, Spanish) circle is filled in on each student's answer document.
- Students who use videos (based on individual need) must use a standard Spring 2026 answer document. Responses can be recorded in a number of ways. Students may:
  - grid their own answer documents
  - mark answers in their test booklets and have a Test Administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents
  - dictate responses to a scribe or into a tape recorder and have a Test Administrator, proctor, or test accommodations provider grid the answer documents (refer to the **Scribing Protocol** found in the [Supports and Accommodations Guidance Document](#) located on the [M-STEP web page](#) under the **Student Supports and Accommodations** section)
- For students using video recordings as a Designated Support, mark the appropriate **Video Recording bubble** on their answer document.
- Make sure the barcode label for the content area is placed on the front of each student's answer document where indicated.

## Reading Directions—Audio and Video Recordings

Test Administrators and accommodations providers should be aware of the following information.

- Test Administrators or accommodation providers must read the directions aloud to the student(s) exactly as written, so students may ask questions before beginning the test.
- There are two file formats available for the audio recording: All Questions and Individual Questions.
  - **All Questions** is the complete test in a single file.
  - **Individual Questions** are the individual questions in separate files. Questions are labeled and so on. Students can return to individual questions using the individual question files.

## Using Reader Scripts

The use of Reader Scripts (scripted versions of the M-STEP test) standardizes the way tests are read aloud to students. Reader Scripts are only offered for M-STEP science and social studies and they are considered a Designated Support. (Refer to the **Read-Aloud Guidelines** on [page 33](#) for information on readers for ELA and mathematics.)

- Reader Scripts may be administered one-on-one or in small groups of up to five students.
- Students will use their test booklet while the test administrator reads aloud from the Reader Script. The Reader Script form must match the student test booklet
  - Science and social studies form numbers must match; Form 1 test booklets must use Form 1 Reader Scripts, and Form 2 test booklets must use Form 2 Reader Scripts.
- The ordering process for Reader Scripts is similar to the process for ordering audio and video recordings.

# Supports and Accommodations

- For students using a Reader Script as a Designated Support, it is important that the “**Reader Script**” circle is filled in on their answer document.
- Make sure the barcode label for the content area is placed on the front of the answer document where indicated.

## Using Oral Translations for Native Language

**(Use Form 1 test booklet only)**

For science and social studies, translations for native languages must use the Reader Script. (Refer to the **Read-Aloud Guidelines** on [page 33](#) for information on readers for ELA and mathematics.)

## Using Enlarged Print Versions of the Test

**(Use Form 1 test booklet only)**

- Use of the enlarged print version of the assessment is an Accommodation.
- **Form 1** is the basis for the enlarged print version of the test.
- Students who use an enlarged print version of the test must record their answers in their enlarged print test booklet; the answers are transferred by a Test Administrator, proctor, or accommodations provider onto a standard Form 1 answer document. Spelling, punctuation, and indentation must be transcribed exactly as it appears in the student’s original response.
- Once student responses have been transcribed onto a standard answer document, the student’s test booklet can be returned in a secure, non-scorable box.

- If students use an enlarged print version of the test, it is important that the “**Enlarged Print**” circle is filled in on their answer document.
- Make sure the barcode label for the content area is placed on the front of the transcribed answer document where indicated.

## Using Braille Versions of the Test

Using braille versions of the assessment is an Accommodation.

- Form 88/Braille forms are based on Form 1 tests. Use the Form 1 Answer Document for all Form 88/Braille tests.
- The use of a braillewriter is permissible. If a student uses a braillewriter as an assessment Accommodation, a Test Administrator, proctor, or accommodations provider must transcribe the student’s responses onto a standard answer document that is returned along with other secure, scorable materials. Spelling, punctuation, and indentation must be transcribed exactly as it appears in the student’s original response.
- Each braille version of a content-area M-STEP test is a unique test form (Form 88). All grades and content area Form 88 tests use the standard Answer Document with the Form 88 bubble filled in.

**Helpful Hint:** Always use the Answer Document(s) that comes in the Braille kit.

- Each grade-level/content-area braille accommodated kit will include a companion **Assessment Administrator Booklet for Braille (AABB)**. This booklet is provided so Test Administrators/accommodations providers can see how the original test items were modified for the student. It also allows them to follow along with the student, even if they do not read braille.

# Supports and Accommodations

- A **Print-to-Braille Correspondence** document is included in the braille accommodated kit and is also available on the [M-STEP web page](#).
- If students use a braille version of the test or a braillewriter, it is important that **“Form 88”** is bubbled on their answer document.
- The answer document to be used for braille is included in the braille kit.
- Make sure the barcode label for the content area is affixed to the front of the student’s transcribed answer document where indicated.

- For students using a scribe, grid the **“Scribe”** circle on each student’s answer documents to indicate the administered Support.
- Make sure a barcode label is affixed to the front of the answer document where indicated.

## **WORD PROCESSORS**

**(Use the test booklet form assigned to the student)**

The use of word processors for constructed response items is an Accommodation for students who have the need defined in their IEP or Section 504 Plan.

Because the ELA tests assess the student’s use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software must be monitored to ensure that spell-checking, dictionary, thesaurus, and grammatical software is not activated. Autocorrect also may not be used.

- Fill in the **“Other”** circle on the student’s answer document and indicate that the student used a word processor.
- If the spell-check, dictionary, thesaurus, and grammatical software were not deactivated, the **“Nonstandard Accommodations”** circle must be filled in.
- If a student uses a word processor or another Accommodation to record multiple-choice answers, **these must be transferred onto a regular answer document by the student, Test Administrator, proctor, or accommodations provider.**
- **Note:** Word processed documents will no longer be scored by the contractor. All word processed documents must be transcribed onto the answer document by the student, Test Administrator, proctor, or accommodations provider. Student word processed documents must be securely destroyed after the student response is transcribed on the student answer document.

## **Directions for Other Common Supports and Accommodations**

### **SCRIBES AND TAPE RECORDERS**

**(Use the test booklet form assigned to the student)**

Dictating responses to a scribe or into a tape recorder is allowable.

**Note:** Using a scribe for extended responses on the ELA test is considered an Accommodation. For mathematics, science, and social studies, using a scribe for all other question types is considered a Designated Support.

- Scribes must review the **Scribing Protocol** found in the [Supports and Accommodations Guidance Document](#) to make sure they are doing their job correctly. The guidance document can be found on the [M-STEP web page](#).
- If a student uses a tape recorder or scribe, a Test Administrator, proctor, or accommodations provider must transcribe the student’s response onto a regular answer document that is returned along with other scorable materials.
- For students using a tape recorder, it is important to grid the **“Other”** circle on each student’s answer document and indicate the administered Accommodation.

# Supports and Accommodations




## **ADDITIONAL OR ADAPTED PAPER**



**(Use the test booklet form assigned to the student)**

- The use of additional paper is permitted for students who need this Accommodation due to their large handwriting. The need must be documented in the student's IEP or Section 504 Plan.
- When additional paper is used, the student should only be allowed to write the equivalent of what could be written (with average-sized handwriting) in the original space provided in the test booklet.
- **Note:** Word-processed pages can be taped to student answer documents. See [Appendix N](#) to view full instructions.

## **EXTENDED TIME/MULTIPLE DAY**

As with any support, educators must provide **only** those supports the student needs. Significant research indicates that providing students with unnecessary or unneeded tools or supports may negatively impact their test scores.

- All M-STEP tests are untimed and student-paced.
-  If a student testing online requires more than one day to complete any single section of an online test, the test may be paused and exited at any point. The student will be able to log back into his/her test at any subsequent point within the testing window to complete the session. It is important that the student's test be paused and exited, and not submitted.
-  Students testing online who need additional time have until the last day of the online testing window to finish the test.
-  Students taking a paper/pencil test with a multiple-day Designated Support will use the form of the test assigned to their school.

-  If extended time is used for a paper/pencil test, it is important to fill in the "**Multiple-Day Testing**" circle on the student answer document(s).
-  Students must complete the test during the paper pencil testing window. They may not start before the beginning of the window or test after the close of the window.


## **Closed Captioning for ELA Listening**

Closed captioning is only available for the listening passages and associated questions on the ELA online assessments. It will not be available for any other ELA questions or for the mathematics, science, social studies test, or Video Sign Language (VSL) because there are no listening components of those assessments.

## **Read-Aloud Guidelines for ELA and Mathematics**

The use of human readers is allowed across all grades as a **Designated Support** for M-STEP mathematics and all but the reading passages in the ELA assessments. Human readers are also allowable for ELA reading passages as a **documented Accommodation** in grades 6–7 (but not for grades 3–5). This Accommodation is appropriate for only a very small number of students. For information on documentation requirements and decision-making criteria related to using human readers, refer to the [Supports and Accommodations Guidance Document](#) found on the [M-STEP web page](#) under the **Student Supports and Accommodations** section.

# Supports and Accommodations

 The M-STEP online ELA and mathematics assessments have a text-to-speech Designated Support option. Students who do not have access to this support or who take a paper/pencil test may utilize the Read-Aloud Designated Support.

The Read-Aloud support is administered with a human reader who provides an oral presentation of the assessment text to an eligible student. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The reader must be trained and qualified and must follow the **M-STEP Read-Aloud Guidelines** found in the [Supports and Accommodations Guidance Document](#). The guidance document is available on the [M-STEP web page](#).

## **Scribing Protocol**

The **Scribing Protocol** can be found in the [Supports and Accommodations Guidance Document](#) located on the [M-STEP web page](#).

The protocol outlines the required procedures a scribe must follow. A scribe is an adult who writes down exactly what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and can respond to test content. Scribes are allowed as a **documented Accommodation** for ELA writing, and as a Designated Support for science, social studies, mathematics, and ELA non-writing items.

Scribes may also be necessary for testing students with sudden or rapid onset conditions, such as broken arms or wrists. Save any documentation, such as doctor's notes, when using a scribe for sudden or rapid onset conditions.


## **Word-to-Word Bilingual Dictionaries**


The **M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance** provides a recommended list of non-electronic word-to-word bilingual dictionaries and glossaries that can be used during M-STEP and MI-Access testing only. The guidance document is available upon request through an email to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov). This list is different than the lists used for the SAT Suite of Assessments and WIN Work Readiness Assessments and cannot be used for those assessments.

## **L1 (First Language) Glossaries**

**L1 Glossaries are only available for the M-STEP mathematics assessment.**

Glossaries are available in a number of different languages for use on the online and paper/pencil mathematics tests.

 An embedded Spanish Glossing (SG) and Arabic Glossing (AG) are available for the online M-STEP mathematics assessment. They are considered Designated Supports and must be enabled for each student in the INSIGHT Portal prior to printing test tickets.

 All L1 glossaries for the paper/pencil test can be downloaded from the Initial Materials Order or the Additional Materials Order window in the OEAA Secure Site. The following languages are available:

- Arabic (can also be ordered during Initial Materials Orders in the OEAA Secure Site)
- Burmese
- Cantonese
- Eastern Punjabi
- Hmong
- Ilocano
- Korean
- Mandarin
- Russian


# Supports and Accommodations

- Spanish (can also be ordered during Initial Materials Orders in the OEAA Secure Site)
- Somali
- Tagalog
- Ukrainian
- Vietnamese
- Western Punjabi

## Stacked Spanish

**Stacked Spanish is available for the M-STEP mathematics and social studies assessment.**

“Stacked Spanish” refers to the presentation of one part of the item in Spanish followed by the same part in English.

 The online Stacked Spanish form of the assessment will have Spanish audio (Text-To-Speech [TTS]) available for students to use with the Spanish test. A Stacked Spanish test is available for use on the mathematics online and paper/pencil tests as well as the online social studies test for students who are fluent in Spanish but may need a parallel English version to fully demonstrate what they know and are able to do. Spanish-speaking students are presented with both Spanish and English as they work through the test.

It is possible that a Spanish-speaking student may not be able to read Spanish; in that case, the Stacked Spanish paper form of the mathematics test could be used as a Spanish Reader Script by a qualified translator who follows the Spanish Read-Aloud Guidelines found on the [M-STEP web page](#). This is an option if the online mathematics form with Spanish TTS is not a good option for the student.

The Spanish mathematics and social studies tests for online test takers is selected in the DRC INSIGHT Portal. For paper/pencil testing, the Spanish mathematics test booklet is ordered as a material from the OEAA Secure Site and marked as a Designated Support on the student’s mathematics answer document.

## M-STEP Multiplication Table

The M-STEP Multiplication table is only available upon request for the M-STEP mathematics assessment. For students in grade 4 and above who have a need (such as a persistent calculation disability [dyscalculia]) that is documented in their Individualized Education Program (IEP) or Section 504 Plan, the OEAA has developed the M-STEP Multiplication Table. Educators must use the detailed guidance about which students qualify to use this Accommodation that can be found in the [Multiplication Table Guidance document](#). It can be used for both the online and paper/pencil mathematics tests.

Use of the multiplication table outside of the parameters specified here and in the [Supports and Accommodations Guidance document](#) is a nonstandard Accommodation, and an incident report must be submitted.

The table can be accessed upon request through the OEAA Secure Site.

Select **Material Orders** then **M-STEP Multiplication Accommodation Requests**.

Users must verify the student(s) meet the requirements for this accommodation and select each student using the accommodation. After affirming the requirements for the accommodation for each student, the user will immediately be able to download the Multiplication Table. Users can request the M-STEP Multiplication Chart in the OEAA Secure Site from March 23, 2026 through May 22, 2026.

## Returning Accommodated Materials and Answer Documents

Audio and video recordings, enlarged print, and braille versions of the test, as well as Reader Scripts, are secure materials that must be returned at the end of each test window. No copies of these materials may be made, downloaded, or retained. Make sure that all secure materials are included in return shipments to DRC.

# Supports and Accommodations

## Other Reminders for Test Administrators and Accommodations Providers

- The **Student Supports and Accommodations Tables** are the educator’s guide to understanding Universal Tools, Designated Supports, and Accommodations offered on the state assessments. The document can be found in the [Supports and Accommodations Guidance Document](#), which is located on the [M-STEP web page](#) under the **Student Supports and Accommodations** section.
- All M-STEP Universal Tools, Designated Supports, and Accommodations must be clearly defined by content area in the testing section of each student’s IEP, Section 504 Plan, or EL instructional record.
- New students with IEPs, Section 504 Plans, and EL services who move from one Michigan school to another must be identified quickly, so Universal Tools, Designated Supports, and/or Accommodations from the previous school can be implemented.
- Plan ahead. The OEAA recommends that schools/districts maintain a spreadsheet of students, with each student’s needed Universal Tools, Designated Supports, and/or Accommodations listed by content area. A template can be found on the [M-STEP web page](#) by clicking on “Recording and Tracking Resources”.
- Ensure that each student is taking the correct test (M-STEP or MI-Access) for each content area. Students who mistakenly take the wrong test(s) may have to take an emergency test to gain a valid score. Parent approval must be obtained for the student to retest. An Incident Report must be filed.
- An M-STEP test administered with an incorrect Universal Tool, Designated Support, or Accommodation based upon the IEP is invalid.

The student must take a new (emergency) test to gain a valid score. An Incident Report must be filed.

- Students may refuse to use a Universal Tool, Designated Support, or Accommodation they may actually need or is outlined in their IEP/Section 504 Plan. If this happens, try to resolve the situation with the students’ parents/guardians immediately. Document any change approved by parents/guardians in the IEP/Section 504 Plan if necessary.

### **PAPER/PENCIL ONLY:**

- Use the correct form answer document.
- Audio and video recordings, Reader Scripts, and Read-Aloud Guidelines must be used when test content is to be read aloud as a Designated Support or Accommodation.
- Be sure to administer all parts of the tests.
- When students with Designated Supports and Accommodations use audio or video recordings and Reader Scripts in small groups of up to five students, extra Form 1 test booklets may be needed. When ordering, be sure to specify the number of students using each accommodated kit in the Accommodated Student Count column.
- Some Designated Supports and Accommodations, such as using a scribe, do not require Form 1 test booklets. Use the form assigned to the student.
- Do not begin a content-area test before the start of the designated paper/pencil window.
- All testing must be completed by the end of the paper/pencil testing window.
- Audio recordings, Reader Scripts, or video recordings may not be used with braille kits.
- Standard (Form 1) answer documents are used with the enlarged print versions of the M-STEP tests.
- Braille and enlarged print kits are ordered for individual students identified on the Materials Order page.

# Student Pre-ID and Test Eligibility

## Students to be Tested

Following is a detailed description of testing requirements for students in various populations, locations, and unique circumstances.

### STUDENTS WITH IEPs AND SECTION 504 PLANS

Students receiving special education services (also referred to as students with disabilities [SWDs]) must participate in the state's general education or alternate assessments, with or without accommodations as specified by content area in their Individualized Education Program (IEP). Students with a Section 504 Plan must have accommodations identified in their Section 504 Plan. There may also be students who require Universal Tools or Designated Supports during testing.

Students with disabilities placed in private schools as a means of receiving special education and related services are required to be included in the statewide assessment system.

The Michigan Department of Education (MDE) has two online resources to help school/district personnel, parents, and the public understand the state guidelines for selecting the proper state assessment for a student. These are available on the [MI-Access web page](https://www.michigan.gov/mde/services/student-assessment/mi-access) (<https://www.michigan.gov/mde/services/student-assessment/mi-access>).

- **Assessment Selection Guidelines Training** – a web-based presentation focused on helping IEP teams understand how to make decisions between general and alternate assessments
- **Assessment Selection Interactive Decision-Making Tool for IEP Teams** – a question-based navigational tool to help IEP teams to decide the most appropriate level of assessment for students

The [Supports and Accommodations](#) section of this manual includes more detailed information.

To learn more about the Universal Tools, Designated Supports, and Accommodations allowed for these populations during M-STEP testing, refer to the [Supports and Accommodations Guidance Document](#), which is located on the [M-STEP web page](#).

### ENGLISH LEARNERS (ELs)

All English Learners (ELs), including ELs with disabilities, must participate in state assessment programs. ELs who are in their first year in a United States school (defined as the first twelve months of enrollment) may not be required to participate in the M-STEP ELA assessment if they have taken the WIDA Screener, or summative WIDA ACCESS test and have been identified in the Michigan Student Data System (MSDS) as needing EL services. This flexibility is only allowed one time per student. In order to take advantage of the one-time exemption, a Not Tested issue with the reason for the one-time exemption must be submitted and approved. This is typically done in June, in the OEAA Secure Site Answer Documents Received and Not Tested Students page.

## Student Grade Considerations

### STUDENTS WHO REPEAT A GRADE LEVEL OR ARE IN ADVANCED CLASSES

Students must take the M-STEP test for the grade level in which they are enrolled. If a student takes a test that is in a grade different from the one identified for him/her in the Michigan Student Data System (MSDS), the test is "Out of Level," will not receive a score, and the student is considered "Not Tested" for accountability purposes.

# Student Pre-ID and Test Eligibility

## **GRADE 12 STUDENTS NOT PREVIOUSLY INCLUDED IN ACCOUNTABILITY**

Grade 12 students who were not included in 11th grade accountability (for example, they skipped 11th grade) are required to take the complete Michigan Merit Examination (MME), which includes M-STEP science and social studies. 12th grade students not previously included in accountability calculations will be expected to test and are included in accountability calculations as 12th graders.

For additional information on MME eligibility, refer to the [Who Must/Can Take the MME?](#) document on the [MME web page](http://www.michigan.gov/mme) (www.michigan.gov/mme).

## **Students in Different Locations**

### **HOMESCHOOLED STUDENTS**

Homeschooled students are eligible—but not required—to test. If they opt to participate in testing, they must contact their local public school and arrange for their participation. All homeschooled students who test must have a state-assigned unique identification code (UIC); additionally, if the school claims a partial Full-time Equivalent (FTE) for homeschooled students, the correct residency code (07 or 15) for these students must be entered in the Michigan Student Data System (MSDS) to keep the student out of the school's accountability calculations.

If the district is not claiming a partial FTE for a homeschooled student, then the student must be identified as homeschooled (HS) in his/her record on the Student Assessment Details screen in the OEAA Secure Site.

When homeschooled students take the test, their test results will not be included in school and district aggregate reports as long as the student is appropriately reported in MSDS and/or identified in the OEAA Secure Site as homeschooled.

Students are expected to follow the school-established test schedule (the school is not required to provide makeup testing for homeschooled students).

When returning test results to homeschooled students, schools may request a stamped, self-addressed envelope from the parent.

### **STUDENTS ENROLLED IN PRIVATE/ NONPUBLIC SCHOOLS**

Private/nonpublic students are eligible—but not required—to test. If they opt to participate in testing, they must take M-STEP tests at their school, unless the students also take courses at a public school. In that case, students may take the M-STEP tests in the public school, but they **must** have the correct nonpublic residency code of 04 or 08 entered in the residency field in the MSDS, or they will be included on the school's "Expected to Test" list and accountability calculations.

### **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 at remote 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](#) (www.michigan.gov/oeaa-secure).

### **SHARED EDUCATIONAL ENTITIES (SEES) / SPECIALIZED SHARED EDUCATIONAL ENTITIES (S2E2S)**

All information for students enrolled in SEEs or S2E2s will be based on MSDS enrollment information. All students are expected to test where they are enrolled. SEE schools and the schools that operate S2E2 classroom programs are responsible for handling all assessment and

# Student Pre-ID and Test Eligibility

related verification processes in the OEAA Secure Site. These processes occur during various date windows and should be completed on behalf of the resident districts that the SEE/S2E2 serves.

Only SEE schools and the schools that operate S2E2 classroom programs will be able to view and manage the SEE/S2E2 students in the OEAA Secure Site to ensure enrollment and demographics are correct. SEE schools and the schools that operate S2E2 classroom programs are the only entities that can view and submit issues for missing answer documents or not-tested students. Student scores will be sent back to the district for school accountability attribution purposes; however, testing arrangements and expectations are still based on enrollment information submitted in the MSDS.

A student's Primary Educational Providing Entity (PEPE) school is the school responsible for testing that student.

## **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.

## **Students in Unique Circumstances**

### **SUSPENDED STUDENTS**

Schools must test suspended students. Testing may occur in a separate location, such as an administration building; students taking the online test may be given a unique time within the established window. If students are tested off campus (which includes an administration building), an off-site test administration request must be submitted in the OEAA Secure Site.

### **EXPELLED STUDENTS**

Schools are not expected to test expelled students unless the expulsion specifies "With Services"; however, MSDS enrollment information must reflect the expulsion status. Students who are expelled "With Services" are still expected to be tested by their PEPE school. Students who are expelled "Without Services" are not expected to be tested by their PEPE school and instead must have a district exit record submitted for them in the MSDS, using an appropriate "as of" date prior to the Student Record Maintenance (SRM) deadline for assessment and accountability purposes.

### **STUDENTS IN DETENTION OR JUVENILE FACILITIES**

A student's enrollment information in the MSDS determines who is responsible for administering the M-STEP. The school where the student is reported as enrolled by the end of testing will be the school held accountable for testing the student.

### **STUDENTS OUT OF STATE OR COUNTRY DURING THE TEST WINDOW**

Every enrolled student is expected to test during the test administration window. However, students who are out of state or out of the country can not test and are not eligible for Off-Site test administration. Therefore, students who do not test because they are out of state or country during the test window are considered not tested for accountability considerations.

## **Accountability Considerations**

### **STUDENTS WHO MOVE INTO A SCHOOL DURING TESTING**

All students who move into a receiving school during the testing window must complete M-STEP tests for the grade level in which they are enrolled.

# Student Pre-ID and Test Eligibility

This includes students moving into the school district from outside the state or country. Students moving from one Michigan school to another Michigan school may have completed one or more of the M-STEP tests in their previous school.

To determine if they have, use the following steps. (Do not rely on the student or parents to confirm which tests the student might or might not have taken.)

## Directions for the receiving school:

- Contact the new student's former school principal and confirm which, if any, M-STEP tests the student completed prior to arriving in the receiving school. Students moving from within the state do not need to retake content-area tests if the sending school confirms that all parts of the test have been completed. Maintain documentation.
- Verify whether the new student has an IEP, Section 504 Plan, or EL instruction documentation that specifies an alternate state assessment or any required Designated Supports and/or Accommodations.
- Pre-identify the student for M-STEP in the OEAA Secure Site.
- If a new student has not started a previously scheduled M-STEP test, then administer the missed test(s) on a regularly scheduled makeup day for either paper/pencil or online tests.


**Helpful Hint:** If a new student enrolls during the test window make sure student MSDS enrollment information is correct. Also, contact the student's prior school to verify whether the student has an IEP, Section 504 Plan, and/or any Designated Supports or Accommodations and verify whether the student has completed any M-STEP tests. Do not rely on the student or parents to confirm whether tests were completed.

