

## **Appendix A: Test Administration Documents**

### **Appendix A.1 Guide to State Assessments**

# Guide to State Assessments

## → OVERVIEW

The Michigan Department of Education (MDE) is pleased to continue the Michigan Student Test of Educational Progress (M-STEP), along with the Michigan Merit Exam (MME), PSAT Assessments, MI-Access alternate assessments, WIDA, and Early Literacy and Mathematics Benchmark Assessments.

The MDE saw continued successes during the 2017-2018 school year. These successes included:

- over 99% of schools administered assessments online
- on average, a total testing time of 3 hours or less for mathematics and English language arts combined
- preliminary reports available in less than 48 hours after a student completed an online test
- final M-STEP reports provided to schools before Labor Day

For the 2018-2019 school year, MDE is offering grants to assist in the purchase of benchmark assessments in grades K-8. In addition, PSAT 8/9 will replace the 8th grade M-STEP mathematics and English language arts (ELA) assessments as the required assessment in grade 8.

The new M-STEP science assessments will be field tested again in 2019 as we continue to develop new science assessments aligned to Michigan's current science content standards.

Additional information on each state assessment is provided within this document.

Michigan's assessment system will continue to set national standards for quality and rigor, while measuring how well our students are doing in preparing for careers and college. We look forward to working together to build on our successes and having another great assessment year.

Subscribe to the weekly newsletter [Spotlight on Student Assessment and Accountability](http://www.michigan.gov/mde-spotlight) ([www.michigan.gov/mde-spotlight](http://www.michigan.gov/mde-spotlight)), for timely information on assessment and accountability topics during the 2018-2019 school year.

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## → SPRING 2019 SUMMATIVE ASSESSMENTS

Changes to the **M-STEP** summative assessments for Spring 2019 include:

- Replacement of the grade 8 M-STEP assessments in ELA and mathematics with the PSAT 8/9.

### **M-STEP summative tests for grades 3–8 include:**

- English Language arts (grades 3–7): computer-adaptive test (CAT) with passage-based writing prompt (essay) at every grade
- Mathematics (grades 3–7): computer-adaptive test (CAT)
- Science Field Test (grades 5 and 8): fixed-form online assessment
- Social Studies (grades 5 and 8): fixed-form online assessment

### **MME in grade 11 includes:**

- The SAT with Essay: paper/pencil assessment
- The ACT WorkKeys: paper/pencil assessment
- M-STEP Science Field Test: fixed-form online assessment
- M-STEP Social Studies: fixed-form online assessment

### **PSAT in grades 8, 9, and 10 includes:**

**NEW for 2019:** The PSAT 8/9 replaces the M-STEP ELA and Mathematics assessment in grade 8 and will be part of Michigan's accountability system for 2019.

- PSAT 8/9 for grade 8: paper/pencil assessment
- PSAT 8/9 for grade 9: paper/pencil assessment
- PSAT 10 for grade 10: paper/pencil assessment

Assessment results from the PSAT 8/9 and PSAT 10 for grades 9 and 10 will not be part of Michigan's accountability system for 2019.

### **MI-Access Functional Independence (FI) in grades 3-8 and 11 includes:**

- English Language Arts
  - ◆ Expressing Ideas (grades 3–8 and 11): provided as **paper/pencil assessment ONLY** for **ALL** students
  - ◆ Accessing Print and Using Language (grades 3–8 and 11): fixed-form online assessment
- Mathematics (grades 3–8 and 11): fixed-form online assessment
- Science (grades 4, 7, and 11): fixed-form online assessment
- Social Studies (grades 5, 8, and 11): fixed-form online assessment

### **MI-Access Supported Independence (SI) & Participation (P) in grades 3–8 and 11 includes:**

- English Language Arts and Mathematics combined administrator booklets with student facing picture cards (grades 3, 5, 6, and 8): paper/pencil test booklet with online answer document
- English Language Arts, Mathematics, and Science combined administrator booklets with student facing picture cards (grades 4, 7, and 11): paper/pencil test booklet with online answer document
- **There is no social studies test offered at the state level for P/SI.** Therefore, Individualized Education Program (IEP) teams must determine which locally determined social studies test will be administered for students in grades 5, 8, and 11. Schools are required to provide information on the

locally determined social studies test during the OEAA Secure Site Answer Documents Received and Students Not Tested window.