- If a student tested online and completed a content area test, the content should be indicated on the Student Assessment Details screen in the OEAA Secure Site in one to two business days after testing.

The school can access the Student Summary page for that student to obtain some basic information.

1. Log into the OEAA Secure Site
2. Click on the Student Search under the Student Assessments menu
3. Search by either student information or UIC and click Search
4. Click on the student's name under the Search Results section
5. On the Student Summary page, you can view the assigned assessments under the Current Assessments section. This will show which assessment(s) the student was assigned to if they have already submitted a complete online test. **This only works with online tests. Online data is loaded 48 hours after the test is submitted.**

**Important Note:** This does not guarantee a valid score for the student but only that the online test was submitted.

- For all paper/pencil or online M-STEP tests scheduled on the day of or after the new student's arrival, administer tests according to the M-STEP schedule. This applies to any new student, including out-of-state students, previously homeschooled students, or transferring nonpublic school students.
- If the new student has started, but not completed, all parts of a previously scheduled M-STEP test, online and paper/pencil schools must administer the entire test.
-  Be sure to generate, print, and affix barcode labels for the new student; attach one to each of his/her content-area answer documents (paper/pencil). Note: student barcode labels are specific by content area.



# Student Pre-ID and Test Eligibility


- Ensure that the student's MSDS information and entry date into the school are correct.
- For accountability purposes, it is critical that the "Accountable Students and Test Verification" processes on the OEAA Secure Site are carefully reviewed for these students. Make sure MSDS reflects accurate enrollment and exit dates.

## STUDENTS WHO MOVE OUT OF A SCHOOL DURING TESTING

Students who move out of a sending school during the test window create record-keeping challenges. The following steps should help school administrators ensure that such students do not adversely affect the school's test results and accountability.

### Directions for the sending school:

- **Do not** send any test materials with the student to the new school. The sending school is responsible for these materials.
-  If the student has completed one or more paper/pencil M-STEP tests, verify that the student was exited from MSDS according to their last enrollment date. This will ensure the student's test(s) are not included in school accountability results. Any students not exited in MSDS will be included in accountability results for the content area assessments they completed at the school before moving.  
**Note:** the "Accountable Students Enrolled and Demographics" report and "Answer Documents Received and Not Tested Student" report on the OEAA Secure Site can be used to help you identify accountable students.
-  If the student has started, but not completed, all parts of one or more content-area M-STEP online tests, an Incident Report should be filed to request a Do Not Score for the test. Refer to the **Incident Reporting Guide** in [Appendix E](#) for information about how to submit an Incident Report.

-  If the student has started, but not completed, one or more content-area M-STEP paper/pencil tests, securely destroy the answer document.

**Helpful Hint:** Make sure that MSDS is updated with the correct enrollment and exit dates so accountability calculations are correct.

- Be prepared to accept a call from the student's new school and to provide information on which state assessments he/she has not yet taken; the status of test completion; and any documented accommodations in the student's IEP, Section 504 Plan, or EL instruction documentation.
- Ensure that the student is exited from the school on the correct date in the MSDS.

For accountability purposes, it is critical that the "Accountable Students and Test Verification" processes on the OEAA Secure Site are carefully reviewed for these students. Ensure the MSDS reflects accurate enrollment and exit dates. Simply unassigning students from the M-STEP in the OEAA Secure Site does not remove them from accountability calculations.


## Unique Identification Codes


Each student in Michigan is assigned a unique identification code (UIC) when they enroll in a public school. Homeschooled, private, and non-public students are also required to have a UIC in order to take state assessments. UICs are used to identify students and report their test results; therefore, it is vital that the codes are correctly applied.

# Test Administration Windows

## Test Administration Windows

The M-STEP test administration window provides flexibility to schools and districts.

 Online testing for all grades and content areas takes place during a single 7-week testing window. Students may complete online testing for any listed grade and content area on any school day during this window.

 Paper/pencil testing is a 4-week testing window; students may test any grade and content area on any school day during the test window.

Students should still take tests with more than one part in order. However, if a student is absent during the administration of a prior part, it is allowable for the student to complete the subsequent part with the class and the prior part in a makeup session.

## Computer Adaptive Testing for ELA and Mathematics

The ELA and mathematics M-STEP tests in grades 3-7 use computer adaptive testing (CAT). This means that item presentation will vary depending on a student's responses. For example, if a student answers Question 1 correctly, he or she will be presented with a more challenging second question than a student who answers Question 1 incorrectly. In this way, the computer adjusts, or adapts, itself to each student. This is not the case for science and social studies; these will be tested using fixed forms (items will be presented in the same order, regardless of student responses).


Students who take CATs may notice that when they get to the end of the test, they will receive a congratulatory message and will have to click on an "Exit" button. There is no "End Test" button or option to review responses on the CAT as there is for fixed-form online tests.

## INSIGHT Availability

INSIGHT—DRC's online testing engine, which provides a secure online testing environment—will only be available from 7:00 A.M. to 4:00 P.M. unless an Alternate INSIGHT Availability Request is submitted and approved by the date listed on the **Important Dates** document in [Appendix H](#). The **Alternate INSIGHT Availability Request** form is available on the [M-STEP web page](#).

## Absences and Makeup Testing

All makeup testing must be completed during the designated test window. Being absent during a regular testing session is not a reason for students not to test.

 For online students who never started a test, there is no need to create a new test session for makeups. Students can remain in the same test session to which they were originally assigned.

## Incident Reporting

Incident reports must be completed by authorized users in the OEAA Secure Site. Examples of when Incident Reports must be completed include:

- requesting a new test (online or paper/pencil)
- reporting test irregularities and misadministrations
- marking a test "Do Not Score"
- marking a test "Prohibited Behavior"
- marking a test "Nonstandard Accommodation"

For more detailed information on situations that require incident reports, refer to the **Incident Reporting Guide** in [Appendix E](#) of this manual.

# Test Administration Windows

## Testing Irregularities

Any irregularities that occur outside the scope of [Appendix E](#) must be reported to the OEAA Call Center as quickly as possible (1-877-560-8378). The OEAA will work with the school to avoid marking tests “Do Not Score” or “Misadministration.” It is possible that an emergency test(s) will be required. If it becomes necessary to use an emergency test, there will be no charge when the incident is self-reported by the district. However, a \$50 fee may be charged per scored test if the irregularity is not self-reported.

Examples of test irregularities include, but are not limited to:

- not removing or covering posters, maps, and other instructional aids in the testing room(s)
- not allowing a student to complete a test (M-STEP tests are untimed, so time should not be a factor if assessments are scheduled properly)
- security breaches with test materials or answer documents
- allowing students to be unsupervised during testing

# Before Testing

## Training Requirements

All staff involved in M-STEP administration must be trained in test administration policies and procedures. Training requirements are specific to each group:

- District and Building Assessment Coordinators
- Technology Coordinators
- Test Administrators and Proctors

### DISTRICT AND BUILDING ASSESSMENT COORDINATOR TRAINING REQUIREMENTS

District and Building Assessment Coordinators are required to provide M-STEP administration training for Test Administrators before testing, to know all required policies and procedures during testing, and to manage after-testing tasks.

Assessment Coordinators are required to use the [Test Administrator Training Toolkit](https://www.michigan.gov/mde/services/student-assessment/m-step/training/test-administrator-toolkit-for-building-coordinators) (https://www.michigan.gov/mde/services/student-assessment/m-step/training/test-administrator-toolkit-for-building-coordinators) for Building Coordinators for training provided to Test Administrators.

### District And Building Assessment Coordinator To-Do List Before Testing:

- Read the M-STEP Test Administration Manual
- Read the Assessment Integrity Guide
- Complete the [Michigan Virtual \(MV\) Assessment Security modules](#) or Refresher Course
- Sign the [OEAA Security Compliance Form](#)

## Policies and Procedures District and Building Assessment Coordinators must know:

- Testing Schedule(s)
- Electronic Device Policy
- M-STEP Calculator and Scratch Paper Policies
- How to Pre-identify students for testing in the OEAA Secure Site
- How to manage test sessions in the DRC INSIGHT Portal, including setting up test sessions, use of the Test Monitoring Application (if applicable), printing test tickets
- How to assign Designated Supports and Accommodations in the DRC INSIGHT Portal
- Handling of secure materials throughout testing
- Materials needed for test sessions
- Incident Reporting in the OEAA Secure Site

### TECHNOLOGY COORDINATOR TRAINING REQUIREMENTS

Technology Coordinators are responsible to set up the online test environment including testing devices and to be available during testing for any technology issues that may arise.

### Technology Coordinator To-Do List Before Testing

- Read the [Technology User Guide](#)
- Sign the [OEAA Security Compliance Form](#)
- Read Appendix E of the Assessment Integrity Guide: Keeping Assessment Materials Secure

More information regarding what Technology Coordinators must know is provided in the [Technology User Guide](#).

# Before Testing





## TEST ADMINISTRATORS AND PROCTORS TRAINING REQUIREMENTS

Test Administrators and Proctors must be aware of their required tasks before testing, materials needed during testing, and required policies and procedures during testing.

### Test Administrator To-Do List Before Testing:

- Participate in Test Administration Training provided by your district or school
- Read the Test Administrator's Directions and Manual for the grade/content area tests to be administered
- Read the Assessment Security Appendix in the Test Administrator's Directions and Manual document and/or complete the [Michigan Virtual \(MV\) Assessment Security modules](#) which is available on the [M-STEP web page](#) under the Current Assessment Administration section
- Sign the [OEAA Security Compliance Form](#)

## MATERIALS NEEDED DURING TESTING

- Testing Schedule
- Information regarding student supports and accommodations for students in assigned test sessions
-  Devices used for online testing
-  Headphones
- Scratch Paper (if used)
-  Test Booklets, Answer Documents
-  Calculators (when applicable)

## POLICIES AND PROCEDURES TEST ADMINISTRATORS AND PROCTORS MUST KNOW:

- [Active Monitoring Best Practices](#)
- How to manage secure materials (such as test tickets, scratch paper, or test booklets and answer documents) after testing
- [Building Electronic Device Policy](#)
- [Assessment Security](#)
- M-STEP [Calculator](#) and [Scratch Paper](#) policies
- Incident Reporting Procedures

# Before Testing

## Training Tools

The OEAA and its testing contractors have developed a number of resources to help staff prepare for test administration.

### RECORDED PRESENTATIONS ON THE M-STEP WEB PAGE

The following presentation will be available in chapters on the [M-STEP web page](#). Go to the **Assessment Training and Resources for Educators** section.

Recorded Presentation	Audience	Description	Date Available
M-STEP Online and Paper/Pencil Test Administration Training	District and Building Assessment Coordinators	Covers information necessary to correctly administer the online and paper/pencil M-STEP assessments.	Watch the Spotlight for availability

### RECORDED PRESENTATIONS IN THE DRC INSIGHT PORTAL

The following presentations will be available in the [DRC INSIGHT Portal](https://mi.drccdirect.com) (<https://mi.drccdirect.com>). Select **Document Type: Training Presentations & FAQs**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).

Recorded Presentation	Audience	Description	Date Available
District and Building Coordinator Training (recorded)	District and Building Assessment Coordinators	Provides (a) an overview of what's new for Spring 2026, (b) where to find resources, (c) software required for the implementation of online testing, and (d) a Q&A.  Watch the Spotlight for information on how to register for the live training.	February 18, 2026
Technology Coordinator Recorded Presentation	Technology Coordinators	Provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2026 testing. It is <i>optional</i> viewing for District and Building Coordinators.	<a href="#">Available now</a>

# Before Testing

## MANUALS

The following manuals are available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) and in the [DRC INSIGHT Portal](https://mi.drccdirect.com) (https://mi.drccdirect.com). Select **Document Type: Documents**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).

Manual	Audience	Description	Where to Find It	Date Available
M-STEP Test Administration Manual (TAM)	District and Building Assessment Coordinators (required), Test Administrators (optional), Technology Coordinators (optional), Administrative Staff (optional)	This manual (electronic only)	M-STEP web page and DRC INSIGHT Portal	Available now
M-STEP Online Test Administrator's Directions and Manual	Test Administrators and Proctors (required), District and Building Assessment Coordinators (optional)	Online test administration directions and manual for Test Administrators (printed booklet and electronic) Note: There is one OL TADM for all grades.	Shipped to school with material order, M-STEP web page, and DRC INSIGHT Portal	Watch the Spotlight for dates available
M-STEP Paper/Pencil Test Administrator's Directions and Manual	Test Administrators and Proctors (required), District and Building Assessment Coordinators (optional)	Paper/Pencil test administration directions for Test Administrators (printed and electronic booklet and manual) Note: There is one manual for each grade level.	Shipped to school with material order, M-STEP web page, and DRC INSIGHT Portal	Watch the Spotlight for dates available
Assessment Coordinator Training Guide	District and Building Assessment Coordinators	This training guide provides information and resources for new Assessment Coordinators for before, during and after testing. The guide can be used as a training tool and read beginning to end, or it can be used as a refresher with modules or chapters that address specific questions.	M-STEP web page and all MDE assessment web pages	Available now

# Before Testing

## MINI-TUTORIALS (ONLINE ADMINISTRATION ONLY)

Mini-tutorials are short videos designed to help District M-STEP Coordinators, Building M-STEP Coordinators, and Test Administrators better understand online testing tasks. They are available in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.com>). Select **Document Type: Mini-Modules**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).

Mini-Tutorial	Audience	Description	Where to Find It	Role
<a href="#">Accessing Documents on the DRC INSIGHT Portal</a>	District and Building Assessment Coordinators	A mini-module on how to access documents on the DRC INSIGHT Portal	DRC INSIGHT Portal	All
<a href="#">Accessing the Online Tools Trainings (OTTs)</a>	District and Building Assessment Coordinators	A mini-module on how to access the OTTs for student training	DRC INSIGHT Portal	All
<a href="#">Searching for Students on the DRC INSIGHT Portal</a>	District and Building Assessment Coordinators	A mini-module on how to search for students	DRC INSIGHT Portal	District Coordinator, Building Coordinator
<a href="#">Assigning and Mass-Assigning Student Supports and Accommodations in the DRC INSIGHT Portal</a>	District and Building Assessment Coordinators	A mini-module on adding, editing, and mass-assigning Universal Tools, Designated Supports, and Accommodations for students	DRC INSIGHT Portal	District Coordinator, Building Coordinator
<a href="#">Creating Test Sessions and Printing Test Tickets in the DRC INSIGHT Portal</a>	District and Building Assessment Coordinators	A mini-module on how to create test sessions and print test tickets	DRC INSIGHT Portal	District Coordinator, Building Coordinator
<a href="#">Finding Student Testing Status in the DRC INSIGHT Portal</a>	District and Building Assessment Coordinators	How to check where students are in the testing process at any given time (not started, in progress, or completed)	DRC INSIGHT Portal	District Coordinator, Building Coordinator
<a href="#">Using the Test Monitoring Application in the DRC INSIGHT Portal</a>	District and Building Assessment Coordinators	A mini-module outlining how to use the optional Test Monitoring Application	DRC INSIGHT Portal	District Coordinator, Building Coordinator

# Before Testing

## ASSESSMENT SECURITY TRAINING MODULES THROUGH MICHIGAN VIRTUAL

The following training modules are available through [Michigan Virtual](https://plp.michiganvirtual.org/) (https://plp.michiganvirtual.org/).

Training Module	Description	Date Available
Module 1: An Introduction to Test Security	This module covers why test security is important.	Available now
Module 2: Getting Ready for Testing	This module covers steps to take before testing, such as staff training and preparing the test environment. These steps will help you avoid common security problems, protecting both your staff and the validity of your test results.	Available now
Module 3: Test Administration	This module covers security concerns and considerations during testing. What should test administrators do on-site? What student behaviors should you watch for?	Available now
Module 4: Incident Response	This module covers the responsibilities required to maintain assessment security after testing including material return, incident reporting, and OEAA monitoring efforts.	Available now

## 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 \(AIG\)](#) is revised and updated annually. This document, available for download on the [M-STEP web page](#), 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 Assessment Integrity Guide, schools ensure that:

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

The Michigan Department of Education (MDE) also provides the Assessment Security online course through [Michigan Virtual](https://plp.michiganvirtual.org/) (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 participants will receive a Certificate of Completion, which must be retained on file with signed security compliance forms.

## ASSESSMENT TRAINING

The District Assessment Coordinator is responsible for providing clear and comprehensive annual training on test administration and security procedures to building-level staff; the coordinator must comply with state assessment training requirements.

# Before Testing

## ASSESSMENT SECURITY TRAINING

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

**Note:** Assessment Security Training does not replace mandatory assessment administration training.

### District/Building Assessment Coordinator Training Requirements:

- Complete the MDE Assessment Security online course through [Michigan Virtual](https://plp.michiganvirtual.org/) (https://plp.michiganvirtual.org/).
- Read the Assessment Integrity Guide.

### Test Administrators/Room Supervisors/Proctors Training Requirements:

- Read the [Assessment Security Appendix](#), available in this document and in all Test Administrator Directions and Manual documents.

and/or

- Complete the MDE Assessment Security online course through [Michigan Virtual](https://plp.michiganvirtual.org/) (https://plp.michiganvirtual.org/).

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


- Read the Keeping Assessment Materials Secure training document, which is available Appendix E of the [Assessment Integrity Guide](#).

## Material Security



- All materials that allow access to or contain test questions or student responses are 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.

- All secure materials must be retained in one secure, locked location within the school.
- All secure assessment materials must be returned to the building assessment coordinator at the end of the school day and kept in a locked, secure location.
- Secure materials need to be redistributed to test administrators each morning, before testing resumes for the day.

**Helpful Hint:** Store secure materials in a locked cabinet or desk drawer. It is not sufficient to keep secure materials on a staff member's desk because the office may be left unlocked or unattended for a portion of a school day.

-  Paper/pencil secure materials are bar-coded and recorded on the security checklists that accompany shipments, and must be returned to the scoring contractor. **Note:** Schools are expected to account for every secure item recorded on the materials list.

**Helpful Hint:** Inventory all materials upon arrival using the material packing sheet to verify all materials have arrived. Any secure materials not returned by the posted return date will result in contact from MDE and/or the scoring contractor to determine whether a security breach has occurred.

-  Test tickets used to log students into each online test are secure materials. Test rosters, which automatically print along with test tickets, are also secure.
-  Unused answer documents must be securely shredded and not returned to DRC with secure materials..
- All used scratch paper (including graph paper) must be collected and returned to the building M-STEP Coordinator immediately after testing, to be shredded. No used scratch or graph paper may be kept in the classroom.

# Before Testing

- No test materials that contain test questions or student responses may be copied at any time or retained in the schools.
- 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 invalidated and marked Prohibited Behavior and no emergency tests will be permitted.

## Test Administration

All testing staff must adhere to these guidelines.

- Ensure an appropriate testing environment is maintained.
- Follow all standardized test administration procedures according to the explicit directions in the Test Administrator's Directions and Manual.
- Read test directions to the students exactly as they are written, as required.
- Monitor student behavior closely for adherence to proper test-taking practices. Ensure that there are no distractions during the test administration period, including talking, noises, and other interactions among students; prevent students from viewing another student's computer screen or answer document.
- Ensure that students whose IEP and/or section 504 Plan requires them to use Universal Tools, Designated Supports, and Accommodations have these available to them at the time of testing.
- Ensure that any student who needs an allowable Universal Tool or Designated Support has these resources available to them at the time of testing.

- Maintain material security.
- Ensure students are not able to access cell phones, smart watches, or any additional technology during testing.

See [Appendix D](#) for more information about Active Monitoring Best Practices.

## Security Compliance

All staff involved in the administration of M-STEP 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 M-STEP administration process, and that they understand their role and responsibilities. Completed forms are required from Technology Coordinators, District and Building Test Coordinators, Test 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 M-STEP Coordinator and kept on file for three years.

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

## Materials Permitted or Required During Testing

### MDE-APPROVED INSIGHT TOOLS POSTER

The MDE-approved [INSIGHT Tools Poster](https://www.michigan.gov/mde/Services/Student-Assessment/m-step/current-assessment-administration/mde-approved-insight-tools-poster) (<https://www.michigan.gov/mde/Services/Student-Assessment/m-step/current-assessment-administration/mde-approved-insight-tools-poster>) is the **only** INSIGHT Tools poster that may be posted during testing. No other tools poster or testing help/tips may be displayed at any time during testing.

# Before Testing

The **INSIGHT Tools** poster must not be within reach of students during testing; the poster is to be displayed in the classroom, but not placed at or on student desks or computers.

Any other use of these posters, or any other INSIGHT Tools poster, is prohibited.


## CALCULATORS

For information on the state's **Calculator Policy**, refer to [Appendix A](#) of this manual. Specific directions related to the use of both handheld (paper/pencil) and embedded (online) calculators are also contained in the grade-level specific Test Administrator's Directions and Manual that are shipped to schools along with their other assessment materials.




## NUMBER 2 PENCILS

To ensure responses are correctly captured by the scanning equipment, number 2 pencils are required for paper/pencil testing and are optional for online testing. If a different writing utensil is used on an answer document, it will be necessary to transcribe the answers onto a new answer document by following these steps.

- For your protection, file an Incident Report. Refer to the **Incident Reporting Guide** in [Appendix E](#) of this manual for information about how to submit an Incident Report.
- Affix a new barcode label for the student to a new answer document and fill out the student name and date of birth, and the district/school fields.
- Have the student transcribe his/her answers onto the new answer document in a one-on-one proctored session.
- Securely destroy the incorrect used answer document.

 Number 2 pencils should be made available to students testing online to use with scratch paper or graph paper.

## HIGHLIGHTERS

- Highlighters are a Universal Tool.
  -  Highlighters are embedded in the online test engine (INSIGHT).
  -  Highlighters can be provided to students testing with paper/pencil and may be used only in the test booklet (never on the student's answer document).
-  If highlighters are used on a paper/pencil student answer document, follow these steps.
- For your protection, file an Incident Report. Refer to the **Incident Reporting Guide** in [Appendix E](#) of this manual for information about how to submit an Incident Report.
  - Affix a new barcode label for the student to a new answer document and fill out the student name and date of birth, and district/school fields.
  - Have the student transcribe his/her answers onto a new answer document in a one-on-one proctored session.
  - Securely destroy the incorrect used answer document.

## ADDITIONAL PAPER

- Scratch paper is allowed for both the online and paper/pencil tests.
- Graph paper will be provided to students testing online in grades 6–7 for the mathematics test. Students testing with paper/pencil may write on the graphs that are printed in their test booklets.
- The school may choose to provide additional graph paper to students testing with paper/pencil; however, no formulas, reference materials, or information of any kind can appear on that paper.
- All scratch paper and graph paper must be collected immediately after testing, returned to the Building Coordinator, and securely shredded.
- For more detailed information on scratch paper, refer to the **Scratch Paper Policy** in [Appendix B](#).

# Before Testing

## HEADPHONES

- All online tests require headphones for TTS for Directions. Once directions have been read, not all online tests have further need of headphones during the test.
- Headphones are required for all online tests and students using Audio Recordings or Video Recordings as a Designated Support or Accommodation for paper/pencil science and social studies.
- Students may use their own headphones or earbuds, but Test Administrators should check them prior to testing to ensure they are working properly and not connected to any bluetooth device.

### Headphones Allowed for Student Use During Testing

Headphones allowed for use during testing:

1. Wired or wireless headphones **are allowed**.
2. Bluetooth headphones (including AirPods) are **allowed if**:
  - a. they are only connected to the student's testing device
  - b. all non-testing student devices (including cell phones, smartwatches, tablets, etc) must be powered off for any student using a Bluetooth headphone during testing
3. Headphones with advanced technology, including voice command, texting, app connection, and connection to the internet **are not allowed**.

## AUDIO AND VIDEO RECORDINGS

- Electronic devices may be used for students using audio or video recordings as an Accommodation or Designated Support for paper/pencil science and social studies.
- Electronic devices may also be used for the listening part of the paper/pencil ELA test. A script of the listening part is also provided if the school prefers to have someone read that part of the ELA test aloud to students.
- Additional information about the use of audio and video recordings can be found in the [Supports and Accommodations](#) section of this manual.

## Software and Testing Devices

### DRC INSIGHT PORTAL

(<https://mi.drctdirect.com>)

The [DRC INSIGHT Portal](#) is Data Recognition Corporation's (DRC's) custom-built web application. The DRC INSIGHT Portal allows Michigan users to access training materials, download testing software, manage online test sessions, print test tickets, assign and manage online testing accommodations, and monitor testing progress. Each DRC INSIGHT Portal user will receive his/her own login information and password with specific permissions based on his/her role as entered in the OEAA Secure Site. Test Administrators do not need secure access to the DRC INSIGHT Portal to access documents, mini-modules, or tutorials.