### Spring 2019 Testing Windows

The Spring 2019 testing windows for the M-STEP and MI-Access assessments will span seven weeks from **April 8 – May 24, 2019**.

- The M-STEP online window is divided into two 4-week grade level sub-windows:
  - ◆ **Online testing for grades 5, 8, and 11:**  
April 8 – May 3, 2019
  - ◆ **Online testing for grades 3, 4, 6, and 7:**  
April 29 – May 24, 2019

This avoids as many spring breaks as possible, ends before Memorial Day, and provides maximum flexibility within two extended testing windows.

- **M-STEP Paper/pencil testing for grades 3–11:** falls on designated dates within the 7-week online window (see pages 22-23 of this document)
- The 7-week testing window for MI-Access Alternate Assessment for **both online and paper/pencil** is April 8 – May 24, 2019
- The 7-week testing window for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs for **both online and paper/pencil** is February 4 – March 22, 2019

### M-STEP Statewide Science Field Test - Assessing New Standards

The adoption of Michigan's new science standards in Fall 2015 created the need to replace past versions of Michigan's M-STEP Science assessment with a redesigned system, aligned to the updated science content standards. The MDE's Office of Educational Assessment and Accountability (OEAA) is well

underway in the development of the new science assessment and conducted a large-scale field-test of new grade 5, 8, and 11 assessments this past spring. The OEAA will continue to administer a statewide summative science field test in Spring 2019 to all students in grades 5, 8, and 11 who would otherwise take the M-STEP Science assessment. While student proficiency will not be calculated, the results will be used in accountability for participation purposes. The new M-STEP science assessment is expected to be operational in Spring 2020.

While these new assessments continue to be computer-based, they do involve a variety of new item types and test designs that have not been used in past science assessments in Michigan. The science assessment is structured using item clusters, which are a set of five to eight items with a common stimulus. For the Spring 2019 field test, each student will be administered 6 item clusters (2 each of Physical Science, Earth Science, and Life Science). The estimated testing time is 30 - 45 minutes per session.

The 2019 science field test will be administered online, with a paper/pencil option for those few students whose disabilities prevent them from testing online. For additional information on the science assessment plan, see the [Michigan K-12 Science Standards Assessment Update Webinar](#) located on the [M-STEP web page](#) ([www.michigan.gov/mstep](http://www.michigan.gov/mstep)) under the **Content Specific Information** section.

**Please note:** The purpose of a field test is to check the adequacy of testing procedures and to check the adequacy of the statistical characteristics of new test items and new test forms. Student proficiency is not calculated with field test assessments and individual results are not reported.

## → TEST SESSION TIMING

Spring 2019 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. The times listed on the following pages are **estimated** times and are provided for planning purposes. Some students will complete the test in less time than estimated, while others may require additional time. Be sure to plan for both contingencies.

Online tests will remain open and available for testing until the student ends or submits his or her test. This means that students will be able to pause and exit their test at the end of the test session and resume testing in another scheduled session during the 4-week grade-level testing window. A school can determine the appropriate amount of time for students to spend in a single test session.

**For example**, if the estimated time for a test session is 90 minutes, you may decide to schedule:

- one 2-hour session with a break
- two 60-minute sessions
- three 40-minute sessions
- one 60- and two 30-minute sessions

The net result for schools is the **freedom to schedule an appropriate amount of time for students to be in test sessions**. Students can exit the test without submitting, allowing them to finish the test in another scheduled session.

### Online Test Sessions

When scheduling **online** test sessions, please keep in mind the following:

- testing windows cannot be extended, therefore schools should schedule sessions early enough in the testing window to ensure all students can complete testing within the allowable four-week window

- schools have flexibility to schedule test sessions any time normal instruction takes place during the school day (7:00 AM – 4:00 PM) within the four-week grade-level test window
- not all students need to be administered the same assessment at the same time, nor on the same day
- headphones are required for the M-STEP and all MI-Access FI test sessions
- estimated test session times do **not** include the following:
  - ◆ traveling to and from the testing room
  - ◆ distributing and collecting test tickets and scratch paper
  - ◆ signing into the test session
  - ◆ reviewing online test directions with students

### Paper/Pencil Test Days

When scheduling **paper/pencil** test days and parts (see pages 20–23 for designated paper/pencil test dates), please keep in mind the following:

- schools must administer each test on the designated test day (unlike online test sessions)
- test parts must be scheduled early enough in the school day to allow students to complete all parts of the test designated for that day
- makeup test days are reserved for students who are absent on the designated day of testing
- estimated test session times do **not** include the following:
  - ◆ traveling to and from the testing room
  - ◆ distributing and collecting test materials - including test booklets and answer documents
  - ◆ completion of the answer document demographic page
  - ◆ reviewing test directions with students

## → TESTING IN GRADES 3 – 8

The tables shown below and on the following pages provide overall test session timing and information on online and paper/pencil assessments by grade and content area. For planning purposes, keep in mind that some students will need more time to test and some students will take less.

 <b>Spring 2019 Estimated Test Session Timings Grades 3–7</b>					
Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
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 Field Test Part 1	NA	NA	0:45	NA	NA
Science Field Test Part 2			0:45		
Social Studies Part 1	NA	NA	0:30	NA	NA
Social Studies Part 2	NA	NA	0:30	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 2019 Estimated Test Session Timings Grade 8</b>	
Subject	Grade 8
M-STEP Science Field Test Part 1	:45
M-STEP Science Field Test Part 2	:45
M-STEP Social Studies Part 1	:30
M-STEP Social Studies Part 2	:30
PSAT 8/9 (ELA and Mathematics)	2:40
<b>Estimated Total Hours</b>	<b>5:10</b>

**NOTE:** For grade 8, the PSAT will count toward ELA and mathematics accountability measures.

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## English Language Arts (ELA)

Grade	Online	Paper/Pencil
3 – 7	<ul style="list-style-type: none"> <li>4-week testing window</li> <li>1 session (1 test ticket)</li> <li>♦ <b>Computer Adaptive Test (CAT) – 2 hours</b></li> <li>Breaks can be provided during the test session using the software’s pause feature</li> </ul>	<ul style="list-style-type: none"> <li>3-week window with designated initial test dates and available make-up dates</li> <li>• <b>Day 1: Parts 1 and 2 – 1 hour</b> Listening/Claim 3 Reading/Claim 1</li> <li>• <b>Day 2: Part 3 – 1 hour</b> Writing/Claim 2 Research/Claim 4</li> <li>Breaks can be provided at STOP signs in test booklet</li> </ul>

## Mathematics

Grade	Online 	Paper/Pencil 
3 – 5	<ul style="list-style-type: none"> <li>4-week testing window</li> <li>1 session (1 test ticket)</li> <li>♦ <b>Computer Adaptive Test (CAT) – 1 hour, 30 minutes</b></li> <li>Calculators <b>not permitted</b> in grades 3 – 5</li> <li>Breaks can be provided during test sessions using the software’s pause feature</li> </ul>	<ul style="list-style-type: none"> <li>3-week window with designated initial test dates and available makeup dates</li> <li>♦ <b>Part 1 – 45 minutes</b></li> <li>♦ <b>Part 2 – 45 minutes</b></li> <li>Calculators <b>not permitted</b> in grades 3 – 5</li> <li>Breaks can be provided at STOP signs in test booklet</li> </ul>
6 – 7	<ul style="list-style-type: none"> <li>4-week testing window</li> <li>1 session (1 test ticket)</li> <li>♦ <b>Computer Adaptive Test (CAT) – 2 hours</b></li> <li>Grade 6 – embedded basic calculator *</li> <li>Grade 7 – embedded scientific calculator *</li> <li>Breaks can be provided during test sessions using the software’s pause feature</li> <li>* on designated items</li> </ul>	<ul style="list-style-type: none"> <li>3-week window with designated initial test dates and available makeup dates</li> <li>♦ <b>Part 1 – 1 hour (no calculator)</b></li> <li>♦ <b>Part 2 – 1 hour (with calculator)</b></li> <li>Grade 6 – basic calculator</li> <li>Grade 7 – scientific calculator</li> <li>Breaks can be provided at STOP signs in test booklet</li> </ul>