If the district or school intends to use the Test Monitoring Application ([Appendix G](#)), Test Administrators will need either a "**Public School Online Test Administrator**" or "**Nonpublic School Online Test Administrator**" role assigned through the OEAA Secure Site in the DRC INSIGHT Portal to receive access.

# Before Testing

Test Monitors are able to see participants who have logged in to a test and registered to a Test Monitoring Dashboard. Test Monitors can see participant status throughout the testing session, including the screen or question on which the participant is currently working, and progress towards completion within the test. Information displayed on the Test Monitoring Dashboard updates in near real time. Detailed information about how to set up and use the Test Monitoring Dashboard is available in [Appendix G](#).

For information about how to assign user permissions in the OEAA Secure Site, view the Request Access document available on the [OEAA Secure Site Training page](https://www.michigan.gov/mde/services/student-assessment/secure-site-training) (<https://www.michigan.gov/mde/services/student-assessment/secure-site-training>). The DRC INSIGHT Portal is used in connection with DRC's online test engine, INSIGHT.

## INSIGHT AND CENTRAL OFFICE SERVICES

DRC's INSIGHT is software that provides a secure online testing environment. The software is available from the DRC INSIGHT Portal and must be installed on each device used for testing. In addition, MDE strongly recommends that schools use a Central Office Services (COS) Service Device to support testing. A COS Service Device securely stores a local copy of test content, reducing bandwidth consumption and managing the testing experience.

COS Service Devices are strongly recommended but not required. Schools that have had trouble using COS Service Devices can disable Content Management and Content Hosting, instead receiving test content in streaming mode. Use of a COS Service Device is **strongly** recommended for any site with significant numbers of students using audio and video accommodations (any form of TTS or video ASL). Refer to the [Technology User Guide](#) available in the [DRC INSIGHT Portal](https://mi.drccdirect.com) (<https://mi.drccdirect.com>) for additional details.

## SUPPORTED TESTING DEVICES

Students may test using the following devices:

- Windows-based desktops or laptops
- Mac-based desktops or laptops
- iPads
- Chromebooks, Chromeboxes, and Chromebases, including CloudReady

Chromebooks should use the latest Chrome OS stable channel available and must use version 130 or later (version 131 is not supported). Devices more than one year past "End of Life" support may not be able to update their OS and could become unavailable as testing devices.

Refer to the [Technology User Guide](#) or "DRC INSIGHT System Requirements" available in the [DRC INSIGHT Portal](https://mi.drccdirect.com) (<https://mi.drccdirect.com>) for more detailed information about supported devices and versions.

**Notes about Chromebooks:** When testing on Chromebooks, the keyboard must be set to US Keyboard. If it is not set this way, the student will not be able to use quotation marks or apostrophes in text boxes.

- **BEFORE testing:** select "Settings" then "Keyboard Settings" and select US Keyboard
- **DURING testing:** click anywhere outside of the text box and press CTRL + SHIFT + SPACE BAR to select US Keyboard

Technology Coordinators can resolve this issue by changing the Keyboard to US Keyboard by using the Google Admin Console and Enabling Erasure of Local User Data by following these steps:

1. Within the Google Admin Console, navigate to Device management–Chrome–Device Settings and select US keyboard. Remove any additional keyboards by clicking the X next to them under Order keyboard layouts. If you do not want to erase other keyboards that may be needed for other instruction, click Save and exit the Google Admin Console.

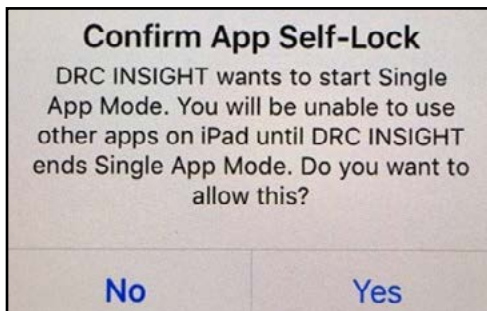
# Before Testing

2. If you do want to erase other keyboards to ensure they are not cached, continue to step 3. **Note:** This removes all other keyboard types from the device, which may impact how it can be used for other instruction.
3. Select User data under Device Settings.
4. Select Erase all local user data from the dropdown.
5. Click Save.

After following these steps, the US keyboard will be selected and no other keyboards will remain on the device. All characters will display correctly in DRC INSIGHT.

More detailed information is available in DRC's [Tech Bulletin: Keyboard Settings and Tips for Chrome OS and iPad OS Devices so Characters Display Correctly in DRC INSIGHT](#) document which is available in the Documents tab of the DRC INSIGHT Portal.

**Note about iPads:** When testing on iPads, after logging in to the test, students will receive the following message:



The student or Test Administrator should select "Yes" to continue testing. Once "Yes" has been selected, the test Welcome page will appear.

## **DRC INSIGHT REQUIRES USER ADMIN RIGHTS**

For all sites that update each device manually after launching DRC INSIGHT on Windows and Mac testing devices, users must have Admin rights on the device.

Detailed information about this security enhancement is available in the Tech Bulletin: [DRC INSIGHT Updates now Require Admin Rights on Windows and Mac Testing Devices](https://mi.drctdirect.com/Documents/Unsecure/Doc.aspx?id=99de98a3-4d0d-4f51-9387-e10c34458a0e) (<https://mi.drctdirect.com/Documents/Unsecure/Doc.aspx?id=99de98a3-4d0d-4f51-9387-e10c34458a0e>) that was released on June 19, 2023.

## **Important Tasks Before Testing**

The following tasks should be performed in the order listed.

### **1. TRAINING REQUIREMENTS AND RESOURCES FOR STAFF**

All staff involved in test administration must be trained in required test administration practices.

Review the [Training Requirements](#) section of this document for detailed information about what training is required by role: District and Building Assessment Coordinators, Technology Coordinators, Test Administrators and Proctors.

### **Assessment Coordinator Training Guide**

The [Assessment Coordinator Training Guide for District and Building Assessment Coordinators](#), serves three purposes: (1) a training course for new coordinators, (2) a refresher for current coordinators, and (3) a resource to use throughout the year to assist with the tasks/duties of an assessment coordinator.

# Before Testing

The training guide introduces you to Michigan's state assessment system in general, and links you to the people, trainings, materials, tools, and resources you will need throughout the process of coordinating state-provided assessments in your district. We have provided a link to the full document as well as individual links to each chapter.

## **M-STEP Administration Training for Building and District Assessment Coordinators**

This series of [three videos and PowerPoints](#) provide information about the tasks that Building and District Assessment Coordinators are required to complete before, during, and after test administration

## **Test Administrator Toolkit for Building Coordinators**

This [toolkit](http://www.michigan.gov/mstep/training/test-administrator-toolkit-for-building-coordinators) (www.michigan.gov/mstep/training/test-administrator-toolkit-for-building-coordinators) has been prepared for building coordinators to be used as a resource for training test administrators. You can customize this toolkit to document test administration processes and policies specific to your school and/or district.

How to use this toolkit:

This toolkit is to be used as a set of tools for training test administrators. The PowerPoint and other materials are designed to be tailored to suit your district and/or building's test administration policies and procedures specific to the test to be administered. It does not take the place of other training requirements, such as reading the test administration manuals and test directions but is to be used as a supplemental resource that can be part of the materials needed for training test administrators.

MDE recommends:

- Customize and share the checklist with your test administrators early in the training process so that they can document the training they receive.
- Customize the PowerPoint based on the policies and procedures in your building, such as where secure materials are stored, what to do in the case of an emergency, etc. Feel free to combine presentations, delete unneeded slides, add slides specific to your context, or otherwise revise.
- Ensure all testing staff have read the [Assessment Integrity Guide](#) and/or taken the [Assessment Security Training](#) from Michigan Virtual (MV).
- Make copies as needed of the [Assessment Integrity Guide](#) and the [Security Compliance Form](#).
- Retain copies of all training materials, such as PowerPoints, checklists, and training attendance sheets, for 3 years.

List of resources contained in this toolkit:

- A customizable checklist template of the before, during, and after test administration tasks, procedures, and requirements specific to the test(s) you are responsible for
- A PowerPoint template that should be customized for training
- An informational flyer with details and access information on the Assessment Security Training offered by Michigan Virtual (MV)
- A copy of the Assessment Integrity Guide
- A Security Compliance form

# Before Testing

## Assessment Security Training

All staff members who participate in the administration of a state assessment must be fully trained in assessment security each year.

- [Assessment Security Training Modules](#)

District/Building Assessment Coordinator Training Requirements:

- Complete the MDE Assessment Security online course through Michigan Virtual.
- Read the Assessment Integrity Guide

Test Administrators/Room Supervisors/ Proctors/ Training Requirements:

- Read the Assessment Integrity and Security Appendix and/or complete the MDE Assessment Security online course through Michigan Virtual.

## 2. TRAINING REQUIREMENTS AND RESOURCES FOR STUDENTS

MDE **strongly** recommends that all grades review the Online Student Tutorials and use the Online Tools Training (OTT) resources on the device they will use during the test before test day.

### Online Student Tutorials

Online Student Tutorials are designed to be viewed with students in a classroom environment to provide an overview of the INSIGHT testing engine and tools. It is a companion activity that prepares students for the Online Tools Training (OTTs). The tutorials are not a substitute for the hands-on practice that the OTTs provide.

The tutorials are available in two places:

- [DRC INSIGHT Portal](https://mi.drctdirect.com) (https://mi.drctdirect.com) Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).
- INSIGHT testing engine – select the tutorial link at the bottom of the DRC INSIGHT Portal screen.

### Online Tools Training for Students

Online Tools Trainings (OTTs) allow students to see what different test items look like and to practice using the online testing tools. Before the testing software is installed, you must use the **Google Chrome** web browser to access the [OTTs](https://portal.te.drctdirect.com/MI) (https://portal.te.drctdirect.com/MI). **Note:** If Chrome is not your default browser, you will need to copy and paste this URL address into a Chrome web browser. You can access the OTTs through the testing software, once it is installed.

OTT resources include:

- all ELA, mathematics, science, and social studies sample item sets
- calculator practice module
- graphing practice
- masking (Designated Support)
- color preferences (Designated Supports)
- mathematics stacked Spanish translation (Designated Support)
- social studies stacked Spanish translation (Designated Support)
- mathematics Spanish and Arabic glossary (Designated Support)
- text-to-speech (TTS):
  - ELA and mathematics TTS – items only (Designated Support)
  - ELA TTS – items and passages (Accommodation)
- Sign Language (ASL) (Accommodation)
- Closed Captioning – ELA (Accommodation)

Providing students with ample practice opportunities will ensure they are familiar with the test content, item types, navigation strategies, and system tools on test day.

# Before Testing

## Paper/Pencil Sample Item Sets for Students

Sample Item Sets are not a practice test; they provide students opportunities to practice (by grade and content area) with the types of items and answer options they will encounter on the paper/pencil M-STEP assessments. Answer keys for mathematics and social studies are provided at the end of each document; answer keys for ELA and science are separate documents.

To access the paper/pencil Sample Item Sets, go to the [M-STEP web page](#) and scroll to the **Content Specific Information** section, and select [Paper/Pencil Sample Item Sets](#).

## 3. ASSIGN ROLES FOR DISTRICT AND BUILDING USERS

District M-STEP Coordinators will need to make sure all key personnel in the assessment process (Technology Coordinators, District Coordinators, and Building Coordinators, and Test Administrators if using the Test Monitoring Application) have access to the DRC INSIGHT Portal. Staff who need access to the DRC INSIGHT Portal should request the access they need through the OEAA Secure Site. Instructions on how to request access are available on the [OEAA Secure Site Training web page](#) under the **Security** section. Users with a role in the OEAA Secure Site for the DRC INSIGHT Portal and with access to M-STEP will be loaded into the DRC INSIGHT Portal. This is the only method to get access to the DRC INSIGHT Portal.

- Technology Coordinators need access to the DRC INSIGHT Portal to download testing software.
- District Coordinators need access to the DRC INSIGHT Portal to monitor testing progress and serve as backup support for Building Coordinators.
- Building Coordinators need DRC INSIGHT Portal access to manage online test sessions, assign accommodations, and print test tickets.

- Test Administrators only need access if they will be using the Test Monitoring Application. See [Appendix G](#) for more information. If the Test Monitoring Application is not used, Test Administrators do not need secure access.

The **Documents** section of the [DRC INSIGHT Portal](#) (<https://mi.drctedirect.com>) can be accessed without a secure login (open the link **Documents and Training Materials**). Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#) of this manual.

## 4. PRE-IDENTIFY STUDENTS FOR TESTING

The Office of Educational Assessment and Accountability (OEAA) pre-identified students for the Spring 2026 M-STEP using the Fall 2025 MSDS General Collection and Student Record Maintenance (SRM) files. Starting January 5, 2026, a Pre-ID Student Report can be generated from the OEAA Secure Site. Instructions on how to create a [Pre-ID Student Report](#) can be found on the [OEAA Secure Site Training web page](#). It is the responsibility of the district/school to review the report and take the following actions:


- Ensure that all students in grades 3–8 and 11 are included in the Pre-ID Student Report.
- Remove (unassign) students who have exited the school or are taking the MI-Access assessment (the state's alternate assessment).

**Note:** Students who are unassigned from testing are not removed from accountability calculations, just from testing. To remove a student from accountability calculations, the student must be exited in the MSDS in the Spring 2026 MSDS General Collection or in an SRM collection.

# Before Testing

**Helpful Hint:** Remove students who are testing in MI-Access from the M-STEP Pre-ID list before creating test sessions. Once a test session is assigned and pulled into the DRC INSIGHT Portal, an M-STEP test ticket will be generated for the student. This can cause confusion in the school if a Test Administrator is given a test roster and test tickets that include students who are supposed to take the MI-Access assessment, and in some cases may result in students taking both MI-Access and M-STEP tests.

- Assign any new students to M-STEP testing if they have enrolled since the fall MSDS General Collection (student count day).

 The testing contractor will print barcode labels, which will be shipped along with the requested test materials for students who were pre-identified for paper/pencil testing in the OEAA Secure Site by 5:00 p.m. on February 13, 2026. Schools administering the paper/pencil tests will be required to print barcode labels from the OEAA Secure Site for students pre-identified after that date.

## 5. ORDER TEST MATERIALS

It is up to the district to determine who will handle the placing of orders for paper/pencil test materials—either the District or the Building M-STEP coordinator.

### Initial Material Orders

All test materials orders are placed in the [OEAA Secure Site](#) during a specific time frame. Initial material orders are created based on the number of students pre-identified to the M-STEP and flagged for paper/pencil testing on the OEAA Secure Site. Accommodated orders must be keyed in by the district or school on the Initial Material Order page.

To ensure that materials are ordered and shipped to the correct location, the person responsible for placing orders must verify on the Initial Order Screen in the OEAA Secure Site that the name and shipping address of the building or district M-STEP coordinator (depending on the shipping destination selected) is correct. The address must be verified even if testing online to ensure arrival of online materials. **If the information is incorrect, it must be updated in the EEM by the authorized district EEM user by no later than 5:00 P.M. on February 13, 2026.** If you do not know who your district authorized EEM user is, you can find their name, email, and phone number on the **District and Schools Contact** page of the OEAA Secure Site.

Instructions for Initial Material Orders (IMO) can be found on the [OEAA Secure Site Training web page](#). Click on “Initial Material Ordering” under the **Material Orders** section.

# Before Testing

Initial material orders include OEAA Security Compliance Forms for all buildings. In addition, based on Pre-ID, buildings receive in their IMO order:

Online Testing	Paper/Pencil Testing
<b>Online Test Administrator's Directions and Manuals</b> – based on building Pre-ID	<b>Paper/Pencil Test Administrator's Directions and Manuals</b> – based on building Pre-ID
<b>Graph Paper</b> – one per Pre-IDed student in grade 6 or 7	<b>Blank Labels</b> for schools that have any students Pre-IDed for paper/pencil testing
	<b>Listening Scripts, Recordings</b> – based on number of ELA test booklets ordered for paper/pencil testing only
	<b>Paper/Pencil Test Booklets/Answer Documents</b> – based on students Pre-IDed for paper/pencil testing or available as ordered
	<b>Pre-ID Labels</b> – per student Pre-IDed for paper/pencil testing; one for each content area tested
	<b>Return Materials</b> for schools with any students Pre-IDed for paper/pencil testing. Includes Instructions for Materials Return, UPS-RS labels

As ordered materials available:

- Accommodated materials kits
- Audio/Video Recordings (flash drives)
- L1 Glossaries

## Orders for Students Testing Online

Materials needed for online testing are automatically sent to all schools; schools should verify the shipping information on the Initial Material Order page of the OEAA Secure Site, but no other action is necessary. It is important for M-STEP coordinators to view the instructions for Initial Material Orders on the [OEAA Secure Site Training web page](#). This will ensure that you understand how this process works and you get the correct amount of materials. Refer to the **List of Important Dates** in [Appendix H](#) of this manual for material ordering dates.

## Additional Material Orders

During the Additional Material Order window, schools will have the opportunity to order additional standard and accommodated paper/pencil test materials, if necessary, from the Additional Material Order page of the OEAA Secure Site.

Schools with only students pre-identified for online testing during Initial Material Orders will not receive a Return Kit in their initial materials. If these schools subsequently submit an Additional Material Order that includes any secure paper/pencil materials, a Return Kit will automatically be added to the order.

Refer to the **List of Important Dates** in [Appendix H](#) of this manual for dates when additional material orders can be placed. Instructions for placing an additional material order can be found on the [OEAA Secure Site Training web page](#).

Information about what materials should be ordered when submitting an Additional Material Order is provided in [Appendix M](#).

# Before Testing

## Supports and Accommodations

Some Designated Supports and Accommodations require students to take paper/pencil versions of the tests. These tests must be specifically requested when materials are ordered in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure)).

## Inventory of Materials

Each order contains a packing list of all materials included in the shipment. **It is the responsibility of the Building and/or District Assessment Coordinator to inventory all materials in the order upon receipt to verify that all materials were received.** If there are any materials included on the packing list but not included in the shipment, contact the call center, 1-877-560-8378 and select Option 1 to report the discrepancy. Schools/districts are required to return all secure materials as indicated on the packing list to the scoring contractor after testing.

## 6. LOAD STUDENTS IN THE DRC INSIGHT PORTAL

Students cannot be loaded directly into the DRC INSIGHT Portal. Instead, follow the procedures established to pre-identify students in the OEAA Secure Site. Once students are entered there, it will take about one business day for them to be loaded into the DRC INSIGHT Portal.

**Note:** If a student is loaded into the DRC INSIGHT Portal from the OEAA Secure Site, but then unassigned in the OEAA Secure Site, the student will **not** be removed from the DRC INSIGHT Portal. Students can be removed from the test session in the DRC INSIGHT Portal, but they cannot be removed from the DRC INSIGHT Portal.

**Helpful Hint:** Some schools create a “Not Testing” session in the DRC INSIGHT Portal and move those students there to avoid confusion.

## 7. ASSIGN/EDIT TEST SESSIONS

Once students are pre-identified, they will be transferred into the DRC INSIGHT Portal; from there, schools must place students into test sessions in the DRC INSIGHT Portal.

- **pre-identified students** will be pulled into the DRC INSIGHT Portal
- schools will need to place **new students** into a test session directly in the DRC INSIGHT Portal
- pre-identified students will be available in the DRC INSIGHT Portal within one business day, starting **February 20, 2026**.

## 8. ASSIGN SUPPORTS AND ACCOMMODATIONS

The Spring 2026 M-STEP online assessments offer two kinds of supports and accommodations—embedded and non-embedded. Embedded supports and accommodations are those that are integrated into the online testing system.

**Note:** When assigning Universal Tools, Designated Supports, and Accommodations, be sure to review the **Student Supports and Accommodations Tables** found in the [Supports and Accommodations Guidance Document](#) on the [M-STEP web page](#).

The embedded supports and accommodations need to be turned on in the DRC INSIGHT Portal **before** the student’s test ticket is generated. Non-embedded supports and accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student.

**Helpful Hint:** Embedded supports and accommodations must be assigned in the DRC INSIGHT Portal **before** generating test tickets.

# Before Testing

For detailed information on assigning accommodations, refer to the [Assigning Student Supports and Accommodations in the DRC INSIGHT Portal](#) ([https://drive.google.com/file/d/1niNf\\_i-UISb3xTgPW2\\_y-4iNRIFxv1jU/view](https://drive.google.com/file/d/1niNf_i-UISb3xTgPW2_y-4iNRIFxv1jU/view)) found in the DRC INSIGHT Portal. Select **Document Type: Mini-Modules**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).

**Helpful Hint:** Helpful resources for managing, recording, and tracking Universal Tools, Designated Supports, and Accommodations are available to buildings/districts on the [M-STEP web page](#) under **Student Supports and Accommodations**. Select **Recording and Tracking Resources**.

## 9. CREATE TESTING SCHEDULES

Before testing begins, testing schedules must be developed for the school. Testing schedules must be established and maintained on-site for three years.

Documentation of testing schedules must minimally include:

- district name
- building name
- building coordinator's name
- date of assessment administration
- location of testing session(s) (such as room number, classroom)
- starting and ending times of testing sessions
- assessment/grade/content being administered for each testing session
- test administrator(s) and proctor(s) for each session

For detailed information and a sample test schedule, refer to the [Assessment Integrity Guide \(AIG\)](#), which can be found on the [M-STEP web page](#).




To support the development of testing schedules, the OEAA has prepared estimates of the time it expects each test component to take, as shown in the following tables. **Note:** The overall time is the same for both online and paper/pencil tests, although the latter tests have different test sessions/parts.

M-STEP tests are untimed and student-paced. Therefore, students must be given as much time as they need to complete each session or part of the test. Some students will complete the test in less time than estimated while others may require additional time. Be sure to plan for both contingencies. Schools should also consider the ages and needs of their students and schedule planned breaks as appropriate.

### Paper/Pencil Test Days

Schools assessing students with paper/pencil assessments must select an initial test date for each grade and content area and assess as many students as possible on the initial dates. Test parts should be scheduled early enough in the school day to allow students to complete the entire test within the school day. ELA Day 1 should be scheduled for a single day and ELA Day 2 should be scheduled on a different day.

Estimated test session times do not include:

- travel to and from the testing room
- distribution and collection of test tickets, test booklets, answer documents, scratch paper, and calculators (as allowed)
-  signing into the test session
-  review of online or paper/pencil test directions and paper/pencil ELA and mathematics sample items with students
-  completion of the first page (demographic page) of the answer document

# Before Testing

<b>Spring 2026 Estimated Test Session Timings Grades 3–7</b>					
<b>Content Area</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
ELA Computer Adaptive	2:00	2:00	2:00	2:00	2:00
Mathematics Computer Adaptive	1:30	1:30	1:30	2:00	2:00
Science	NA	NA	1:30	NA	NA
Social Studies	NA	NA	1:00	NA	NA
<b>Estimated Total Hours</b>	<b>3:30</b>	<b>3:30</b>	<b>6:00</b>	<b>4:00</b>	<b>4:00</b>

**Note:** Times are in **hours:minutes**. Example, **1:30** equals **1 hour 30 minutes**.

<b>Spring 2026 Estimated Test Session Timings Grade 8</b>	
<b>Content Area</b>	<b>Grade 8</b>
PSAT 8/9 (ELA and Mathematics)	2:35
M-STEP Science	1:30
M-STEP Social Studies	1:00
<b>Estimated Total Hours</b>	<b>5:05</b>

<b>Spring 2026 M-STEP Test Session Timings</b>	
<b>Content Area</b>	<b>Grade 11</b>
Science	1:30
Social Studies	1:00
<b>Estimated Total Hours</b>	<b>2:45</b>

Schools should consider the needs of students, space and device availability, and staffing resources when developing a test schedule; this will ensure all students have a safe, orderly testing environment with adequate time to complete each M-STEP assessment.

# Before Testing

For online testing, MDE offers the following recommendations to consider when building your testing schedule. **Note:** These are not requirements; rather they are suggestions to consider based on feedback received from the field in past administrations.

## English Language Arts (ELA) and Mathematics

	Recommendations	Notes
<b>Number and Duration of Sessions</b>	<ul style="list-style-type: none"><li>• Administered in two sessions</li><li>• Session durations range from 40–60 minutes</li></ul>	Test time estimates: <ul style="list-style-type: none"><li>• ELA grades 3-7: 2 hours</li><li>• mathematics grades 3–5: 1 hour 30 minutes</li><li>• mathematics grades 6–7: 2 hours</li></ul>
<b>Breaks within Sessions</b>	<ul style="list-style-type: none"><li>• Breaks within a single test session should not exceed 20 minutes. If breaks longer than 20 minutes are used, students should resume testing in a later test session.</li><li>• Breaks should be provided based on the needs of the students and building policy. Breaks are important to ensure students remain focused on the content of the assessment throughout the test; breaks are strongly encouraged for any testing session that lasts longer than 40-60 minutes based on the needs of the students.</li></ul>	Breaks are allowed and can be provided during the test session using INSIGHT’s pause feature. If the test is paused for 20 minutes or longer, students will need test tickets to log back in.
<b>Total Duration</b>	<ul style="list-style-type: none"><li>• Students should complete the test within five days of starting the test.</li></ul>	Tests that are not submitted are available for students to resume testing until the end of the testing window.

# Before Testing

## Science and Social Studies

	Recommendations	Notes
<b>Number and Duration of Sessions</b>	<ul style="list-style-type: none"> <li>• Science grades 5 and 8: Administered in two sessions</li> <li>• Science grade 11: Administered in one session</li> <li>• Science session durations range from 40–60 minutes</li> <li>• Social studies grades 5, 8, and 11: Administered in one session</li> <li>• Social studies session durations range from 40–60 minutes</li> </ul>	<p>Test time estimates:</p> <ul style="list-style-type: none"> <li>• Science grades 5, 8, and 11: 1 hour 30 minutes</li> <li>• Social studies grades 5, 8, and 11: 1 hour</li> </ul>
<b>Breaks within Sessions</b>	<ul style="list-style-type: none"> <li>• Breaks within a single test session should not exceed 20 minutes. If breaks longer than 20 minutes are used, students should resume testing in a later test session.</li> <li>• Breaks should be provided based on the needs of the students and building policy. Breaks are important to ensure students remain focused on the content of the assessment throughout the test; breaks are strongly encouraged for any testing session that lasts longer than 40-60 minutes, based on the needs of the students.</li> </ul>	<p>Breaks are allowed and can be provided during the test session using INSIGHT’s pause feature. If the test is paused for 20 minutes or longer, students will need test tickets to log back in.</p>
<b>Total Duration</b>	<ul style="list-style-type: none"> <li>• Students should complete the test within five days of starting the test.</li> </ul>	<p>Tests that are not submitted are available for students to resume testing until the end of the testing window.</p>

# Before Testing

## 10. TEST TICKET PRINTING

Each student will require a test ticket for every online test. Each test ticket has a username and a unique password.

**Helpful Hint:** Building Coordinators may want to print test tickets for each session on a different color paper, to reduce potential confusion about which test tickets to use. For example, use one color for each content area or for each grade.

One test ticket is required for each content area test.

A test roster will print with each set of test tickets. If a roster is not desired, it is possible to print only the tickets by adjusting the print settings to leave off the first 1–2 pages of the document. Both the test tickets and test roster are secure materials.

### Sample Test Tickets

Each test ticket will have a unique password. Following is an example of a test ticket.

**M-STEP Spring 20XX**  
**Test Ticket G3 ELA**

Student Name: Smith, John J  
Date of Birth: 3/3/20XX

Username: JSMITH1
Password: ZM5XQYZ8

(Note: Username and password are not case sensitive)  
Accommodation: MSK  
Test Session: Sample Session

For detailed information on printing test tickets, refer to the **Creating Test Sessions and Printing Test Tickets in the DRC INSIGHT Portal** mini-module found in the [DRC INSIGHT Portal](#) (<https://mi.drccdirect.com>). Select **Document Type: Mini Modules**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).

## 11. AFFIX BARCODE LABELS TO STUDENT ANSWER DOCUMENTS

All student answer documents must have a valid barcode label affixed. If students were pre-identified for paper/pencil testing before the deadline posted in the Important Dates ([Appendix H](#)), barcode labels will be included in the Initial Material Orders.

If students were not pre-identified for paper/pencil testing by this deadline, schools must print barcode labels from the OEAA Secure Site. Directions to print barcodes from the OEAA Secure Site are available on the [OEAA Secure Site Training web page](#) under the Pre-Identification section.

Barcode labels are unique for each answer document. Users must print one Pre-ID label by content area and place it on the corresponding answer document.

See the sample portion of the student answer document below showing barcode label placement on the lower left.

MARKING INSTRUCTIONS	2. Accommodations/Designated Supports	3. Notes
USE A NO. 2 PENCIL Correct ● Incorrect ✗	Standard Accommodations/Supports <input type="checkbox"/> Directions Read in Native Language <input type="checkbox"/> Enlarged Print <input type="checkbox"/> Multiple-Day Testing <input type="checkbox"/> Alternate Response <input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Noise Buffers <input type="checkbox"/> Read Aloud <input type="checkbox"/> Scribe <input type="checkbox"/> Speech-to-Text <input type="checkbox"/> Other	Prohibited Behavior and Nonstandard Accommodation/Support requires an Incident Report. See the M-STEP Test Administration Manual for information about how to submit an Incident Report. Homeschooled data must be indicated in MSDS or the Secure Site. See the M-STEP Test Administration Manual for information about how to submit homeschooled data. Enlarged print requires a Form 1 test booklet. Braille requires a Form 88 test booklet.

<p style="font-size: small;">ALIGN TOP OF BARCODE LABEL HERE</p> <p style="font-weight: bold; font-size: small;">ATTENTION:</p> <p style="font-size: x-small;">Apply Student Barcode Label Here. A valid barcode label is required in this area to ensure the test is scored.</p>	<p style="font-size: x-small;">U523216BLANK...</p>	<table style="width: 100%;"> <tr> <th style="width: 33%;">4. Birth Date</th> <th style="width: 33%;">5. Assessment Date</th> <th style="width: 34%;">6. Form</th> </tr> <tr> <td> <table style="width: 100%; font-size: x-small;"> <tr><th>MONTH</th><th>DAY</th><th>YEAR</th></tr> <tr><td>Jan</td><td>20</td><td></td></tr> <tr><td>Feb</td><td></td><td></td></tr> <tr><td>Mar</td><td></td><td></td></tr> <tr><td>Apr</td><td></td><td></td></tr> <tr><td>May</td><td></td><td></td></tr> <tr><td>Jun</td><td></td><td></td></tr> <tr><td>Jul</td><td></td><td></td></tr> <tr><td>Aug</td><td></td><td></td></tr> <tr><td>Sep</td><td></td><td></td></tr> <tr><td>Oct</td><td></td><td></td></tr> <tr><td>Nov</td><td></td><td></td></tr> <tr><td>Dec</td><td></td><td></td></tr> </table> </td> <td> <table style="width: 100%; font-size: x-small;"> <tr><th>MONTH</th><th>DAY</th><th>YEAR</th></tr> <tr><td>Apr</td><td>26</td><td></td></tr> <tr><td>May</td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table> </td> <td> <table style="width: 100%; font-size: x-small;"> <tr><td>Braille</td></tr> </table> </td> </tr> </table>	4. Birth Date	5. Assessment Date	6. Form	<table style="width: 100%; font-size: x-small;"> <tr><th>MONTH</th><th>DAY</th><th>YEAR</th></tr> <tr><td>Jan</td><td>20</td><td></td></tr> <tr><td>Feb</td><td></td><td></td></tr> <tr><td>Mar</td><td></td><td></td></tr> <tr><td>Apr</td><td></td><td></td></tr> <tr><td>May</td><td></td><td></td></tr> <tr><td>Jun</td><td></td><td></td></tr> <tr><td>Jul</td><td></td><td></td></tr> <tr><td>Aug</td><td></td><td></td></tr> <tr><td>Sep</td><td></td><td></td></tr> <tr><td>Oct</td><td></td><td></td></tr> <tr><td>Nov</td><td></td><td></td></tr> <tr><td>Dec</td><td></td><td></td></tr> </table>	MONTH	DAY	YEAR	Jan	20		Feb			Mar			Apr			May			Jun			Jul			Aug			Sep			Oct			Nov			Dec			<table style="width: 100%; font-size: x-small;"> <tr><th>MONTH</th><th>DAY</th><th>YEAR</th></tr> <tr><td>Apr</td><td>26</td><td></td></tr> <tr><td>May</td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>	MONTH	DAY	YEAR	Apr	26		May																																	<table style="width: 100%; font-size: x-small;"> <tr><td>Braille</td></tr> </table>	Braille
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Michigan Student Test of Educational Progress

# During Testing

## Important Tasks During Testing

The following tasks should be performed in the order listed.

### 1. MANAGE STUDENT TEST TICKETS

Test tickets and rosters are secure materials. Once printed, they must be kept in a secure location until the test session is scheduled to begin. Test Administrators are instructed to distribute test tickets just prior to student login, and to collect test tickets after all students have logged in and begun testing.

**Helpful Hint:** Test tickets **MUST** be collected as soon as students log into the test; they cannot be kept at their work station through the whole test session. This information should be included in Test Administrator training.

Only one test ticket should be distributed at a time; students should not have access to any test ticket other than the one for the test the student is currently taking.

After a test session is complete, the Test Administrator should return all test tickets (and rosters, if printed) to the Building M-STEP Coordinator for:

- destruction (if all students finished the test)

**OR**

- secure storage (if students have not completed the test)

**Helpful Hint:** To help manage test tickets, some schools sort them into envelopes for "Complete", "In Progress", and "Not Started".

### 2. VERIFY SUPPORTS AND ACCOMMODATIONS ON TEST TICKETS

For students with supports and accommodations, some of those supports/accommodations will be displayed at the bottom of their test ticket (see the bold text on the following sample test ticket).

<p style="text-align: center;"><b>M-STEP Spring 20XX</b></p> <p style="text-align: center;"><b>Test Ticket G3 ELA</b></p> <p>Student Name: Smith, John J Date of Birth: 3/3/20XX</p> <p>Username: JMSITH1 Password: ZM5XQYZ8</p> <p>(Note: Username and password are not case sensitive)</p> <p style="text-align: center;"><b>Accommodation: MSK</b></p> <p style="text-align: center;">Test Session: Sample Session</p>
---

Online supports and accommodations are abbreviated on the test tickets as follows:

Online Supports/Accommodations	Test Ticket Abbreviation
Abacus	A
Auditory Amplification	AA
Alt Communication Devices	ACD
Arabic Glossing	AG
Administered Individually/Small Group	AISG
Sign Language ASL Video	ASL
Administrator Sign Test Content in ASL	ASTC
Administrator Sign Test Directions in ASL	ASTD
Bilingual Word-to-Word Dictionary	BWWD
Color Preferences	CP
Continuous Magnification	CM
Closed Captioning	CC
Masking	MSK
Noise Buffers	NB

# During Testing

Online Supports/Accommodations	Test Ticket Abbreviation
Non-embedded Calculator	NEC
OEAA Multiplication Table	OMT
Oral Translated Test Directions	OTTD
Read Aloud (Human Reader)	RAHR
Spanish Glossing	SG
Scribe (Non-Writing items)	SNWI
Spanish Translation (Stacked)	ST
Scribe (Writing items)	SWI
Text-To Speech (Items Only)	TTS
Text-to-Speech (Items & Passages)	TTSPASSAGE
Visual Aids	VA

Test Administrators need to know which Universal Tools, Designated Supports, and Accommodations are needed for all students prior to the test administration.

**Helpful Hint:** Create a procedure for your district/building that ensures Test Administrators are made aware of all Designated Supports and/or Accommodations in each test session. Some schools use a Google sheet that includes student Designated Supports and Accommodations. This allows Test Administrators to verify students in their test sessions with supports and/or accommodations.

Students or Test Administrators will be required to turn on some supports and accommodations once the student has launched INSIGHT. Refer to the **M-STEP Online Test Administrator’s Directions and Manual** for more information about turning on Universal Tools, Designated Supports, and Accommodations. These grade-specific documents are available in the [DRC INSIGHT Portal](https://mi.drccdirect.com) (<https://mi.drccdirect.com>) and on the [M-STEP web page](#).

## 3. DURING A TEST SESSION

Detailed test directions are included in the **M-STEP Online Test Administrator’s Directions and Manual** and the **M-STEP Paper/Pencil Test Administrator’s Directions and Manual**. Electronic copies of these resources can be downloaded from the [M-STEP web page](#) or the [DRC INSIGHT Portal](https://mi.drccdirect.com) (<https://mi.drccdirect.com>). Printed copies of the M-STEP Online Test Administrator’s Directions and Manual and the M-STEP Paper/Pencil Test Administrator’s Directions and Manual are also included in the Initial Material Orders.

Test Administrators must have a copy of the M-STEP Online Test Administrator’s Directions and Manual and the M-STEP Paper/Pencil Test Administrator’s Directions and Manual for the test being administered. Directions must be read and followed explicitly.

### Ensuring Test Directions Are Read for Each Test Administered


Some schools have asked the Michigan Department of Education if they can be allowed to administer more than one test at a time for mixed-age and/or mixed-content groups of students, while directions for one test are read.


- “Can we administer the grade 3 and 4 mathematics M-STEP at the same time, reading the directions from one of the tests to all students?”
- “Can students be given test tickets for more than one test so they can move from one test to the next?”
- “Can students taking different tests be tested in the same room?”

The answer to all of these questions is based on this requirement:



# During Testing

## Directions Must be Read and Followed Explicitly

 All students testing online are required to use TTS for directions. There are three screens that are the same for all grades and content areas that are completed together. The remaining screens are read using TTS for directions--minor variations exist on these screens. However, since the directions are read individually to students using TTS, it is possible and permissible for students in one test session to complete different grade or content area tests.

 For paper/pencil administration, Test Administrators cannot read directions for one test and presume that those directions will apply to any other test in the same grade and/or content area. There are slight but important differences in the directions for different grade and/or content area tests.

Requirements for administering test sessions with more than one assessment at the same time vary for online and paper/pencil test administrations:

-  If students are testing online, TTS for Directions is required for all test administrations.
-  For students testing with paper/pencil, the Test Administrator must ensure that the appropriate directions are read to each student for each test while not disrupting any other student.

Per the Assessment Integrity Guide, noting the content area and grade on the Testing Schedule for each test session is required. When testing more than one grade or content area in a single test session, each assessment being administered to each student must be clearly documented in the Testing Schedule. In addition, a notation must be made on the Testing Schedule describing the steps taken to ensure all students are provided a quiet, distraction-free testing environment when more than one assessment is administered in the same room. There must be adequate staff to ensure appropriate active monitoring during testing.

In a makeup or extended session, testing of multiple grades and content areas in the same room is allowable.


## Text-to-Speech Test Directions


Text-to-Speech (TTS) test directions are required for all students testing online.


Test Administrators still must follow the directions provided in the Test Administrator's Directions and Manual Document. These directions provide introductory information and test verification, then direct students to select the "play" button to listen to the directions. **Note:** All students must have headphones to use TTS for test directions.

## Breaks During Testing

Breaks are allowed during M-STEP testing (online and paper/pencil).

 During online test sessions, breaks can be provided using the software's "Pause" feature (do not click "Review/End Test"—that will cause the student's responses to be submitted). Tests can be paused for up to 20 minutes. If the 20-minute limit expires, a student will need his/her test ticket to log back in.

 If a student does not finish a single assessment on the same day in which it was started, the Test Administrator should collect the student's test ticket and store it in a secure, locked storage area for redistribution on the next testing day. All test tickets must be destroyed once the test is complete.

 Students testing with paper/pencil are allowed to take breaks any time a "stop" sign appears in their test booklets. These signs appear at the end of each test part, which will be noted in the test directions. If a student leaves the room, the Test Administrator must collect their answer documents and any used scratch paper, put them inside the students' test booklets, and give the booklets back to the students when they return. Students may not return to an earlier part of their test booklet after a break.

# During Testing

## Materials Allowed During Testing

Students are only allowed to have materials for testing during testing. This includes:

- blank scratch paper
- blank graph paper (required grades 6 and 7 mathematics; optional all other grades mathematics)
- highlighter
- pencil
- non-academic reading material in hard copy (no electronic books are allowed) for use after completing and submitting the test


### **Online**

- testing device
- test ticket (must be collected immediately after student logs in)
- headphones

### **Paper/Pencil**

- test booklet
- answer document

Students are not permitted to use, wear, or access any non-testing electronic devices during testing or while on a break during a test session. Electronic devices should be powered off and stored away from the student work area. See [Appendix C](#) for the full Electronic Device Policy.

 **Important Note:** Students are not allowed to access the testing device for any purpose other than testing during the test session. This includes accessing any web page or application after the student submits their test.

## Staff Permitted in Testing Room

Ensure that only staff involved in administering the test are allowed in the testing room. To protect students from anxiety and distractions, unauthorized persons—including parents, guardians, children not testing, school board members, recruiters, employers, and members of the media—must not be allowed to enter, observe, or photograph testing documents, test rooms, or preliminary activities. They must stay away from the test location until after the administration.

### **Testing Status**

A student's testing status can be checked in the DRC INSIGHT Portal. For information on how to access the student test status, refer to the **Finding Student Testing Status in the DRC INSIGHT Portal** mini-module in the [DRC INSIGHT Portal](#) (<https://mi.drctdirect.com>). Select **Document Type: Mini-Modules**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).

The following table defines the status notations that are used in the INSIGHT Portal.

Status	Description
Not Started	Student has not started this test
In Progress	Student began this test but has not finished
Completed	Student completed and submitted the test or clicked "End Test"

**Helpful Hint:** Verify that students are aware they are not allowed to access any materials that are not explicitly provided by the Test Administrator. Some students may use materials regularly during instruction, such as multiplication tables, that may not be allowed during testing.

# During Testing

<input checked="" type="checkbox"/>	Last Name ↑	First Name	Actions	Assessment	Status	Navigation	Progress	Registration Start
<input type="checkbox"/>	Sample	Student A		Math	Active	Grade 5 Math: Question: 10/36	9/36	Mar 08 3:28 PM
<input type="checkbox"/>	Sample	Student B		ELA	Active	Grade 6 Listening: Question: 9/9	9/9	Mar 08 3:28 PM
<input type="checkbox"/>	Sample	Student C		ELA	Active	Grade 6 Writing Skills: Question: 19/20	13/20	Mar 08 3:28 PM
<input type="checkbox"/>	Sample	Student D		Math	Active	Grade 6 Math: Question: 1/36	0/36	Mar 08 3:29 PM
<input type="checkbox"/>	Sample	Student E		Math	Active	Grade 6 Math: Question: 5/36	3/36	Mar 08 3:27 PM

## Test Monitoring Application

The Test Monitoring Application in the DRC INSIGHT Portal allows users to see students who have logged in to a test and registered to a Test Monitoring Dashboard. The Test Monitoring Application provides information about each student's status throughout the test session, including the screen or question on which the participant is currently working and progress toward completion of the test. The information is displayed on the Test Monitoring Dashboard updates in near real time. For more information about how to access, set up, and use the Test Monitoring Application, see [Appendix G](#).

## Testing Irregularities

Any irregularities that occur before, during, or after testing must be reported to the District M-STEP Coordinator and the OEAA (as appropriate) as soon as possible. Refer to the **Incident Reporting Guide** in [Appendix E](#) for examples of what is considered an irregularity and what follow-up may be required.

Detailed information about what should be included in the incident report is available in [Appendix F](#).

## Internet Connectivity

Online testing requires a reliable connection to the internet. If a student's computer loses its connection during testing, the system will continue to attempt reconnection for five minutes. The error message will display, instructing the student to raise his/her hand for help while continuing to attempt reconnection. If the system is able to reconnect, the error message will close and the student can resume testing. **Note:** It is possible that a student could see the error message but the error is resolved before the Test Administrator has had time to reach the student. If this occurs, the Test Administrator should instruct the student to resume testing.

The connection is checked every 45 seconds or whenever an answer is selected. At most, one answer is lost to a lost connection (or up to 45 seconds of an essay). Testing resumes at the point where the connection was lost. Where available, wired connections usually have fewer disconnect "blips" than wireless connections. Work with the Building Coordinator and Technology Coordinator to resolve connectivity and other computer issues.

# During Testing

## Video Surveillance Cameras


A test security issue could be created if a school has surveillance video cameras in any room used for testing. However, in the interest of student and staff safety, the use of surveillance cameras during testing is allowed. Cameras should be directed at equipment and test materials in such a way that test items or student responses are not compromised. Once testing is complete, any recordings made during test sessions must be deleted as soon as possible. The video recording of any test session or material cannot be archived.

## 4. RESUMED TESTING

### Moving Students Testing Online to a Different Testing Device or Room

There are two main reasons why it would be necessary to move a student testing online from one computer to another during testing.

- Technology issues with the computer software or hardware that make it difficult and/or impossible for the student to continue testing on that computer.
- The student requires additional time to complete the test and another location would be more suitable.

 **Helpful Hint:** If a student is experiencing technology difficulties during a test contact your local Technology Coordinator to resolve the issue. Do not tell the student to continue testing under adverse circumstances; **MDE is not able to unlock or regenerate a test due to an unaddressed or unresolved technology issue after the test has been completed.**

If a student must move from one computer to another after testing has begun, follow these steps.

1. Select the "Pause" button and then select the "Exit" button (do not click "End Test").
2. Collect the student's test ticket and any used scratch paper, to bring to the new testing computer.
3. Escort the student to the new location (or computer). **Note:** Before moving the student, verify that the new testing location does not have any cluing materials.
4. Launch the testing software.
5. Hand the test ticket back to the student.
6. Observe the student entering his/her username and password.
7. The student will be required to view and click through the test directions.
8. The student will click "Start Test" and will be taken to the same question where he/ she left off prior to pausing.
9. Collect the student's test ticket.
10. Continue to actively monitor the test session with the normal security procedures.

### Students Testing with Paper/Pencil

For test security reasons, students taking paper/pencil tests should complete each test part on one day. Every attempt should be made to complete content area testing (except Day 1/Day 2 ELA) in one school day. If this is not possible, then students should complete each part before breaking for the day (i.e., at a Stop Sign).

The OEAA recommends that testing begins as early as feasible in the school day to accommodate students who need additional time.

It is allowable to schedule content area tests across multiple days, however each test part should be completed in one school day.

# During Testing

Students may resume testing if:

- the student goes home sick
- the student is removed from school by a parent or guardian for an appointment

When this happens, the following must be done:

- Flag the last item answered; the student may not go back to previously answered questions.
- Resume testing in a makeup test session.

## **Moving Students Testing with Paper/Pencil to a Different Room**

Sometimes students testing paper/pencil have to be moved to a different location during testing. This usually happens when one student takes longer than other students to complete the test. If this happens, the Test Administrator must put the student's answer document and any used scratch paper inside the test booklet, and move the student to a quiet location that is void of cluing materials (maps, equations, posters). The student must be accompanied and actively monitored by a Test Administrator or proctor until he/she finishes testing.

## **5. ENDING A TEST SESSION**

### **Students Testing Online**

When students have completed their test, they should click "End Test" (or "Exit" if taking a CAT.) Students taking fixed-form tests will see the review screen after clicking "End Test." Students should review any flags they selected on any items and ensure they have answered all questions. After viewing the review screen, students will click "End Test." The next screen will give students an opportunity to return to the review screen or submit the test. Clicking "Submit" ends the test and takes the student to the INSIGHT sign-in screen.

When taking a CAT test, students will work until they click "Next" on an item and receive a "Congratulations!" screen, which shows they have completed the test. Students select "Exit" and return to the INSIGHT sign-in screen. At that point, the Test Administrator should see the desktop or home screen of the device.

If students are testing on devices they carry with them, Test Administrators must check the devices to make sure the desktop or home screen is showing before students leave the testing room. This is the only way to be sure that students are not still logged into the testing software. (Refer to the **M-STEP Online Test Administrator's Directions and Manual** for more detailed information on ending online tests.)

### **Students Testing with Paper/Pencil**

All parts of the M-STEP test are untimed and student-paced. Therefore, students must be given as much time as needed during the same continuous session to complete each part of the test. If a test session time slot has ended but some students need more time to finish, their test materials may be collected and they may be escorted immediately to a different supervised location where they can complete their testing. Students should not transport their own materials between testing locations.

When all other students have finished testing, collect their test materials individually (do not have them pass their materials to the ends of rows or aisles). Verify that each student has returned both his/her answer document and test booklet, and then return the secure materials to the Building M-STEP Coordinator. Refer to the **M-STEP Paper/Pencil Test Administrator's Directions and Manual** for more detailed information on ending paper/pencil tests.

# After Testing

## Important Tasks After Testing

The following tasks should be performed in the order listed.

**Note:** This task list focuses primarily on the administration of the assessment; other accountability and reporting tasks to be done are not included here (watch the Spotlight for up-to-date information).

### 1. REPORTING DECISIONS

In some instances, District and/or Building M-STEP Coordinators may be called on to make two important decisions that will impact the reporting of results.