## Science Field Test

Grade	Online 	Paper/Pencil 
5 and 8	<ul style="list-style-type: none"> <li>• 4-week testing window</li> <li>• 2 sessions (2 test tickets: Part 1, Part 2)               <ul style="list-style-type: none"> <li>◆ <b>Part 1 – 45 minutes</b></li> <li>◆ <b>Part 2 – 45 minutes</b></li> </ul> </li> <li>• Breaks can be provided during the test sessions using the software’s pause feature</li> </ul>	<ul style="list-style-type: none"> <li>• 3-week window with designated initial test date and available makeup dates               <ul style="list-style-type: none"> <li>◆ <b>Part 1 – 45 minutes</b></li> <li>◆ <b>Part 2 – 45 minutes</b></li> </ul> </li> <li>• Breaks can be provided at STOP signs in test booklet.</li> </ul>

## Social Studies

Grade	Online 	Paper/Pencil 
5 and 8	<ul style="list-style-type: none"> <li>• 4-week testing window</li> <li>• 2 sessions (2 test tickets: Part 1, Part 2)               <ul style="list-style-type: none"> <li>◆ <b>Part 1 – 30 minutes</b></li> <li>◆ <b>Part 2 – 30 minutes</b></li> </ul> </li> <li>• Breaks can be provided during test sessions using the software’s pause feature</li> </ul>	<ul style="list-style-type: none"> <li>• 3-week window with designated initial test date and available make-up dates               <ul style="list-style-type: none"> <li>◆ <b>Part 1 – 30 minutes</b></li> <li>◆ <b>Part 2 – 30 minutes</b></li> </ul> </li> <li>• Breaks can be provided at STOP signs in test booklet</li> </ul>

## → PSAT 8/9 and PSAT 10 TESTING TIMES

The PSAT 8/9 for grade 8 will count toward ELA and mathematics accountability measures. The PSAT 8/9 for students in grade 9 and the PSAT 10 for students in grade 10 will NOT count towards Spring 2019 accountability.

### PSAT 8/9 for Grade 8 and Grade 9 and PSAT 10 for Grade 10

PSAT Sections	PSAT 8/9  (in minutes)	PSAT 10  (in minutes)
Reading	55	60
Break	5	5
Writing and Language	30	35
Math (no calculator)	20	25
Break	5	5
Math (with calculator)	40	45
Book collection	5	5
<b>Total (hours, minutes)</b>	<b>2:40</b>	<b>3:00</b>

**Note:** The PSAT Accommodations Testing window is two weeks for students with certain non-standard accommodations. Only students who are designated on the Non-standard Administration Report (NAR) are eligible to test within the 2-week window. Students approved for testing over two days must be tested on consecutive days.

## → TESTING IN GRADE 11 – Michigan Merit Examination (MME)

Students in 11th grade (and eligible 12th grade students) must be administered all three components of the MME:

- SAT with Essay 
- ACT WorkKeys 
- M-STEP Science Field Test and M-STEP Social Studies  

Testing times for the MME components are shown here and on the following pages. For detailed

information on online testing windows and paper/pencil testing dates, see the **Spring 2019 Testing Schedule for Online and Paper/Pencil Assessments** on pages 21–23 of this document.

Spring 2019 MME Component Test Session Timings	
Subject	Grade 11
Science Field Test	1:30
Social Studies	0:30
College Entrance*	4:22
Work Skills*	3:00
<b>Estimated Total Hours</b>	<b>9:22</b>
* Includes scheduled breaks	

## M-STEP Science Field Test and Social Studies

Grade	Online 	Paper/Pencil 
11	<ul style="list-style-type: none"> <li>4-week testing window</li> <li><b>Science FT:</b> 1 session (1 test ticket) – <b>90 minutes</b></li> <li><b>Social Studies:</b> 1 session (1 test ticket) – <b>30 minutes</b></li> <li>Breaks can be provided during test sessions using the software's pause feature</li> </ul>	<ul style="list-style-type: none"> <li>3-week window with designated initial test date and available makeup dates</li> <li><b>Science FT: 1 Part – 90 minutes</b></li> <li><b>Social Studies: 1 Part – 30 minutes</b></li> </ul>

## SAT with Essay

SAT Sections	Time  (in minutes)
Reading	65
Break	10
Writing and Language	35
Math (no calculator)	25
Break	5
Math (with calculator)	55
Break	2
Variable section with Reading, Writing, or Math Questions	N/A
Book collection/Essay distribution	15
Essay	50
<b>Total (hours: minutes)*</b>	<b>4:22</b>

\*does not include pre-administration time

**Note:** The SAT Accommodations Testing window is two weeks for students with certain non-standard accommodations. Only students who are designated on the Non-standard Administration Report (NAR) are eligible to test within the 2-week window. Students approved for testing over two days must be tested on consecutive days.