#### Research I and II Fields

The use of research fields in the student data file is optional. Research codes are only reported in the student data file results (online dynamic score reports do not include the research code information).

In the past, school districts have used the optional research fields to answer such questions as:

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in the attainment of achievement objectives among those students who participated in reading program A v. reading program B?

The following important points should be considered before deciding to use research fields:

- Codes for research fields may be developed at the district or school level and assigned a distinct number, from 1 to 10.
- Districts may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes must be entered into the OEAA Secure Site beginning on the first day of pre-identification through the end of Tested Roster.

## Reporting Codes

Reporting codes allow districts and/or schools to receive and filter reports and data files by class or group designation(s). This is an optional field. It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful.

The [Mass Updates Assessments](#) document on the OEAA Secure Site Training web page explains how to assign Reporting Codes to a group of students. The [Reporting Code Labels](#) document explains how to create a label for reporting codes and is also available on the OEAA Secure Site Training page.

Reporting codes can be entered in the OEAA Secure Site beginning on the first day of pre-identification through the last day of the Answer Documents Received window.

**Helpful Hint:** Schools can create unique cohorts of students to view data from a specific group of students after testing. For example:

- students receiving intensive supports
- students in certain classes
- student list according to teacher









### 2. MATERIALS HANDLING AND RETURN

All test materials must be managed in a specific way after the test window closes. In addition to online test tickets and rosters, this applies to used and unused paper/pencil test booklets (standard, braille, Assessment Administrator Booklet for Braille [AABB], and enlarged print); used and unused answer documents (student-completed and adult-transcribed); flash drives; word-processed pages; glossaries; scratch paper; graph paper; Listening Scripts; Listening Recordings; and Reader Scripts.

# After Testing

Materials that must be returned to DRC do not need to be separated into scorable and non-scorable boxes. Use the same boxes in which materials arrived. Place all used answer documents into the supplied plastic bags and secure with a zip tie. This protects the used student's answer documents in the event the boxes become wet or damaged. Once the boxes are sealed, place a blue Return Shipping Box label and a UPS-RS label onto the outside of the box.


## How to Process Secure M-STEP Test Materials After Testing

Secure Test Materials	Return to M-STEP Contractor	Schools Keep	Schools Destroy
 Used answer documents (all content areas)	✓		
 Student test tickets and test rosters			✓
 Used and unused test booklets (grades 3–8 & 11)	✓*		
 Student word processed documents			✓
 Accommodated versions of the test (reader scripts, braille, enlarged print, audio and video recordings, translated versions)	✓*		
 ELA Listening Recordings	✓*		
 ELA Listening Scripts	✓*		
 L1 (First language) Glossaries (mathematics)			✓
Print to Braille Correspondence Documents			✓
Used scratch paper (including graph paper)			✓
Unused UPS-RS labels and other Return Kit Materials			✓

\* All returnable materials may be placed in the same boxes as directed in **Instructions for Packing Non-scorable Materials for Return** on [page 79](#) of this manual.

# After Testing

## How to Process Non-Secure M-STEP Test Materials After Testing

Non-Secure Test Materials	Return to M-STEP Contractor	Schools Keep	Schools Destroy
 Unused answer documents (all content areas)			✓
Test administration manuals		optional	
Test Administrator’s Directions and Manual		optional	
Signed OEAA Assessment Security Compliance Forms		store at district for 3 years	
Testing Schedules		store at district for 3 years	
Training Materials		store at district for 3 years	

### Return Tools

The M-STEP contractor, DRC, has provided districts/schools that have ordered paper/pencil materials with tools for returning materials, including:

- UPS-RS labels for shipping
- Blue M-STEP Return Shipping labels

Additional return materials may be ordered if needed during the Additional Material Order window. See [Appendix M](#) for information about materials included in Additional Material Orders.

**Every box in a return shipment needs a UPS-RS (return service) label. If additional UPS-RS labels are needed, order them on the Additional Materials Order page in the OEAA Secure Site or contact DRC Customer Service to have a set of labels emailed to you.. Fill in the sender address but do not tamper with the preprinted information on the label in any way, as this may affect UPS processing and delay your shipment.**

### Return Shipment Schedule

All materials must be postmarked by **May 6, 2026**.

**Answer documents shipped after May 6, 2026 will not be scored.**

Schools are encouraged to return materials as soon as possible after all students have completed testing.

### How to Process Secure M-STEP Test Materials After Testing

#### Preparing Answer Documents for Return

For special situations during materials return:

- damaged answer documents requiring transcription to a new answer document
  - Schools must submit an Incident Report when transcribing any answer document. Refer to the M-STEP Incident Reporting Guide in [Appendix E](#).

# After Testing

- When transcribing any new answer document, a unique bar code label must be printed and affixed to the new answer document, which will be returned with the scorable materials. **Note:** Do not print multiple copies of the same Pre-ID barcode labels. Each label must be unique by content per student.
- Word processed pages or loose pages will not be processed or scored. All responses must be transcribed onto an answer document before being returned to DRC. Securely destroy all word processed pages after responses have been transcribed onto the answer document.

**Note:** Responses on contaminated answer documents must be transcribed onto a new answer document; the contaminated answer document must be securely destroyed.

## Preparing Used Answer Documents for Return

If any student used an enlarged print or braille version of the test, a Test Administrator must transcribe their responses onto the appropriate answer document. Transcribed answer documents may be returned along with the other used answer documents.

Answer documents must match the test form used.

- Form 1 Answer Document is used with Form 1 Test Booklets, Enlarged Print Test Booklets, and Form 88 Braille Test Booklets
- Form 2 Emergency Answer Document is used with Form 2 Emergency Test Booklet.

## Verification of Answer Documents

Review the answer documents using the following steps.

Verify all answer documents to ensure that:

- all answer documents are for M-STEP (not MI-Access, WIN Work Readiness, SAT, or PSAT)
- only number 2 pencils have been used on the answer documents
- no correction fluid, crayons, markers, highlighters, or colored pencils have been used
- any sticky notes, paper clips, rubber bands, staples, glue, or other extraneous materials have been removed from inside and outside the answer documents

All used answer documents will go into the boxes.

Returnable scorable and non-scorable materials may be returned in the same box. **There is no requirement to sort materials into separate boxes.**

All verified unused and any damaged answer documents must be securely shredded, immediately following shipment of all other M-STEP materials.

## Individual Answer Document Checks

Before used answer documents have been placed into return boxes, review each individual answer document to ensure that:

- the student information has been completed at the top of the answer document (student's legal name, Test Administrator name, school name, district or PSA)
- the Student Birth Date field has been filled in accurately
- the Assessment Date and Test Form Number fields have been filled in accurately
- the applicable "School Use Only" bubbles are correctly completed

# After Testing

- each answer document has an undamaged unique barcode label adhered carefully within the designated frame (a \$10 fee may be assessed for every answer document returned for scoring without a barcode label)
- the student name and school name on each barcode label matches the student information at the top of the answer document

It is not permissible for anyone to inspect answer documents for completion or to review student responses. Test Administrators are responsible for ensuring that students have completed testing prior to the materials being collected from students and returned to the Building M-STEP Coordinator.

## Processing Non-Scorable Secure Materials

**Non-scorable secure materials must be returned by the May 6, 2026 deadline.**

These materials are monitored and recorded for test security purposes; failure to return any secure materials will result in contact by MDE or the scoring contractor to account for missing materials.

Non-scorable secure materials that must be returned to the M-STEP contractor are listed in the [How to Process Secure M-STEP Test Materials After Testing](#) table.

Gather secure non-scorable, materials and include them in the boxes being returned to DRC. They can be packed in the same boxes as the used answer documents.

## How to Process Non-Secure M-STEP Test Materials After Testing

### Retention of Test Administration Documentation

The District and/or Building Assessment Coordinator must collect and store all OEAA Security Compliance Forms, assessment training materials, testing schedules, packaging lists, shipping records, and documents used to track the delivery and custody of materials for three years, in the event that a discrepancy arises.

## OEAA Assessment Security Compliance

Building M-STEP Coordinators must give their school's signed OEAA Assessment Security Compliance Forms and test schedules to the District M-STEP Coordinator, who will keep them on file for a minimum of three years. Do not return these documents to the M-STEP contractor.

## How to Pack Materials for Return

Follow the instructions below when packing materials.

**Note:** It is vital that used answer documents be returned in boxes marked with a Blue M-STEP DRC Return Shipping Labels. Failure to return answer documents properly can jeopardize a school's accountability calculations.

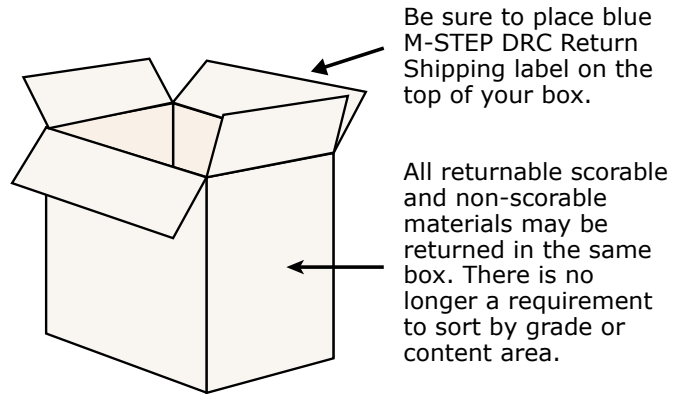
## Instructions for Packing Materials for Return

1. A roll of plastic bags and zip ties were provided with each order. Enclose the used answer documents inside the plastic bags and secure each bag with a zip tie. This will protect the answer documents in the event the boxes become wet or damaged.
2. Pack the secured bags of used answer documents in boxes using cushioning materials, if needed, to keep them secure. Schools should use the same boxes the materials arrived in to ship the materials back to DRC. If these boxes are not available, use sturdy boxes to return materials. **Note:** Secure scorable and non-scorable materials may be returned in the same box(es). It is not necessary to separate them.
3. Remove or black out any old shipping labels on boxes and seal the boxes with plastic shipping tape.

# After Testing

4. Affix a **blue M-STEP DRC Return Shipping Label** to the **top** of **all** boxes. Each box must also have a UPS-RS label attached. These labels are included with each material shipment. Additional return labels and UPS-RS labels may be ordered through the OEAA Secure Site if needed.
5. Pack all used and unused test booklets and any accommodated materials in the boxes using cushioning materials to keep them secure.
  - a. All flash drives for Audio and Video, Reader Scripts, ELA Listening Recordings, ELA Listening Scripts, Enlarged Print, and/or Braille materials must be returned.
  - b. Pack Flash Drives for audio and video at the top of the box(es). Be sure the attached tag with the security barcode is attached.
6. Remove or black out any old shipping labels and seal the boxes with plastic shipping tape. See the [Return Tools](#) section for more information regarding ordering additional UPS-RS labels, if necessary.

## Diagram for Packing Materials



Materials Return Date
<b>Final date to ship for inclusion in answer document verification</b>
May 6, 2026

Materials may be returned at any time during the M-STEP test window through May 6, 2026.

# Appendix A:

## Calculator Policy

### MATHEMATICS

Students in grades 3, 4, and 5 are **not** allowed to use a calculator on ANY item in the mathematics assessment, as the use of calculators at these grade levels changes the construct of the items and what they are intended to measure. All students must abide by this no-calculator-allowed policy, even students whose IEP or Section 504 Plan specifies otherwise. **The use of a calculator at grades 3, 4, or 5 is considered a nonstandard accommodation.** Nonstandard accommodations render the assessment invalid.

### SCIENCE

Students in grade 5, 8, and 11 are allowed to use a calculator on any item in the science assessment.

### Students Testing Online

On grades 6 and 7 mathematics and grades 5, 8, and 11 science assessments, students will use the calculator embedded within the online delivery engine. The calculator will appear in the toolbar when items allow its use; it will not appear when items do not allow its use.

There are two types of embedded online calculators:

- Basic calculator – science grade 5 and mathematics grade 6
- Scientific calculator – science grades 8 and 11 and mathematics grade 7

The Office of Educational Assessment and Accountability (OEAA) has developed resources for students testing online to help prepare them for online testing. One of the resources is an online calculator practice tool. It is recommended that students testing online visit the practice environment to see sample items and familiarize themselves with the online calculator tool. To practice using the M-STEP online calculators, go to the [Online Tools Training \(OTT\) portal](https://portal.te.drcedirect.com/MI) (https://portal.te.drcedirect.com/MI) using the Google Chrome browser.

### Students Testing with Paper/Pencil

On grades 6 and 7 mathematics and grades 5, 8 and 11 science assessments, students will use a handheld calculator.

Calculators are allowed on all items of the science assessments. Calculators are allowed only on Part 2 of the mathematics assessment.

Mathematics test booklets are divided into two parts. Part 1 of the paper/pencil mathematics assessment is considered non-calculator, and students must not have a calculator within reach. Part 2 of the paper/pencil mathematics assessment allows the use of a calculator. Once students start Part 2, they are not allowed to return to the non-calculator items on Part 1.

Since external hand-held graphing calculators are programmable, there is a potential of a security breach. All programmable calculators must be set to TEST mode during the testing session for both mathematics and science assessments.

Types of hand-held calculators:

- Basic calculator – science grade 5 and mathematics grade 6
- Scientific calculator – science grades 8 and 11 and mathematics grade 7

## Important Notes

### ALIGNMENT

The operational items on all of the assessments have been field-tested and are aligned to Michigan's standards.

### FAIRNESS

The issue of fairness between students testing online and students testing with paper/pencil with regard to calculator usage has been raised. The OEAA decided not to burden schools by requiring them to purchase calculators specifically for these assessment as a possible one-time use.

# Appendix A:

## Calculator Policy

Some schools may not have the grade-specific calculators for their students testing with paper/pencil to use. The OEAA has reviewed every item to determine if the use of an above-grade-level calculator gives those students an advantage. Students will not be advantaged or disadvantaged based on using an above-grade calculator on the assessment.

### **MANAGING STUDENTS TESTING ONLINE AND EXTERNAL HAND-HELD CALCULATORS**

The OEAA prohibits students testing online from using external handheld calculators instead of the embedded online calculator. The only students testing online who may use an external calculator are those students whose IEP or Section 504 Plan specifies the use of a special adaptive calculator.

# Appendix B:

## Scratch Paper Policy

### M-STEP Scratch Paper Policy

Scratch paper is a universal tool that may be made available to students during testing. Used scratch paper is a secure material. District Coordinators should develop and disseminate procedures for the secure handling and disposal of used scratch paper.

#### TERMS

**Graph Paper:** blank, gridded paper provided by MDE for use in grades 6-7 mathematics

**Scratch Paper:** blank, lined, or unlined paper

Graph paper and scratch paper are separated into two types:

**Unused Scratch/Graph Paper:** scratch/graph paper that does not include any student markings; unused scratch/graph paper may include a student's name written on it

**Used Scratch/Graph Paper:** scratch/graph paper that includes any student markings beyond the student's name

#### STUDENTS TESTING ONLINE: MATHEMATICS

Scratch paper is allowed in all test sessions. For students in grades 6-7, blank graph paper is required and is provided in the online initial material order. The grades 3-5 tests do not include items that require graph paper. However, it is optional to provide graph paper for grades 3-5. Additional graph paper can be downloaded from the [M-STEP web page](#).

For grades 3-5, scratch paper must be blank ruled or unruled, or (optionally) graph paper.

For grades 6-7 the graph paper must be blank.

Fresh scratch/graph paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for login, a fresh sheet of scratch paper must be provided at that time. Once a test session is completed,

used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.

Students must write their names on the scratch paper. When students are given a break, the scratch paper must be collected and securely stored with test tickets until testing resumes.

If a student's name is clearly written on the used scratch paper, it can be returned to that student to use when resuming an in-progress test.

#### STUDENTS TESTING ONLINE: ENGLISH LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES

Scratch paper is allowed in all test sessions. For all grades this must be blank ruled or unruled paper.

Fresh scratch paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for login, a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.

Students must write their names on the scratch paper. When students are given a break, the scratch paper must be collected and securely stored with test tickets until testing resumes.

If a student's name is clearly written on the used scratch paper, it can be returned to that student to use when resuming an in-progress test.

#### STUDENTS TESTING WITH PAPER/PENCIL: MATHEMATICS

Scratch paper is allowed in all test sessions and test parts. For grades 3-5 this must be blank ruled or unruled, or (optionally) graph paper. Students in grades 6-7 may be provided blank graph paper in place of blank ruled or unruled paper; however, students may also use the graphs in their test booklets to solve problems. Additional graph paper can be downloaded from the [M-STEP web page](#).

# Appendix B:

## Scratch Paper Policy

Fresh scratch paper must be distributed with each part of a test and students must write their names on the scratch paper. After students encounter a “stop” sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If students testing with paper/pencil are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.

### STUDENTS TESTING WITH PAPER/PENCIL: ENGLISH LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES

Scratch paper is allowed in all test sessions and test parts. For all grades this must be blank ruled or unruled paper.

Fresh scratch paper must be distributed with each part of a test and students must write their names on the scratch paper. After students encounter a “stop” sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If students testing with paper/pencil are given a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.

**Note:** In order to prevent the use of an inappropriate writing utensil on the answer document, students should only have access to number 2 pencils during paper/pencil testing.

### Mathematics: Online and Paper/Pencil

Grade	Graph Paper (required)	Graph Paper (optional)	Scratch Paper (available Universal Tool)
3		X	X
4		X	X
5		X	X
6	X		X
7	X		X

### English Language Arts, Science, and Social Studies: Online and Paper/Pencil

Grade	Scratch Paper (available Universal Tool)
3	X
4	X
5	X
6	X
7	X
8*	X
11*	X

\*Does not apply to English language arts

# Appendix C:

## Electronic Device Policy

Prior to test administration, District and Building Assessment Coordinators must create a specific policy for the use of electronic devices by students and staff during testing. Personal electronic devices that are not used for testing pose a large security risk to all state assessments. As accessibility to and the use of additional electronic devices has increased over the last few years, among both students and staff, instances of cheating, plagiarism, and inappropriate use of devices have had a negative impact on the validity and reliability of the state's assessments. This has also caused invalidation of student tests and has resulted in negative impacts to assessment participation and accountability.

As technology continues to change, districts will need to discuss the types of technology used by students and staff and to update plans to ensure that non-testing devices are not accessed during testing. District and building-level electronic device use policies must include the state-required policies detailed below and must be communicated to staff, students, and families. Staff will need thorough training on active monitoring of test administrations and on how to respond to incidents involving prohibited student behavior through the use of, or access to, additional electronic devices during testing.

### **Electronic Device Examples:**

Examples of electronic devices include, but are not limited to:

- any electronic device that can be used to record, to transmit, or to receive information not used for testing
- computer tablets, iPads, e-readers (for example: Kindle)
- smart watches (for example: Fitbits; Apple, Garmin, Samsung watches; any watch with access to other applications or the internet)

- smart phones and cell phones
- headphones with advanced technology, including voice command, texting, app connection, and connection to the internet
- smart glasses (for example: Google Glass, Apple Vision Pro)
- desktop computers, laptops, Chromebooks, not used for testing

### **POLICY FOR STUDENTS**

Students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. These electronic devices include but are not limited to smartphones, cell phones, smartwatches, smart headphones, headphones that allow access to voice assistant technology, and computers and/or tablets not being actively used for testing purposes. Administration staff are to practice due diligence in actively monitoring students in the testing room and on breaks to ensure that electronic devices are not accessed. If a student brings an additional electronic device into the testing room, the test administrator must follow the district/building level electronic device policy in ensuring the electronic device is stored appropriately and is not accessible to the student during testing.

The testing environment is not to be disturbed by any electronic devices not used for testing or test administration. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, or the test must be administered to the student in a one test administrator-to-one student setting, and the student must be actively monitored at all times while testing.

# Appendix C:

## Electronic Device Policy

### Additionally:

- Students are not allowed to access the device used for testing for any other purpose than to complete the test during the test session.
- A student may not access any additional websites or applications during testing, or for any other purpose after testing, while in the testing room.
- Staff is to ensure that all testing devices are configured properly and that all background applications are disabled before testing begins.
- No pictures or videos may be taken during testing.

### Headphones Allowed for Student Use During Testing

Some assessments require the use of headphones for directions.

Headphones allowed for use during testing:

1. Wired or wireless headphones **are allowed**.
2. Bluetooth headphones (including AirPods) **are allowed if:**
  - a. they are only connected to the student's testing device
  - b. all non-testing student devices (including cell phones, smartwatches, tablets, etc) must be powered off for any student using a Bluetooth headphone during testing
3. Headphones with advanced technology, including voice command, texting, app connection, and connection to the internet **are not allowed**.

### POLICY FOR TEST ADMINISTRATORS/ TEST MONITORS AND STAFF

Test Administrators and Test Monitors must be focused on active monitoring throughout test administration. Districts must determine how Test

Administrators and Test Monitors will alert others if issues arise (for example: sick student[s] in the room or technical issues).

During testing, staff may only use a computer or other appropriately configured device (for example: an iPad or Chromebook) for monitoring the SAT with Essay, PSAT 8/9 for grades 8 and 9, PSAT 10, WIDA, MI-Access FI, or M-STEP assessments, and these devices should be used for no other purpose during testing.

To allow Test Administrators and Test Monitors to actively monitor with minimal disruption, districts may choose to allow Test Administrators and Test Monitors to use cell phones to alert other staff of issues. Test Administrators/Monitors may use cell phones or other electronic devices only to alert others that assistance is needed or in an emergency. Wearable technology is strongly discouraged for testing staff; if it is worn, devices must be set on airplane mode to limit access to other applications and the internet.

A Test Administrator shall not disturb the testing environment through texting, speaking, or other cell phone/wearable technology/electronic device use, except in the event of an emergency.

Test content can never be photographed or communicated; this includes when a Test Administrator or Test Monitor needs to alert others of an issue or incident.

Test Administrators and Test Monitors are not to use their cell phones, wearable technology, or other devices to check email or to perform other work during testing. All such electronic devices are to be silenced to reduce disruptions. If a district chooses to allow Test Administrators and Test Monitors to use cell phones to contact other staff during testing, the district must place particular emphasis on proper and improper cell phone use in communications to staff about district policies and procedures for testing.

# Appendix C:

## Electronic Device Policy

Staff who go between rooms or who help troubleshoot technical issues during testing, such as the District Assessment Coordinator or Technology Coordinator, may also use their cell phones to contact the service provider's help desk; however, if possible, they should step out of the testing room to make calls in order to minimize disruptions.

### Best Practices

- **Students and staff are not allowed to bring any additional electronic devices into the testing room.**

Electronic devices are to be left at home or kept in a secure on-site location during testing (for example: student lockers, staff storage cabinets).

There are to be strict policies and procedures in place to prevent additional electronic devices from being brought into the testing room.

Staff is to actively verify that no student has additional electronic devices before, during, and after testing.

Example: Test administration staff remind students to check that they have no electronic devices.

**"Do you have earbuds in your ears or in your pocket?" "Are you wearing a smartwatch?"**

### Acceptable Practices

- **Policies and procedures are in place to ensure additional electronic devices are not accessible to students while in the testing room.**

Additional electronic devices that students bring into the room are collected by staff members; the devices are powered off and stored away from the students.

### Prohibited Practices

#### Students:

- **Students bring additional electronic devices into the testing room and devices are accessible during testing.**

If a student has a cell phone or other non-test electronic device out at any point during a test session, that student's test has been compromised and is prohibited behavior, even if the student did not use the cell phone or device.

- **Students are not allowed to wear or access "wearable" technology (such as smartwatches, fitness trackers, smart headphones) during testing. If a student is wearing such a device during testing, this is considered prohibited behavior, regardless of whether the device was used or not.**

Even if a student has exited or submitted their test, they cannot use cell phones or other electronic devices in the testing room. If the student has exited/submitted the test and then accesses a cell phone/electronic device (including wearable technology), this constitutes prohibited behavior.

#### Staff:

- **Staff brings additional electronic devices into the testing room and devices are accessible during testing.**

If a test administrator or other staff in the testing room accesses an additional electronic device, this will result in a misadministration for the entire testing session and possible invalidation of the students' tests, in addition to any other actions the Michigan Department of Education (MDE) deems necessary.

Photography/communication of test content will result in a misadministration for the entire testing session and possible invalidation the students' tests, in addition to any other actions MDE deems necessary.

# Appendix D:

## Active Monitoring Best Practices

### REQUIRED TEST ADMINISTRATOR PRACTICES RESPONSIBLE FOR STUDENT MONITORING:

- Testing staff move unobtrusively through the room during testing.
- Monitor student behavior closely for adherence to proper test-taking practices.
- Full attention should always remain on students testing.
- Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
- Ensure that there are no distractions during the test administration period (i.e., talking, noises, other distractions among students, viewing of another student's computer screen or answer document).
- Ensure that students who are required to use supports and accommodations on the tests are receiving them.
- Make sure that students remain at their designated testing device and location. If students step away from their test at any time:
  - Online testing: test must be paused
  - Paper/pencil testing: student answer document is placed inside the test booklet, and the test booklet is closed and collected by Test Administrator.
- Pay special attention to the possible use of cell phone cameras or other devices to take screen images.
- Testing staff ensure that students remain focused on testing.
- At no time should students be left in the testing room without adult supervision.
- Testing rooms should be set up in such a way that minimizes potential for cheating or student disruptions (i.e., computer screens are not viewable by other students, students are seated away from other students)

### AVOID DISTRACTING BEHAVIORS:

- Conversations with other staff
- Reading books or newspapers
- Eating
- Working on computer or phone
- Grading papers
- Engaging in any other activity not related to test administration

### BEST PRACTICES

- Student and staff electronic devices are turned off and stored outside of the testing room
- Before testing begins, remind students that all electronic devices must be turned off and stored outside of the testing room; specifically remind students that "electronic devices" include cell phones, smartwatches, Smart headphones with connectivity to other devices not used for testing or the internet (or any headphones not used for testing).
- Test Administrator uses portable device (i.e., an iPad or laptop) to monitor student testing progress on the Test Monitoring Application while Proctor(s) move unobtrusively throughout the testing room to monitor student progress.
- After testing, students read a hard copy of non-academic reading material or sit quietly without disrupting any students who are testing.

### ACCEPTABLE PRACTICES

- Student and staff electronic devices are turned off, collected, and stored away from the work area
- Before testing begins, remind students that all electronic devices, including cell phones, smartwatches, Smart headphones (or any headphones not used for testing) must be turned off and stored away from the work area.

# Appendix D:

## Active Monitoring Best Practices

- Test Administrator uses portable device (i.e. an iPad or laptop) to monitor student testing progress on the Test Monitoring Application periodically while frequently moving unobtrusively throughout the testing room to monitor student progress.
- After testing, students read a hard copy of non-academic reading material.

### **PROHIBITED PRACTICES**

- Student electronic devices are not turned off and/or are accessible while testing.
- Staff electronic devices are used for any purpose other than monitoring testing or in an emergency.
- After testing, students have any access to content-related material or are disruptive to students who are still testing.
- Test Administrator monitors testing on the Test Monitoring Application while not moving throughout the testing room to monitor student progress.
- After testing, students access their testing devices, engage in any academic work related to test content, or are disruptive in any way.



# Appendix E: Incident Reporting Guide

## M-STEP Incident Reporting Guide

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 OEAA 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 [OEAA Secure Site Incident Reporting tool](https://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) ([www.michigan.gov/documents/mde/Incident\\_Reporting\\_520328\\_7.pdf](https://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf)).

Incident Category: Test Not Completed				
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	Incident Report Required/Optional
Test submitted prior to completion	Student accidentally ends/submits the test without answering all questions	If the student did not respond to all items on the test and the test has not previously been unlocked, contact the Call Center at 1-877-560-8378 Option 1.  If the student provided a response to every item or if the test has previously been unlocked, an Incident Report is required.	N/A	Online: <b>Required if</b> the student provided a response to all items or the test has been previously unlocked  Paper/Pencil: N/A
Student became ill	Student becomes ill and goes home before finishing a test	Pause and Exit test (do not End test).  Resume testing with the original test ticket in a makeup session.	Collect test materials and flag the last question answered.  Students are not allowed to return to previously answered questions.	Online: No Incident Report Necessary  Paper/Pencil: <b>Optional</b>
Student was removed from school by parent/guardian	Student is removed from class by a parent or guardian during the test administration	Pause and Exit test (do not End test).  Resume testing with the original test ticket in a makeup session.	Collect test materials and flag the last question answered.  Students are not allowed to return to previously answered questions.	Online: No Incident Report Necessary  Paper/Pencil: <b>Optional</b>



# Appendix E: Incident Reporting Guide

Incident Category: Test Not Completed				
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	Incident Report Required/Optional
Student moved from school	Student transfers or moves from school with an incomplete content area test <b>Note:</b> Be prepared to accept a phone call from student's receiving school requesting information on test completion and needed accommodations or designated supports.	Submit incident report with request for the test to be marked <b>Do Not Score</b> . Verify that MSDS enrollment is updated and the student is exited from the school on the correct date.	Verify that MSDS enrollment is updated and the student is exited from the school on the correct date. Affix a <b>Do Not Score</b> label to the answer document cover and return to the scoring contractor.	Online: <b>Optional</b> Paper/Pencil: <b>Optional</b>
<b>Do Not Score</b> requested	Student has taken (or logged into) incorrect assessment (took M-STEP instead of MI-Access assessment) <b>Note:</b> A student who begins a test and subsequently becomes ill does not meet the requirements for the test to be marked <b>Do Not Score</b> .	Submit incident report with request for the test to be marked <b>Do Not Score</b> .	N/A	Online: <b>Required</b> Paper/Pencil: N/A
Student does not complete test by end of day	Student does not complete testing by the end of the school day <b>Note:</b> Testing must be completed by the end of the test administration window. There are no exceptions.	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session. <i>(Schools should consider the ages and needs of their students and schedule intentionally planned breaks as appropriate.)</i>	With proper planning and scheduling, this should be avoided. Schedule all testing early in the day to allow students to complete required testing. The schedule must allow for students who require additional time. Consider the multiple day testing designated support—this is allowable as <b>intentional</b> scheduling for some students who use additional supports. Exceptions for individual students will be considered on a case-by-case basis.	Online: No Incident Report necessary Paper/Pencil: No Incident Report necessary

# Appendix E: Incident Reporting Guide

Incident Category: Accommodation/Designated Support Issue				
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	Incident Report Required/Optional
Designated support/required accommodation not provided	Student is not provided appropriate designated support or accommodations	<p>Test misadministration.</p> <p>Submit an Incident Report.</p> <p>For students with an IEP or Section 504 Plan that requires the missing designated support or accommodation: A new test with appropriate designated support or accommodation may be administered with:</p> <ul style="list-style-type: none"> <li>notification to and approval of parents or guardians</li> <li>documentation provided that identifies required designated support or accommodation (such as IEP plan)</li> </ul> <p>For students who do not have an IEP or Section 504 Plan the requires the missing designated support: A new test with appropriate designated support may be administered with:</p> <ul style="list-style-type: none"> <li>notification to and approval of parents or guardians</li> <li>signed documentation from the person responsible for day-to-day instruction in the content area affirming the student's daily use of the designated support during regular instruction</li> </ul> <p>See <a href="#">Appendix F</a> for detailed information about this incident type.</p>	<p>Test misadministration.</p> <p>Submit an Incident Report.</p> <p>Emergency test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians.</p> <p>Original answer document must be securely destroyed</p>	<p>Online: <b>Required</b></p> <p>Paper/ Pencil: <b>Required</b></p>

# Appendix E: Incident Reporting Guide

Incident Category: Accommodation/Designated Support Issue				
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	Incident Report Required/Optional
Nonstandard designated support/accommodation provided	Nonstandard accommodation provided (Refer to the "Nonstandard Accommodations" information on <a href="#">page 27</a> of this manual.)	<p>The student's test is invalidated.</p> <p>Inform parents or guardians.</p> <p>Submit an Incident Report—working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student's parents and school agree it is in the best interest of the student.</p> <p>Perform an internal investigation as needed and keep the resulting documentation on file as Nonstandard Accommodations may be appealed during the Answer Document Verification window.</p>	<p>Mark the student's test as <b>Nonstandard Accommodation</b> on the answer document and return with scorable materials. The student's test is invalidated.</p> <p>Inform the parent or guardian.</p> <p>Submit an Incident Report—working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student's parents and school agree it is in the best interest of the student.</p> <p>Perform an internal investigation as needed and keep the resulting documentation on file as Nonstandard Accommodations may be appealed during the Answer Document Verification window.</p>	<p>Online: <b>Required</b></p> <p>Paper/ Pencil: <b>Required</b></p>

# Appendix E: Incident Reporting Guide

Incident Category: Misadministration				
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	Incident Report Required/Optional
Wrong test administered	Student is administered the incorrect test (for example, an M-STEP test instead of a MI-Access test)	<p>Inform parents or guardians.</p> <p>Students must be assigned to the correct test in the OEAA Secure Site and the appropriate test must be given in order to be included in accountability calculations.</p> <p>Submit an Incident Report—the test will be marked <b>Do Not Score</b>.</p>	<p>Inform parents or guardians.</p> <p>Securely destroy the Answer Document.</p> <p>Student must be given the correct test in order to be included in accountability calculations — material orders should be ordered on the OEAA Secure Site using the normal additional material order process.</p>	<p>Online: <b>Required</b></p> <p>Paper/Pencil: <b>Required</b></p>
Wrong test ticket used	Student is issued wrong test ticket and begins the test	<p>Stop the test as soon as the error is identified.</p> <p>Pause and Exit the test (do not End the test)</p> <p>Submit an Incident Report.</p>	N/A	<p>Online: <b>Required</b></p> <p>Paper/Pencil: N/A</p>
Part missed or not administered	Student is not administered one part of a test	N/A	<p>If it is identified on the day of the administration or within the makeup window for the content area and grade, administer the test.</p> <p>If it is not identified on the test day or within the makeup window for the content area and grade, submit an Incident Report.</p> <p><b>Important reminder:</b> This is for a Part missed in the test. It is not permissible to inspect answer documents for completion or to review student responses at this time.</p>	<p>Online: <b>Optional</b></p> <p>Paper/Pencil: <b>Optional</b></p>

# Appendix E:

## Incident Reporting Guide

Incident Category: Misadministration				
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	Incident Report Required/Optional
Wrong answer document used	Student uses wrong answer document when testing	N/A	<p>If the wrong answer document is the correct grade and test, but has a wrong barcode label, then a new correct barcode label should be printed and affixed. An Incident Report is not required.</p> <p>If the answer document is the wrong grade and/or content, then securely destroy the answer document.</p> <p>(See <b>Answer document transcription required/suggested</b> Incident Sub-Category on <a href="#">page 100</a> of this manual.)</p>	<p>Online: N/A</p> <p>Paper/Pencil: <b>Optional</b></p>
Test administered outside of test window.	Test is administered outside of scheduled testing window	N/A	<p>Securely destroy the answer document.</p> <p>Submit an Incident Report.</p>	<p>Online: N/A</p> <p>Paper/Pencil: <b>Required</b></p>
Other	Varies	Submit an Incident Report—working with the OEAA, the district may be able to quickly resolve issues.	Submit an Incident Report—working with the OEAA, the district may be able to quickly resolve issues.	<p>Online: <b>Varies</b></p> <p>Paper/Pencil: <b>Varies</b></p>

# Appendix E: Incident Reporting Guide

Incident Category: Building Emergency			
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil
Building emergency	Building emergency occurs during the test and requires student(s) to leave the room or otherwise interrupts testing.	Address the building emergency—pause tests as appropriate/possible. Submit an Incident Report.	Address the building emergency—secure test materials as appropriate/possible. Submit an Incident Report.
			Online: <b>Required</b> Paper/ Pencil: <b>Required</b>

Incident Category: Prohibited Behavior			
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil
Electronic device in possession but no access	Student has cell phone in pocket but does not use.	The Electronic Device policy states that students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. While this student did not follow proper procedures the student test will remain valid. Follow local cell phone/behavior policy as deemed appropriate by local staff.	The Electronic Device policy states that students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. While this student did not follow proper procedures the student test will remain valid. Follow local cell phone/behavior policy as deemed appropriate by local staff.
			Online: <b>Required</b> Paper/ Pencil: <b>Required</b>

# Appendix E: Incident Reporting Guide

Incident Category: Prohibited Behavior				
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	Incident Report Required/Optional
Accessed electronic device during testing	Student used cell phone during testing for any purpose.	<p>The Electronic Device policy states that students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session.</p> <p>Therefore, this test will be marked Prohibited Behavior and invalidated. The student will not receive a score.</p> <p>Follow local cell phone/behavior policy as deemed appropriate by local staff.</p> <p>For more information, reference the full <a href="#">Electronic Device Policy</a>.</p>	<p>The Electronic Device policy states that students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session.</p> <p>Therefore, this test will be marked Prohibited Behavior and invalidated. The student will not receive a score.</p> <p>Follow local cell phone/behavior policy as deemed appropriate by local staff.</p> <p>For more information, reference the full <a href="#">Electronic Device Policy</a>.</p>	<p>Online: <b>Required</b></p> <p>Paper/Pencil: <b>Required</b></p>
Posted test content to social media	Student took a picture of the test and posted it online (for example, Snapchat, Instagram, TikTok)	<p>Students are not permitted to access electronic devices during testing. Capturing images of the test or testing room and posting these images poses a serious risk to the security and validity of the assessment.</p> <p>When a student captures images of the test or testing room and posts them to a social media site it constitutes prohibited behavior and the student's test results in that content area will be invalidated.</p> <p>Follow local cell phone/behavior policy as deemed appropriate by local staff.</p>	<p>Students are not permitted to access electronic devices during testing. Capturing images of the test or testing room and posting these images poses a serious risk to the security and validity of the assessment.</p> <p>When a student captures images of the test or testing room and posts them to a social media site it constitutes prohibited behavior and the student's test results in that content area will be invalidated.</p> <p>Follow local cell phone/behavior policy as deemed appropriate by local staff.</p>	<p>Online: <b>Required</b></p> <p>Paper/Pencil: <b>Required</b></p>

# Appendix E: Incident Reporting Guide

Incident Category: Prohibited Behavior			
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil
Other	<p>Disruptive behaviors impacting testing session/completion, cheating, use of calculator (mathematics) or dictionary/thesaurus (ELA) during non-permitted section of the test</p> <p><b>Note:</b> The use of non-permitted tools results in test invalidation.</p>	<p>Students engaged in disruptive or egregious behavior must be removed from the testing room.</p> <p>Where feasible, students should be redirected and allowed to continue testing. Students engaged in prohibited behavior need not be removed from the testing room unless they are affecting other students.</p> <p>The student's test will be marked Prohibited Behavior and 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.</p> <p>See <a href="#">Appendix F</a> for detailed information about this incident type.</p>	<p>Students engaged in disruptive or egregious behavior must be removed from the testing room.</p> <p>Where feasible, students should be redirected and allowed to continue testing. Students engaged in prohibited behavior need not be removed from the testing room unless they are affecting other students.</p> <p>The student's test will be marked Prohibited Behavior and 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.</p>
			<p>Incident Report Required/Optional</p> <p>Online: <b>Required</b></p> <p>Paper/Pencil: <b>Required</b></p>

# Appendix E:

## Incident Reporting Guide

### Incident Category: Technical Problems with Online Testing

**Note:** If a student experiences a technical issue during testing, the Test Administrator should instruct the student to stop testing until the issue is resolved. MDE does not unlock or regenerate tests because students were directed to continue testing in spite of ongoing technology issues.

Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	Incident Report Required/Optional
Repeated disconnections	Student(s) has repeated disconnections during testing session	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: <b>Optional</b> Paper/Pencil: N/A
	Entire classroom has repeated disconnections during testing session	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: <b>Optional</b> Paper/Pencil: N/A
INSIGHT freezing, or not advancing	INSIGHT stops working and the student(s) cannot continue testing	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: <b>Optional</b> Paper/Pencil: N/A
		Instruct the student to answer as best they are able. Submit an Incident Report with the test and question number (if known), and computer used for testing (Windows PC, Mac, iPad, Chromebook).	N/A	Online: <b>Required</b> Paper/Pencil: N/A
Item functionality	An item on the test is not functioning as expected; for example, the student believes the correct answer cannot be selected			

# Appendix E: Incident Reporting Guide

## Incident Category: Technical Problems with Online Testing

**Note:** If a student experiences a technical issue during testing, the Test Administrator should instruct the student to stop testing until the issue is resolved. MDE does not unlock or regenerate tests because students were directed to continue testing in spite of ongoing technology issues.

Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	Incident Report Required/Optional
Hardware failure	Power outage, internet connection interrupted through local error, stolen computers	If the problem is with just one computer, move the student to another computer and resume testing. (Refer to "Resumed Testing" information on <a href="#">page 72</a> of this manual.) If the problem will be resolved in sufficient time to complete testing (restore power or internet connection), continue testing another time or day. If online testing becomes impossible, file an Incident Report.	N/A	Online: <b>Required if</b> it is necessary to move to emergency paper forms; otherwise optional Paper/Pencil: N/A
Other	Add-ins (e.g. Grammarly) are visible and accessible during testing	Suspend all student testing and contact your local IT staff to disable all add-ins on testing devices.	N/A	Online: <b>Optional</b> Paper/Pencil: N/A
	Use this category if your technical problem does not conform to the listed technical issues.	Contact your local IT staff, or if further support is required, contact DRC Customer Support.	N/A	Online: <b>Optional</b> Paper/Pencil: N/A

# Appendix E: Incident Reporting Guide

Incident Category: Materials				
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	IR Required/Optional
Answer document transcription required/suggested	Students write in the wrong section of an assessment; wrong answer document used; a writing utensil other than a number 2 pencil is used on an answer document	N/A	Student must transcribe all responses exactly as recorded from the original answer document to a fresh answer document in a one-on-one proctored section.  Print and affix a bar code label to the new answer document and return with the scorable materials.  Original answer document must be securely destroyed	Online: N/A Paper/Pencil: <b>Optional</b>
Answer document damaged, defective, or lost	Answer document becomes damaged in such a way that will impact scanning—ripped, torn; is defective upon arrival; or is lost during test administration.	N/A	Student must transcribe all responses exactly as recorded from the original answer document in a one-on-one proctored session.  Print and affix a bar code label to the new answer document and return with the scorable materials.  Original answer document must be securely destroyed.	Online: N/A Paper/Pencil: <b>Optional</b>

Incident Category: Other			
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil
Other	Use this category only if an incident occurs that does not fit into the listed categories.	Varies	Varies
			Online: <b>Optional</b> Paper/Pencil: <b>Optional</b>

# Appendix E: Incident Reporting Guide

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	<p>District administration or management company needs to report an incident involving inappropriate test administration practices of District/Building Coordinators or Building Administration</p> <p>Test administrator/proctor helps student by giving information other than test directions</p> <p>Test administrator/proctor indicating the correct answers to students</p> <p>Test administrator leaves students unattended during testing</p> <p>Secure materials are not kept secure before, during, or after test administration</p> <p>Test administrator/proctor or other building staff taking photos of test items or test environment</p> <p>Staff posting test items or content to social media during testing</p> <p><b>Note:</b> 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.</p>	<p>Submit an Incident Report; In working with the OEAA, the district may be able to quickly resolve issues.</p>	<p>Submit an Incident Report- In working with the OEAA, the district may be able to quickly resolve issues.</p>	<p>Online: <b>Required</b></p> <p>Paper/ Pencil: <b>Required</b></p>

# Appendix E:

## Incident Reporting Guide

The Michigan Department of Education (MDE) allows regeneration of a test in the specific situations described below if the incident reporting requirements are followed; to ensure accurate and valid student-level assessment data; that is, if a student:

- becomes ill and leaves school early due to illness on the day that the test was completed and submitted
- spends fewer than 15 minutes testing and submits a test
- did not take prescribed medication prior to testing and completes and submits a test

These tests can be regenerated if the incident report is submitted on the date of the incident (by 11:59 PM) and parent permission is documented. If it is not possible to obtain documentation of parent permission on the date of the incident, the school must submit the incident report on the date of occurrence and provide documentation of parent permission subsequently.

Regeneration of any test for any of these listed reasons will only occur once; for example, if a student does not take his or her medication one day and the test is regenerated, and then the student subsequently tests without his or her medication a second time, a new test will not be regenerated. Or, if a student becomes ill and goes home on one test day, the test is regenerated, then if the student spends less than 15 minutes on the test on the next test day, the second test will not be regenerated.

### Incidents Requiring Immediate Action (must be submitted by 11:59 PM on the date of occurrence)

Incident Category	Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	IR Required/Optional
Test Not Completed	Student became ill	Student becomes ill, completes and submits test, and then goes home from school sick	Submit an Incident Report <b>on the date of occurrence by 11:59 PM</b> requesting regeneration Gather documentation that verifies: Parental permission to retest (use form provided in OEAA OEAA Secure Site) The student left school early due to illness	N/A	Online: <b>Optional</b> Paper/Pencil: N/A

# Appendix E: Incident Reporting Guide

Incidents Requiring Immediate Action (must be submitted by 11:59 PM on the date of occurrence)					
Incident Category	Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	IR Required/Optional
Misadministration	Other	Student submits test after spending fewer than 15 minutes testing	Submit an Incident Report <b>on the date of occurrence by 11:59 PM</b> requesting regeneration Gather documentation that verifies parent permission to retest (use form provided in OEAA Secure Site)	N/A	Online: <b>Optional</b> Paper/ Pencil: N/A
Misadministration	Other	Student takes test without prescribed medication	Submit an Incident Report <b>on the date of occurrence by 11:59 PM</b> requesting regeneration Gather documentation that verifies parent permission to retest (use form provided in OEAA Secure Site)	N/A	Online: <b>Optional</b> Paper/ Pencil: N/A

# Appendix F:

## How to Complete an Incident Report

To ensure a timely resolution to any testing irregularity, it is important that the submitted incident report contains all of the pertinent information for MDE review. This document provides guidance regarding what information is necessary for the most commonly reported testing irregularities.

Information about how to use the Incident Reporting Tool in the OEAA Secure Site is available in the [Incident Reporting](#) document on the [OEAA Secure Site Training page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining).

Incident Category/ Subcategory	Required Information
Test Not Completed	<p>Unlock requests: if a student did not provide a response for every item, contact the Call Center at 1-877-560-8378 and select Option #1 for immediate assistance.</p> <p>If a student provided a response to every item on the test, or the test has previously been unlocked, submit an incident report. Describe the incident and clarify in your request that you are requesting an unlock.</p> <p>CAT tests cannot be accidentally submitted and cannot be unlocked.</p>
Prohibited Behavior	<p>What happened?</p> <p>If electronic devices are involved:</p> <p>Include your electronic device policy for testing (What is the school/district requirement regarding storage of electronic devices while testing?)</p> <p>Is it possible test content was recorded (audio, visual) creating a security risk?</p> <p>Who was involved?</p> <p>Student(s) who engaged in prohibited behavior must be added to the "Students involved" section</p> <p>Which staff observed and reported the incident?</p> <p>Staff should provide a signed statement that describes what they observed, who was involved, and any potential impacts to security of the test. Other relevant information should be included</p> <p>How the incident was addressed at the time of occurrence.</p>
Accommodation/Designated Support issue	<p>Describe the incident and steps taken to address the incident</p> <p>If regeneration is requested, attach the applicable Parent Notification Form</p>
Technical Problems with online Testing	<p>Before submitting an incident report for this category, the Assessment Coordinator should:</p> <p>Work with local Technology Coordinator to attempt to resolve the issue</p> <p>If the Technology Coordinator cannot resolve the issue, then call DRC Customer Support (1-800-560-8378 and select option 1)</p> <p>If DRC and the Technology Coordinator are unable to resolve the issue, then submit the incident report.</p> <p>Include the DRC issue number in the report and a detailed description of the issue.</p>

# Appendix F:

## How to Complete an Incident Report

All test regeneration requests require documentation of the irregularity and documentation of parent notification and permission for the regeneration. There are specific, allowable reasons for regeneration requests:

Regeneration Request Reason	Requirements/Documentation
Required Accommodation not provided	<a href="#">Parent Notification Form</a> Relevant IEP or Section 504 Plan indicating the Accommodation for the content area test
Required Designated Support not provided	<a href="#">Parent Notification Form</a> Documentation from the teacher responsible for day-to-day instruction in the content area affirming the student uses the support during instruction
Student submits after fewer than 15 minutes in the test*	<a href="#">Parent Notification Form</a> (No additional documentation is necessary; MDE staff can verify time spent in test)
Student becomes ill*	<a href="#">Parent Notification Form</a> Evidence that the student went home sick on the day of testing: attendance records, sign out forms, etc
Student completes test without prescribed medication*	<a href="#">Parent Notification Form</a> Signed document from person responsible for administering the medication that medication was not administered on the day of the test. This could be parent or school staff.

**\*Must be submitted by 11:59 PM on day of occurrence**

# Appendix G:

## DRC Test Monitoring Application

The Test Monitoring Application (TMA) in the DRC INSIGHT Portal allows users to monitor student testing activity throughout the duration of their test using Monitoring Codes. The TMA is an option that is available for Test Administrators to use if Assessment Coordinators set it up in the DRC INSIGHT Portal and provide Test Administrators access through the OEAA Secure Site. The Test Monitoring – Access permission is available for “Public School Online Test Administrator” and “Nonpublic School Online Test Administrator” roles.

Watch mini-module: [Using Test Monitoring in the DRC INSIGHT Portal](#)

### HOW IT WORKS

Test Administrators will be able to monitor students who have logged in to a test and entered a valid Monitoring Code. The Test Monitoring application provides visibility to the student’s status throughout the testing session, including the screen or question on which the student is currently working, and progress towards completion within the test. Information displayed on the Test Monitoring Dashboard updates in near real time.

The Test Monitoring application within the DRC INSIGHT Portal uses a Monitoring Code to assign a student’s test session to a Test Administrator’s Test Monitoring Dashboard. To do this, a Test Administrator will open the Test Monitoring dashboard where a random unique Monitoring Code will be assigned. The Test Administrator will share this code with the students they will be monitoring. After logging in to a test, students will enter the Monitoring Code and they will then show up on the Test Monitoring Dashboard. Students can only be assigned to one Test Monitoring session per test unless the Test Administrator generates a new code and expires the existing code.

Test Administrators have the flexibility to track students across different test administrations and across different locations, if needed. Test

Administrators can only see students using their Monitoring Code and cannot share their Monitoring Code with other DRC INSIGHT Portal users. Monitoring Codes can be used for assessments that are administered through either the DRC INSIGHT Secure Applications or DRC’s public browser option. Upon launching the application, if there is not an active Monitoring Code, one is generated that will expire at the end of the day. Test Administrators can generate a new code and choose an expiration date of up to five days from when the code is generated. Monitoring Codes expire at 11:59 p.m., local time, on their expiration date.

The Test Monitoring and Restricted Access options are configurable on the test session level, and the Add/Edit Test Session screen will allow the user to select how to configure the test session as it relates to Test Monitoring.

The test session can be configured to use Test Monitoring in multiple ways using Manage Test sessions in the DRC INSIGHT Portal Test Management application, including:

- **None** – the Student Verification page does not display the Enter Monitoring Code field for any students.
- **Optional** – the Student Verification page displays the Enter Monitoring Code field for all students, but students are not required to enter a Monitoring Code to begin testing.
- **Required** – the Student Verification page displays the Enter Monitoring Code field for all students. Students are required to enter a Monitoring Code to begin testing.
- **Restricted Access** – the Student Verification page displays the Enter Monitoring Code field for all students. Students are required to enter a Monitoring Code and will be placed in a Waiting Room where the Test Administrator controls when students begin testing.

# Appendix G:

## DRC Test Monitoring Application

### CONFIGURE A TEST SESSION FOR TEST MONITORING

To use Test Monitoring, you must first select options in Test Monitoring and Restricted Access fields within the test session as shown below.

1. Log in to the DRC INSIGHT Portal.
2. Select **Test Management** from the My Applications menu.
3. Select the Manage Test Sessions tab.
4. On the Manage Test Sessions window, choose an administration, district, and school from the drop-down menus then select the **Show Sessions** button.
5. Select the View/Edit icon to the right of the test session for which you would like to add Test Monitoring. The Edit Test Session window displays.
6. On the Edit Test Session window, choose either None, Optional, or Required in the **Test Monitoring** field.
7. Choose either True or False in the **Restricted Access** field. **Note:** Restricted Access may be set to True only when the Test Monitoring field is set to Required.
8. Once the Test Monitoring and Restricted Access fields have been configured, click the **Save** button.

**Figure 1 Set Up Test Monitoring Application**

The screenshot shows the 'Edit Test Session' interface. At the top, there's a title bar 'Edit Test Session' and a 'Testing Window' section. Below that is 'Eligible Grades:'. A blue banner contains a note: 'When Test Monitoring selection is Required, ensure the Test Administrator has the Test Monitoring - Access permission so that they can provide the Monitoring Code to the students in this Test Session'. An 'Instructions' section follows. A red asterisk indicates required fields. The 'Test Monitoring' dropdown is set to 'None' and 'Restricted Access' is set to 'False'. Below this is a search section for available students with fields for Student Last Name, Student First Name, State Student ID (UIC), and Grade. There are also dropdowns for Demographic and Universal Tools - Designated Supports - Accommodations. At the bottom, there are 'Find Students', 'New Student', and 'Clear' buttons, and two large list boxes for 'Available Students' and 'Students in Session'.

# Appendix G:

## DRC Test Monitoring Application

### ONLINE HELP FOR TEST MONITORING

The Test Monitoring Application includes online help that is launched directly from the DRC INSIGHT Portal. The Test Monitoring Online Help document covers all aspects of the Test Monitoring functionality.

### PREREQUISITES AND ASSUMPTIONS

- You must have a DRC INSIGHT Portal account with a role that has the Test Monitoring - Access permission.
  - School users will have access to the Test Monitoring Application.
  - Test Administrators will need either a “Public School Online Test Administrator” or “Nonpublic School Online Test Administrator” role assigned through the OEAA Secure Site in the DRC INSIGHT Portal.
  - For information about how to assign user permissions in the OEAA Secure Site, view the Request Access document available on the [OEAA Secure Site Training page](#). The DRC INSIGHT Portal is used in connection with DRC’s online test engine, INSIGHT.

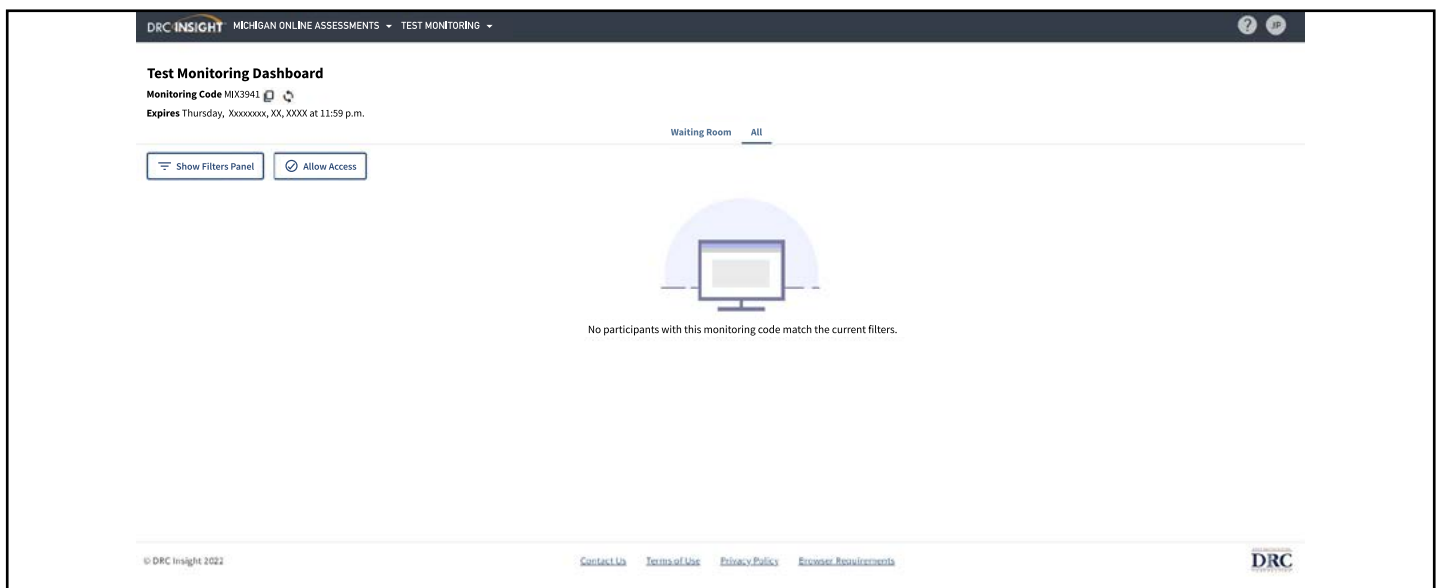
- Before using Test Monitoring, you must have already created your students and test sessions in the DRC INSIGHT Portal.

### GENERATING AND USING A MONITORING CODE

To generate and use a Monitoring Code, do the following:

1. Log in to your DRC INSIGHT Portal account.
2. Select **Test Monitoring** from the My Applications menu.
3. The Test Monitoring Dashboard is displayed.
  - a. If there is not an active Monitoring Code, one will be automatically generated that will expire at the end of the day.
  - b. If there is an active Monitoring Code, that code will be displayed along with its expiration date and the Test Monitoring Dashboard will display any students registered to that code.

**Figure 2 Test Monitoring Dashboard before students begin testing**



# Appendix G:

## DRC Test Monitoring Application

- To generate a new code, click the **Generate New Monitor Code icon next to the current monitoring code**, and select an expiration date.
- Click **Generate**. The expiration date now displays next to the Monitoring Code in the Test Monitoring Dashboard.
  - This will cause the existing code to expire and will display a warning that any students registered to the code will be removed from the dashboard. Students who are actively testing when the Monitoring Code is regenerated will continue testing without disruption, but they will no longer appear on the Test Monitoring Dashboard.
  - Codes will expire at 11:59 p.m. local time on the expiration date.
- Distribute the Monitoring Code to your students.
- After logging in to the test, students enter the Monitoring Code in the **Enter Monitoring Code** field on the Student Verification page and then click **Save**. If they entered a valid code, the student is registered to the code and will appear on the Test Monitoring Dashboard.
- The student clicks **Continue**.

**Figure 3 Test Monitoring Application Set Up as Optional: Student View**

Before you begin testing, please review the following information.

Participant Name:	Tom Jones
Test Name:	Gr 5 Measurement and Data
Test Session:	VOR test 6
Date of Birth:	01/01/2014
State Student ID (UIC):	1234566666
District Student ID:	
Tools - Supports - Accommodations:	

If any of your information is not correct, please notify your Assessment Administrator.

If your information is correct, enter the **Monitoring Code**, if provided by your Assessment Administrator, and select **Save**. If no Monitoring Code is available, select **Continue**.

**Monitoring Code**

# Appendix G:

## DRC Test Monitoring Application

**Figure 4 Test Monitoring Application Set Up as Required: Student View**

Before you begin testing, please review the following information.

<b>Participant Name:</b>	Tom Jones
<b>Test Name:</b>	Gr 4 Editing
<b>Test Session:</b>	VOR test 1
<b>Date of Birth:</b>	01/01/2014
<b>State Student ID (UIC):</b>	1234566666
<b>District Student ID:</b>	1234566666
<b>Tools - Supports - Accommodations:</b>	

If any of your information is not correct, please notify your Assessment Administrator.

If your information is correct, enter the **Monitoring Code** provided by your Assessment Administrator, and select **Save**. Then, select **Continue**.

**Monitoring Code**

### Result

Once the student clicks **Continue**, what happens next depends upon the configuration of your test session:

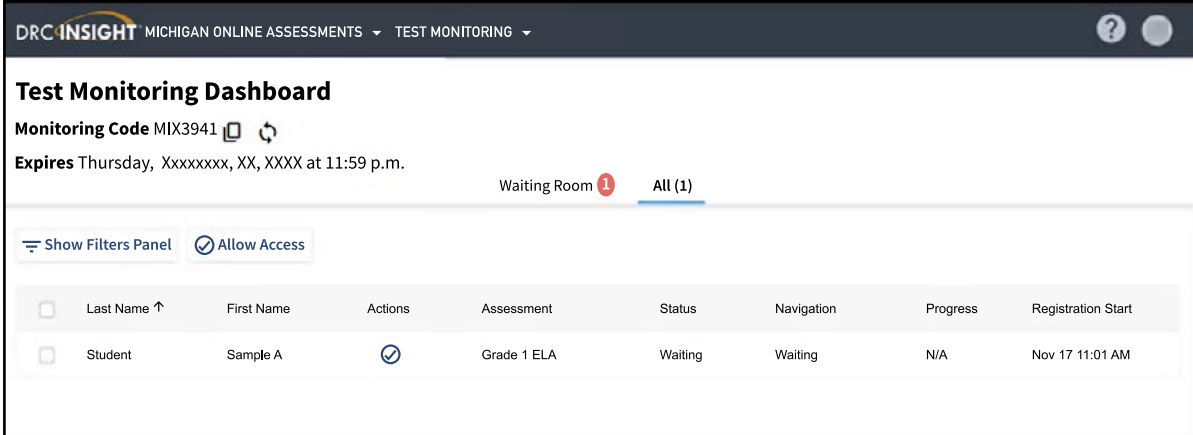
- If Restricted Access is not set, the student can begin testing after entering their test ticket credentials.
- If Restricted Access is set to true, the student will be taken to the Waiting Room page. The student will appear on the Waiting Room tab within the dashboard until the Test

Administrator has allowed them into the test. The Test Administrator can allow waiting students to begin testing one at a time, select multiple students, or allow all of the students into the test.

- If Restricted Access is set to False, students can access the test as soon as they enter a verified monitoring code into the welcome page of their test.

# Appendix G: DRC Test Monitoring Application

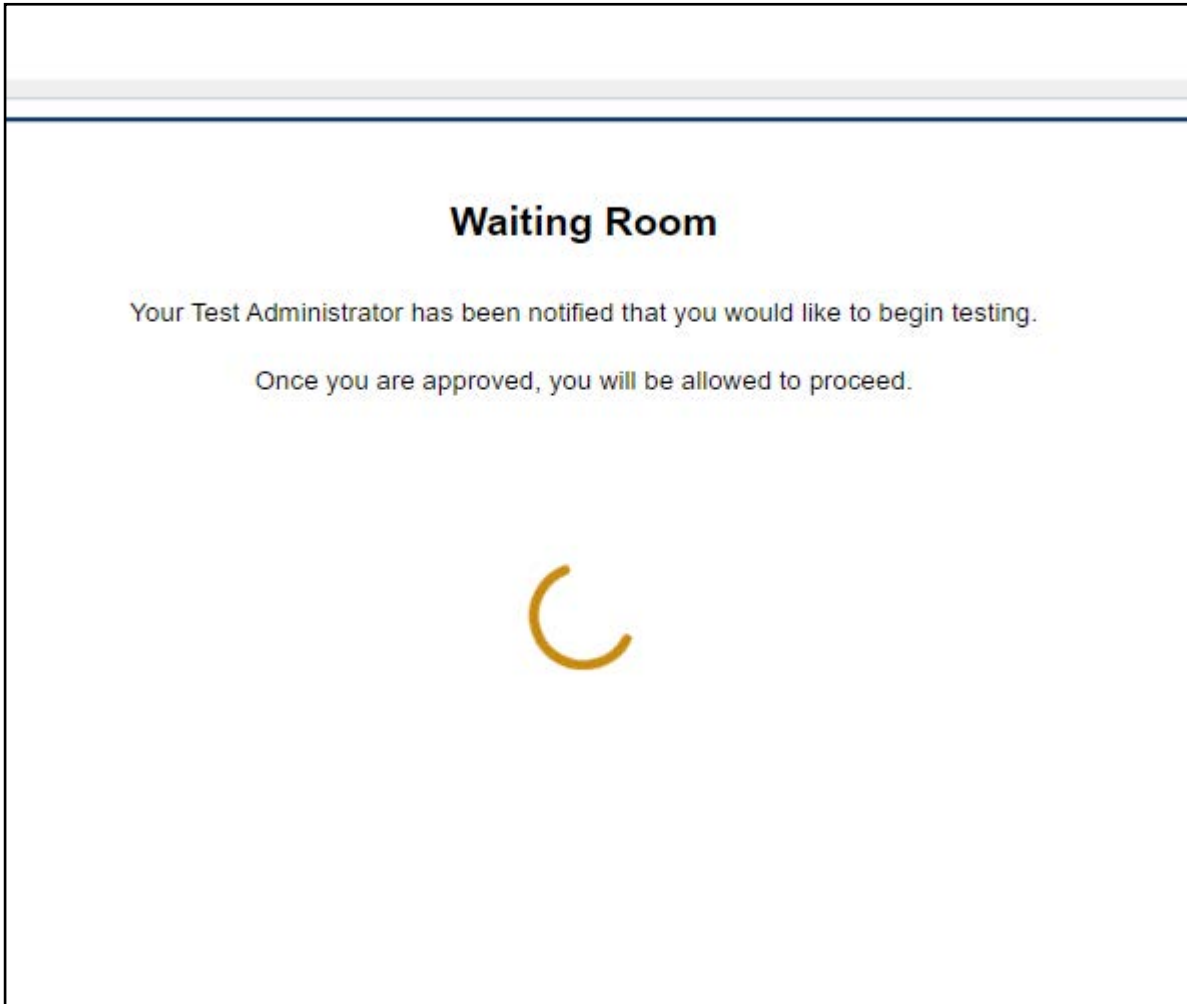
**Figure 5 Test Monitoring Dashboard with Waiting Room and All Tab**



The screenshot shows the DRC INSIGHT MICHIGAN ONLINE ASSESSMENTS TEST MONITORING dashboard. The page title is "Test Monitoring Dashboard". Below the title, the monitoring code is "MIX3941" and it expires on Thursday, XXXXXXXX, XX, XXXX at 11:59 p.m. There are two tabs: "Waiting Room" with a red notification icon and "All (1)". Below the tabs are buttons for "Show Filters Panel" and "Allow Access". A table lists the test details:

<input type="checkbox"/>	Last Name ↑	First Name	Actions	Assessment	Status	Navigation	Progress	Registration Start
<input type="checkbox"/>	Student	Sample A	<input checked="" type="checkbox"/>	Grade 1 ELA	Waiting	Waiting	N/A	Nov 17 11:01 AM

**Figure 6 Student View of Waiting Room**



The screenshot shows the student view of the waiting room. The page title is "Waiting Room". Below the title, the text reads: "Your Test Administrator has been notified that you would like to begin testing. Once you are approved, you will be allowed to proceed." A large orange loading spinner is centered on the page.

# Appendix G:

## DRC Test Monitoring Application

Once the student is allowed into the test, they appear in the All tab within the Test Monitoring Dashboard with the following information:

- **Name** – the student’s first and last name
- **Actions**
  - Allow:
  - Enabled when student has a status of Waiting
  - Clicking **Allow** will let that student enter the test
- **Assessment** – the name of the Assessment to which the student is registered to the dashboard
- **Status**
  - **Active** – Students is registered to the Monitoring Code and may be actively testing; is not in one of the other statuses
  - **Waiting** – Student is in the Waiting Room and needs to be allowed into the test
  - **Inactive** – Student has done no navigation within the Test Engine for at least 5 minutes
  - **Paused** – Student has Paused the test
- **Exited** – Student has exited the Test Engine either from using the Exit button, closing the Test Engine (either the Public or Secure Browser), or from timing out on the Pause Test screen
- **Completed** – Student has submitted that part of the test
- **Navigation** – the part of the test and screen that the student is currently viewing in the Test Engine. Example: Reading: Question 1 / 20 where Reading is the Test Module
- **Progress** – the number of answers the student has submitted out of the expected number of answers for that part of the test.
  - N/A will appear when the student has not yet begun testing (they are still on Student Verification, Waiting Room, Test Modules, or Test Directions screen)
  - The percentage completed appears for students taking a CAT test
- **Registration Start** – the date/time that the student registered to the dashboard (entered a valid Monitoring Code on the Student Verification screen in the Test Engine)

**Figure 7 Test Monitoring Dashboard with Students Testing**

The screenshot shows the 'Test Monitoring Dashboard' for monitoring code MIX3941. It displays a table with columns for Last Name, First Name, Actions, Assessment, Status, Navigation, Progress, and Registration Start. There are five students listed, all with a status of 'Active'. The dashboard also includes a 'Waiting Room' tab and an 'All (5)' tab, along with 'Show Filters Panel' and 'Allow Access' buttons.

Last Name ↑	First Name	Actions	Assessment	Status	Navigation	Progress	Registration Start
Student	Sample A		Math	Active	Grade 5 Math Question 10/36	9/36	March 04 3:24 PM
Student	Sample B		ELA	Active	Grade 6 Listening Question 9/9	9/9	March 04 3:25 PM
Student	Sample C		ELA	Active	Grade 6 Writing Skills Question 19/20	19/20	March 8 3:28 PM
Student	Sample D		Math	Active	Grade 5 Math Question 1/36	0/36	March 8 3:34 PM
Student	Sample E		Math	Active	Grade 5 Math Question 5/36	5/36	March 8 3:27 PM

# Appendix H:

## M-STEP List of Important Dates



### 2026 M-STEP List of Important Dates

Start	End	Task/Activity	Mode
10/6/25	11/14/25	Online Waiver Window – request waiver to administer paper/pencil <b>by 5 p.m.</b>	PP
12/3/25	12/3/25	DRC Technology Readiness Webinar ( <b>10:00 AM – 11:00 AM</b> ) – recording available <b>12/4/25</b>	OL
1/5/26	2/13/26	Initial Material Order Window <b>by 5 p.m.</b>	PP
1/5/26	2/13/26	Pre-identification of students for preprinted barcode labels <b>by 5 p.m.</b>	PP
1/5/26	3/12/26	Alternate Insight Availability Request	OL
1/5/26	4/30/26	Off-site Test Administration Request – Paper/Pencil	PP
1/5/26	5/21/26	Off-site Test Administration Request - Online	OL
1/5/26	5/22/26	Pre-identification of students - Online	OL
2/16/26	5/1/26	Pre-identification of students for local printing of barcode labels <b>by 5 p.m.</b>	PP
2/17/26	2/17/26	Online District and Building Coordinator Training – DRC INSIGHT Portal ( <b>10:00-11:00 A.M.</b> ) – recording available <b>02/18/26</b>	OL
2/20/26	5/22/26	Create/Manage Online Test Sessions and assign Universal Tools, Designated Supports, and Accommodations in DRC INSIGHT Portal	OL
3/23/26	3/25/26	Materials arrive in schools All Grades/All Content Areas	Both
3/23/26	5/22/26	M-STEP Multiplication Chart Accommodation Request Window <b>by 5 p.m.</b>	OL
3/30/26	4/1/26	Materials arrive in schools – alternate delivery date requested – All Grades/All Content Areas	Both

# Appendix H:

## M-STEP List of Important Dates



### 2026 M-STEP List of Important Dates

Start	End	Task/Activity	Mode
4/2/26	4/28/26	Additional Material Order Window ( <b>closes at noon</b> ) – All Grades/All Content Areas	PP
<b>4/6/26</b>	<b>5/1/26</b>	<b>Paper/Pencil Test Administration Window</b>	<b>PP</b>
<b>4/6/26</b>	<b>05/22/26</b>	<b>Online Test Administration Window</b>	<b>OL</b>
4/8/26	July 2026	Preliminary Reports (within 48 hours of online test completion)	OL
4/27/26	6/9/26	Accountable Students Enrolled and Demographics – watch Spotlight for details	Both
5/6/26	5/6/26	Return of Materials Deadline – All Grades/All content Areas	PP
6/2/26	6/9/26	Answer Documents Received – watch Spotlight for details	Both
6/2/26	6/9/26	Students Not Tested – watch Spotlight for details	Both
August 2026	August 2026	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 H:

## M-STEP List of Important Dates



### 2026 M-STEP List of Important Dates

#### Change Log

Start	End	Task/Activity	Change	Mode
1/5/26	5/21/26	Off-site Test Administration Request - Online	Updated end date due to one-week extension for Online M-STEP Test Administration Window	OL
1/5/26	5/22/26	Pre-identification of students - Online	Updated end date due to one-week extension for Online M-STEP Test Administration Window	OL
2/20/26	5/22/26	Create/Manage Online Test Sessions and assign Universal Tools, Designated Supports, and Accommodations in DRC INSIGHT Portal	Updated end date due to one-week extension for Online M-STEP Test Administration Window	OL
3/23/26	5/22/26	M-STEP Multiplication Chart Accommodation Request Window <b>by 5 p.m.</b>	Updated end date due to one-week extension for Online M-STEP Test Administration Window	OL
4/6/26	5/22/26	<b>Online Test Administration Window</b>	Updated end date due to one-week extension for Online M-STEP Test Administration Window	OL

# Appendix I:

## M-STEP Test Administration Resources

This appendix lists the resources available to help Assessment Coordinators with pre-administration, during-administration, and after-administration tasks for M-STEP. There are additional resources available on these web pages for other tasks.

### [M-STEP Web page](#)

([www.michigan.gov/mstep](http://www.michigan.gov/mstep))

### Current Assessment Administration

- Off-Site Test Administration Request
- Guide to State Assessments
- M-STEP List of Important Dates
- MDE-Approved INSIGHT Tools Poster
- Assessment Integrity Guide
- Graph Paper, Grades 6-7
- Scratch Paper Policy
- Security Compliance Form
- Test Directions

### Student Supports and Accommodations

- Frequently Asked Questions
- Supports and Accommodations Guidance Document includes:
  - Read-Aloud Guidelines
  - Student Supports and Accommodations Table
  - Scribing Protocol
  - Braille Assessment Plan
- M-STEP Accommodations Worksheets
- M-STEP Multiplication Table

### Content Specific Information

- Sample Passage-based Writing Prompt Essay
- ELA – Test Overview
- ELA and Mathematics – Crosswalk Documents: Claims, Targets, and Standards

- Online Practice for M-STEP ELA, Math, Science, and Social Studies
- Michigan Academic Standards

### Assessment Training and Resources for Educators

- Assessment Coordinator Training Guide
- Assessment Security Training Registration
- ELA – Navigating the Computer Adaptive Test
- Mathematics – Navigating the Computer Adaptive Test
- Test Administration Training Videos and PowerPoints
- Student Supports and Accommodations Webinar Links and PowerPoints

### Spotlight on Student Assessment and Accountability weekly newsletter

### [DRC INSIGHT Portal](#)

(<https://mi.drctdirect.com>)

### Documents

(Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#))

- Technology User Guide
- DRC INSIGHT Portal User Guide
- Accommodations: Adding, Editing, and Mass-Assigning
- Checking Student Test Status
- Creating Test Sessions in the DRC INSIGHT Portal

### Test Tutorials

(Select the **Test Tutorials** tab.) Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).

- Michigan Online Assessment Student Tutorials (for students to use before testing to become familiar with the M-STEP online test)

# Appendix I:

## M-STEP Test Administration Resources

### [OEAA Secure Site Training](#)

([www.michigan.gov/seuresitetraining](http://www.michigan.gov/seuresitetraining))

This site includes documents that provide directions for pre-identification of students, all materials ordering, Incident Reporting, Accountability-related tasks, and accessing student data score files and the Dynamic Score Reporting Site.

### **Security**

- My Profile
- Request Access
- Review Access Request
- Manage User Access
- OEAA Secure Site Roles and Assessment Descriptions
- OEAA Secure Site Roles and Access Chart

### **Pre-Identification of Students**

- Barcode Labels – Search and Printing
- Homeschooled Barcode Labels
- Printing Instructions
- Creating Online Sessions
- Mass Update Assessments
- Changing the Mode (Online, Paper/Pencil) of Testing for Students
- Copy Students from M-STEP Assessment to MI-Access Assessments for Pre-Identification > Mass Update Assessments
- Copy Students from One MME Component to other MME Components for Pre-Identification > Mass Update Assessments
- MSDS Copy
- One Student at a Time/Student Search
- Pre-ID File Upload
- Pre-identification for State Assessments Overview
- Reporting Code Labels

### **Material Ordering**

- Additional Material Orders
- Initial Material Orders




### **Miscellaneous OEAA Secure Site Functions**

- District and School Contacts
- Incident Reporting

# Appendix J:



## Assessment Coordinator Checklists – Before, During, and After Testing

### Before Testing Checklist

- 1. **Training Requirements and Resources for Staff**
  - Watch the [District/Building Coordinator Online Training](#) (Live **February 17, 2026**) or a recording of the training (posted by **February 18, 2026**), located in the [DRC INSIGHT Portal](#) (<https://mi.drcedirect.com>) by selecting Document Type: Training Presentations & FAQs (Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#)) and on the [M-STEP web page](#) ([www.michigan.gov/mstep](http://www.michigan.gov/mstep))
  - Provide Staff Training. Resources include:
    - [Assessment Coordinator Training Guide](#)
    - Read/review manuals
    - [Read/review Test Administrator’s Directions and Manual](#)
    - [Assessment Integrity Guide](#)
    - [Test Administrator Training Toolkit for Building Coordinators](#) (required)
  - Obtain [OEAA Assessment Security Compliance Forms](#) from all staff involved in M-STEP Testing
  - Ensure software and testing devices are prepared for testing (refer to [page 53](#) of this manual)
- 2. **Training Requirements and Resources for Students**
  -  Online Student Tutorials
  -  Online Tools Training for Students
  -  Paper/Pencil Sample Item Sets
- 3. **Assign Roles for District Users**
- 4. **Pre-Identify Students for Testing**
  - See the [Student Pre-ID and Test Eligibility](#) section of this TAM for information
  - The [OEAA Secure Site Training page](#) ([www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining)) has detailed instructions for Pre-identification of students
  - See [Appendix H](#) for the List of Important Dates
- 5. **Order Test Materials**
  - See [Appendix G](#) for the List of Important dates which include the Initial Material Order and Additional Material Order windows
  - The [OEAA Secure Site Training page](#) ([www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining)) has detailed instructions for material ordering

# Appendix J:

## Assessment Coordinator Checklists – Before, During, and After Testing

- 6. **Load Students in the DRC INSIGHT Portal**
  - Pre-identified students will be pulled into the DRC INSIGHT Portal and will be available for users to access on February 20, 2026
- 7. **Assign Supports and Accommodations**
  - For detailed information on assigning accommodations, refer to the [Assigning Student Supports and Accommodations](#) in the DRC INSIGHT Portal mini-module ([https://drive.google.com/file/d/1niNf\\_i-UISb3xTgPW2\\_y-4iNRIFxv1jU/view](https://drive.google.com/file/d/1niNf_i-UISb3xTgPW2_y-4iNRIFxv1jU/view)) found in the DRC INSIGHT Portal. Select Document Type: Mini-Modules. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 8](#).
- 8. **Create Testing Schedules**
  - For detailed information and a sample test schedule, refer to the Assessment Integrity Guide (AIG), which can be found on the [M-STEP web page](#) ([www.michigan.gov/mstep](http://www.michigan.gov/mstep)).
  - Submit any **Off-Site Testing Requests** (as necessary)
- 9.  **Test Ticket Printing**
- 10.  **Affix Barcode Labels to Student Answer Documents**

# Appendix J:

## Assessment Coordinator Checklists – Before, During, and After Testing

### During Testing Checklist

- Verify no academic posters related to the content being assessed are visible in any testing room (vocabulary lists, maps, etc.). See AIG for more information.
- Print and post [INSIGHT Tools Poster](#) (optional)
- 1. [Manage Student Test Tickets and Secure Material Handling](#) including: test tickets and rosters, scratch paper, test booklets, and answer documents
- 2. [Verify Supports and Accommodations on Test Tickets](#) and Test Administrators are aware of all Supports and Accommodations in each test session
- 3. [During a Test Session](#)
  - Test Administrator’s Directions and Manuals must be read and followed explicitly
  - Testing Status can be monitored in the DRC INSIGHT Portal to verify student test completion. (**Note:** only students assigned to test are available; this does not confirm all accountable students are included)
  - Test Monitoring Application (optional): see [Appendix G](#) for information about this tool
  - Incident Reporting is done through the OEAA Secure Site
    - See Appendices [E](#) and [F](#) for more information about submitting Incident Reports
    - The [OEAA Secure Site Training page](#) ([www.michigan.gov/secsuresitetraining](http://www.michigan.gov/secsuresitetraining)) has detailed instructions for using the Incident Reporting tool
- 4. [Resumed Testing](#)
- 5. [Ending a Test Session](#)

### After Testing Checklist

- 1. [Assign Research/Reporting Codes](#)
- 2. Return materials to M-STEP Contractor/destroy secure materials not returned. Information is available in the [Materials Handling and Return](#) section for instructions and deadlines.

### Accountability Tasks (watch Spotlight for these dates)

- Accountable Students Enrolled and Demographics
- Answer Documents Received
- Submitted Issues for Answer Documents
- Students Not Tested

# Appendix K:

## Test Administrator Test Session Checklist

### M-STEP Test Session Checklist for Test Administrators

Test Session: \_\_\_\_\_

Test Administrator: \_\_\_\_\_

Location: \_\_\_\_\_ Grade/Content Area: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

- Test Administrator and Proctor(s) had cell phones turned off; wearable technology is discouraged, however, if worn was set on airplane mode. (View the Electronic Device Policy in the [Test Administrator's Directions and Manual documents](#).)
- Test Administrator and Proctor(s) ensured students did not have access to any personal electronic device not used for testing. (Medically necessary electronic devices must be left with the Test Administrator; if this is not possible, then the test must be administered in a one to one administration.)
- Test Administrator was aware of all student supports and accommodations before testing, and verified students had access to materials and/or embedded supports during testing.
- Test Administrator read the Test Directions exactly as they appear in the Online or Paper/Pencil Test Administrator's Directions and Manual.
- Test Administrator and Proctor(s) passed out test tickets and **immediately collected when students began testing**. (*Reminder: test tickets are secure materials and must be handled securely.*)
- Test Administrator and Proctor(s) distributed scratch and/or graph paper in accordance with school or district policy. Each piece of paper was collected as students finished and returned to Building Coordinator. (*Reminder: used scratch and graph paper are secure materials and must be handled securely.*)
- Test Administrator and Proctor(s) focused on student testing throughout the test session and:
  - Moved unobtrusively through the room during testing
  - Monitored student behavior closely
  - Ensured students did not access unauthorized computer applications or materials
  - Ensured no distractions occurred
  - Monitored students to ensure no electronic devices were accessed or used
- Test Administrator and/or Proctor(s) immediately reported any testing irregularities to appropriate staff.
- OPTIONAL: Test Administrator and/or Proctor(s) sorted Test Tickets into complete, need to finish, and absent for easy identification when returned.
- Test Administrator or Proctor returned all items to appropriate staff at the end of the test session. (Test tickets, Test Roster, scratch paper, Test Booklets, Answer Documents, Accommodated forms of the test, Test Directions Manual)

Test Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Proctor(s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Adapted from document initially created by Godwin Heights Public Schools (2022)

# Appendix L:

## Assessment Integrity and Security for Test Administrators

### **WHY IS ASSESSMENT SECURITY IMPORTANT?**

Following test administration requirements will help ensure all students have equal opportunities to show their knowledge, skills, and abilities, while ensuring the results are accurate and meaningful. The overarching rule of test security is to follow all the rules.

All students are to be tested under standardized conditions. Poor test security and administration practices may affect student performance and provide an advantage, or a disadvantage, to a student or group of students.

As you plan for test administration, it is important to know the key assessment security policies and expectations so you can ensure that your students have a standardized testing experience. The information below is vitally important to testing and test administration.

### **ASSESSMENTS AND ROLES**

Before you begin testing and training, you must understand the M-STEP assessment and your role in administering the assessment.

All of Michigan's state assessments measure student progress with Michigan's content standards or other career- or college-readiness goals. The Michigan Student Test of Educational Progress (M-STEP) is given to students online in grades 3-7 to measure their knowledge of state standards in English language arts (ELA) and mathematics. Student knowledge of science and social studies standards are measured by M-STEP in grades 5 and 8. High school students take the M-STEP science and social studies components as part of the Michigan Merit Examination (MME).

These are the roles associated with the M-STEP:

#### **District Assessment Coordinator:**

District M-STEP Coordinators are responsible for overseeing all testing at the district level and act as backup support at the school or building

level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, and ensure that Building Coordinators and Test Administrators are aware of training opportunities for students.

#### **Building Assessment Coordinator:**

The Building M-STEP Coordinator is responsible for arranging training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules based on the school's resources and needs (including available computers and testing rooms), and ensuring the overall integrity of the assessment process.

#### **Test Administrator:**

Test Administrators are responsible for preparing for and administering the M-STEP tests directly to students.

#### **Technology Coordinator:**

Technology Coordinators are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Central Office Services (COS), a local caching system that securely caches test content and student responses.

### **REQUIRED TRAINING FOR TEST ADMINISTRATION AND ASSESSMENT SECURITY**

Test administration and test security training are required of all test administrators. Required training of all staff involved in testing is monitored by the Office of Educational Assessment and Accountability (OEAA).

#### **Assessment Administration Training:**

The Test Administration Manual (TAM) for each assessment describes the required test administration training. It is up to the local

# Appendix L:

## Assessment Integrity and Security for Test Administrators

district/building to determine how training is delivered to test administrators, but the M-STEP Test Administrator Toolkit must be used.

### Assessment Security Training:

Test Administrators/Room Supervisors/Proctors are required to complete the Michigan Department of Education (MDE) Assessment Security online course through Michigan Virtual, and/or read "Assessment Integrity and Security for Test Administrators" (this document).

### OEAA ASSESSMENT SECURITY COMPLIANCE FORM

All staff involved in the administration of M-STEP tests must read and sign an OEAA Assessment Security Compliance Form, affirming that they have read the required assessment materials related to their role in the M-STEP administration process, and that they understand their role and responsibilities. The security compliance form is to be provided to testing staff by the District or Building M-STEP Coordinator.

Additional copies of the [Assessment Security Compliance Form](https://www.michigan.gov/-/media/Project/Websites/mde/OEAA/General/OEAA_Security_Compliance_Form.pdf) can be found at [https://www.michigan.gov/-/media/Project/Websites/mde/OEAA/General/OEAA\\_Security\\_Compliance\\_Form.pdf](https://www.michigan.gov/-/media/Project/Websites/mde/OEAA/General/OEAA_Security_Compliance_Form.pdf).

All OEAA Assessment Security Compliance Forms must be returned to the District or Building M-STEP Coordinator and kept on file for three years.

### REQUIRED SECURE TEST ADMINISTRATION PRACTICES

A test administrator serves an important role in ensuring that all students receive a standardized testing experience. The following required secure test administration practices must be followed to ensure a proper testing experience for all students.

### Material Handling:

- Follow the directions found in the TAM or TADM for handling secure materials.
- Account for all assessment materials, including test tickets, before, during, and after each test session.
- Distribute and collect secure test materials to/from students individually.
- Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, Section 504 Plans, or who are English learners.
- Ensure that all test tickets and used scratch paper are securely handled according to local procedures. Return all test booklets and answer documents securely according to local procedures.
- Return the answer document or submit student responses for each student who took the test regardless of the student's perceived efforts.

### Test Administration:

- Verify the testing room will be free of distractions for the duration of the test session.
- Begin all standardized test administration procedures explicitly according to the test administrator manual and test directions and/or script.
- Read oral instructions to the students exactly as they are written as required by the appropriate test administrator manual and test directions or script.
- Follow proper procedures for logging into the assessment (if applicable).
- Follow directions for restarting any online sessions that have lost connection to the system.
- Do not review or check a student's paper/pencil answer document.

# Appendix L:

## Assessment Integrity and Security for Test Administrators

- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed tests.
- Report any suspected violations of test security.

### Student Monitoring:

- Monitor student behavior closely for adherence to proper test-taking practices.
- Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
- Ensure that students who are required to use supports and accommodations on the tests are receiving them.
- Ensure that there are no distractions during the test administration period (such as talking, noises, other distractions among students, viewing of another student's computer screen or answer document).
- Make sure that students remain at their designated testing work area.
- Pay special attention to the possible use of cell phone cameras or other devices to take screen images.

### Responding to Student Behavior

If a student is not on task, testing staff are to redirect them and encourage them to do the best they can. When students exhibit prohibited behaviors, testing staff are to follow district/building incident reporting procedures. Students are exhibiting prohibited behaviors if they:

- communicate or collaborate in any manner with another student; this includes written, electronic, verbal, or gestured forms of communication
- copy, request, or accept another student's answers or receive any form of help in answering questions

- use any material or equipment that is not expressly permitted by the directions found in the TADM
- answer a test question or any part of a test for another person or assist another student before or during a test
- return to previously administered sections of the test when informed by the test administrator to stop work in that section
- use any unauthorized electronic devices (smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders)
- intentionally disrupt other students taking the test
- engage in any other practice that has the potential of affecting the validity and reliability of the student's score or the score of another student

### Unethical Test Administration Practices

Any report to the OEAA of test administrators being involved in the practices described below may lead to serious consequences. These include, but are not limited to, test invalidation, student re-testing, parent notification of misadministration, additional required training of staff, and removal of ability to administer assessments in the future. Districts and buildings can also take formal disciplinary action against staff involved in unethical testing behavior. These behaviors include:

- examining or discussing actual test items or test responses with anyone
- giving students access to test content or secure test questions, except during the actual test administration (Note: access to practice tests and released items is not prohibited)
- reviewing actual test items before, during, or after the test administration, unless needed as part of the test administration directions

# Appendix L:

## Assessment Integrity and Security for Test Administrators

- copying, reproducing, or using all or any portion of secure assessment material in any manner inconsistent with assessment security measures
- allowing media representatives to interview or photograph students or staff during or after the testing windows or allowing access to any assessment material other than released items; students and school staff may be interviewed after results are released, but media staff and students should be cautioned to not discuss any assessment materials, problems, or test questions
- leaving secure assessment materials, including test tickets, unattended at any time unless they are in a secure locked location
- leaving a testing room unsupervised at any time
- permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed
- making test answers available to students
- assisting a student by any direct or indirect means (including gestures, pointing, prompting) in identifying or providing correct or incorrect answers on any test
- using, handling, or viewing online tests, test booklets, or answer documents for any purpose other than proper test administration procedures
- reading student responses during/after testing, or in the case of paper/pencil testing, attempting to hand-score student responses to any test; a Building Assessment Coordinator may examine a student response only as an emergency procedure – for example, if a student is suspected of endangering themselves or others and it is believed that the student's response may contain some important information
- participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts
- failing to follow test administration directions for the test precisely as directed in the test administrator manuals
- disclosing or discussing the contents of tests with students, parents, teachers, other educators, or community members before, during, or after testing, except to report potential problems to the Building Assessment Coordinator
- erasing or changing student answers in any way
- making any changes to student responses in the online testing system
- logging in as a student to the online testing system unless as a part of the test administration process
- administering assessments outside of their designated testing window
- providing accommodations to students who do not have an IEP or Section 504 Plan
- posting test items or materials on the internet

**If you observe staff unethical behavior, report it to your building and/or district coordinator. If you feel uncomfortable reporting these instances directly to your coordinator, you can make a report through the following resources.**

- **To report cheating and unethical behavior by a district or school regarding state assessments,** call 877-560-8378 (select option 1), or complete the online [Complaint or Allegation of Misadministration Form](#)
- **To report a testing irregularity or misadministration** involving M-STEP, WIDA ACCESS for ELLs, MI-Access, and Early Literacy and Mathematics (K-2) Benchmark Assessments, complete an [Incident Report](#) on the [OEAA Secure Site](#) ([www.michigan.gov/oeea-secure](http://www.michigan.gov/oeea-secure)).

# Appendix L:

## Assessment Integrity and Security for Test Administrators

### **OEAA Monitoring for Misadministration, Prohibited Student Behavior, and Unethical Staff Practices**

The OEAA monitors all schools to ensure that secure test administration practices are being followed. Any determination that a behavior does not follow secure practices may result in a misadministration of the assessment.

The OEAA completes the following types of test administration monitoring:

- Allegation Reporting
- Forensic Data Analysis
- Incident Reporting Monitoring
- Missing Materials Monitoring
- Off-Site Test Administration Monitoring
- Social Media Monitoring
- Supports and Accommodations Usage Monitoring
- Test Administration Observations


Through yearly monitoring, testing staff may be asked to provide more information about any instances of identified issues through the investigative process. This communication will come through the District or Building Coordinator.

# Appendix M:

## Ordering Additional Materials for Paper/Pencil Testing


This appendix provides detailed information regarding which materials should be ordered when submitting an Additional Material Order. **Note:** Additional Material Orders follow different rules than Initial Material Orders. Descriptions listed here apply to Additional Material Orders **only**.

The Additional Material Order window is open after Initial Material Orders are received in schools. In Spring 2026, the Additional Material Order window is **April 2 through April 28, 2026 at 12:00 p.m.**

 Material	What is included in Additional Material Orders
<b>Test Booklet (any grade or content area)</b>	<p>Includes:</p> <ul style="list-style-type: none"> <li>Form 1 Test Booklet</li> <li>Form 1 Answer Document</li> </ul> <p>Test booklet orders also include the Paper/Pencil Test Administrator’s Directions and Manual document for the grade(s) ordered</p>
<b>Extra Answer Document (any grade or content area)</b>	<p>Includes:</p> <ul style="list-style-type: none"> <li>Form 1 Answer Document</li> </ul> <p>This material may be ordered if the original Answer Document becomes damaged during administration. For example, student uses a highlighter, or the Answer Document is ripped or otherwise destroyed during the test administration.</p> <p><b>(Note:</b> Do not return Answer Documents that contain biohazards. An Answer Document that is destroyed with biohazards must be securely destroyed.)</p>
<b>Any Audio Recordings</b>	<p>Includes:</p> <ul style="list-style-type: none"> <li>Audio Flash Drive</li> <li>Form 1 Test Booklet</li> <li>Answer Document</li> <li>Cover Sheet for the kit</li> </ul> <p><b>Note:</b> if more than one student is testing using the audio recording, order the quantity of audio flash drives desired, and the total number of students testing with the recording should be added in the Accommodated Student Count column. Test Booklets and Answer Documents are added to the order according to the number of Accommodated Student Count provided.</p>
<b>Any Video Recordings</b>	<p>Includes:</p> <ul style="list-style-type: none"> <li>Video Flash Drive</li> <li>Form 1 Test Booklet</li> <li>Answer Document</li> <li>Cover Sheet for the kit</li> </ul> <p><b>Note:</b> if more than one student is testing using the video recording, order one video recording, and the total number of students testing with the recording should be added in the Accommodated Student Count column. Test Booklets and Answer Documents are added to the order according to the number of Accommodated Student Count provided.</p>

# Appendix M:

## Ordering Additional Materials for Paper/Pencil Testing

 Material	What is included in Additional Material Orders
<b>Listening Script Recording (ELA only)</b>	Includes <b>only</b> the Listening Script Recording
<b>Enlarged Print Materials</b>	Includes: <ul style="list-style-type: none"> <li>• Enlarged Print Test Booklet</li> <li>• Form 1 Test Booklet</li> <li>• Form 1 Answer Document</li> <li>• (ELA only) Listening Flash Drive</li> <li>• (ELA only) Listening Script</li> <li>• Cover Sheet for the kit</li> </ul>
<b>Braille (Contracted and Uncontracted)</b>	Includes: <ul style="list-style-type: none"> <li>• Braille Test Booklet</li> <li>• Assessment Administrator Booklet for Braille (AABB)</li> <li>• Print to Braille Correspondence document</li> <li>• Answer Document</li> <li>• (ELA only) Listening Flash Drive</li> <li>• (ELA only) Listening Script</li> <li>• Cover Sheet for the kit</li> </ul>

Material Return Kits are added to any Additional Material Order that includes secure materials (see [page 76](#)) for buildings that have no prior order containing secure materials. The Materials Return Kit includes:

- UPS-RS Label
- Blue DRC Return Shipping Labels
- Instructions for materials return

# Appendix N:

## Attaching Word-Processed Pages to Student Answer Documents Instructions

### WORD-PROCESSED ANSWER DOCUMENTS

The OEAA will now accept word-processed answer documents for scoring, reversing the policy from last year. Schools may submit word-processed student responses if they follow the specific formatting and submission instructions outlined below. Here are the directions when returning word-processed student writing responses for students taking the M-STEP assessments.

### PREPARE THE STUDENT'S WRITING RESPONSE

- For the student's writing response to be scanned, the typed or word-processed pages must be trimmed to fit completely within the lined box(es) in the answer document.
  - Cut out and use clear tape to affix the student's writing response on to the answer document so that it fits within the lined box(es). Ensure that both the paper and tape do not cover the T-Marks.
  - The student's writing response that is within the lined box(es) will be scored. Anything outside the lined box(es) will not be scored.

- Apply clear tape to all four sides of each typed or word-processed page. Tape may be placed over the text on the edges of the student writing response, but the tape must not cover the T-Marks.
- Use a No. 2 Pencil to write "Typed Response" or "Word-Processed Response" above the lined box on each page in the answer document that contains a part of the student's typed or word-processed writing response.
- Be sure to write directly above the lined box and away from the T-Marks in each of the corners. Writing that appears outside of the T-Marks will not be captured.

Return the regular print test booklet and answer document containing the student's typed or word-processed writing response to your school assessment coordinator with all other TO BE SCORED materials.





## **Change Log**

**February 27, 2026: Updated Appendix H (2026 M-STEP List of Important Dates).**

**February 27, 2026: Updated page 10 with revised 2026 Summative Assessment Calendar and pages 9, 35, and 42 with revised dates from May 15, 2026 to May 22, 2026 to reflect updated end date due to one-week extension for Online M-STEP Test Administration Window. Updated interactive Table of Contents.**



### **M-STEP Test Administration Manual**

Spring 2026

Office of Educational Assessment and Accountability (OEAA)

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