## ACT WorkKeys

Tests	Time  (in minutes)
Workplace Documents	55
Applied Math	55
Break*	15
Graphic Literacy	55
<b>Total (hours: minutes)</b>	<b>3:00</b>

\*ACT requires that you allow a break of 15 minutes at the end of Applied Math (test 2) to allow examinees to relax or go to the restroom. No cell phones may be used during the break.

## → MI-ACCESS ALTERNATE ASSESSMENTS

MI-Access Alternate Assessments are administered at three levels:

**MI-Access Functional Independence (FI)** – For students who have, or function as if they have, a significant cognitive impairment, can access resources, strategies, and supports with limited assistance, and whose instruction is aligned closest to the "High" range of complexity for ELA and Mathematics.

**MI-Access Supported Independence (SI)** – For students who have, or function as if they have, a significant cognitive impairment, require ongoing support in major life roles, and whose instruction is aligned closest to the "Medium" range of complexity for ELA and Mathematics.

**MI-Access Participation (P)** – For students who have, or function as if they have, a significant cognitive impairment, require extensive ongoing support through adulthood, and whose instruction is aligned closest to the "Low" range of complexity for ELA and Mathematics.

MI-Access assessments are based on the Essential Elements with Michigan Range of Complexity for ELA and Mathematics, Extended Grade Level Content Expectations for Social Studies (FI only), and Extended Benchmarks for Science. The alternate content standards can be found on the [MI-Access web page](http://www.michigan.gov/mi-access) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)).

### MI-Access Functional Independence (FI)

The MI-Access FI assessments will be administered online in Spring 2019. A paper/pencil format will be available for those students and schools that are not able to test online.

The FI assessments include:

- **English Language Arts** (grades 3–8 and 11) which consists of two parts – both parts **must** be completed:
  1. Accessing Print and Using Language – **online and paper/pencil**
  2. Expressing Ideas (constructed response) – Administered as **paper/pencil assessment ONLY** to **ALL** students (including students taking the rest of the MI-Access FI assessments online)

- **Mathematics** (grades 3–8 and 11)
- **Science** (grades 4, 7, and 11)
- **Social Studies** (grades 5, 8, and 11)

### MI-Access FI Online Assessments

Online tests in each content area will have two parts and are untimed. Students can complete one part in a single day with the flexibility to have multiple breaks during the day when needed, or test over multiple days.

### MI-Access Participation and Supported Independence (P/SI)

Students will continue to experience activity-based observation items as well as selected-response items using picture cards and/or instructional materials. The answer document is the only online component of the P/SI assessments. Primary Assessment Administrators will enter the student scores for both the Primary and Shadow Assessment Administrators into the online answer document.

It is strongly recommended that Primary and Shadow Assessment Administrators view the **MI-Access Participation and Supported Independence Scoring Rubrics Online Training Program**. A link to this video program is found on the [MI-Access web page](http://www.michigan.gov/mi-access) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)) under **Professional Development**.

The P/SI assessments include:

- **English language arts** (grades 3-8 and 11)
- **Mathematics** (grades 3-8 and 11)
- **Science** (grades 4, 7, and 11)

**NOTE: There is no social studies test offered at the state level for P/SI.** Therefore, Individualized Education Program (IEP) teams must determine which locally determined social studies test will be administered to students in grades 5, 8, and 11.

### Grade 11 MI-Access FI: College Entrance and Work Skills Assessments

- Students taking the grade 11 MI-Access assessments may also take the ACT WorkKeys assessment if the Individualized Education Program (IEP) team determines it is an appropriate assessment.
- If the IEP team determines that the SAT with Essay is an appropriate assessment for the student, then the ELA and mathematics scores will be derived from the SAT with Essay and the student will not take the MI-Access FI ELA and mathematics tests.



### WIDA ACCESS for ELLs

Michigan's federally required summative assessment for students identified as English Learners (ELs) is the WIDA ACCESS for ELLs. This annual assessment is designed to measure K–12 ELs on their progress in learning the English language. The assessment provides a status of their development of Reading, Listening, Writing, and Speaking skills. WIDA ACCESS for ELLs is aligned to the WIDA English Language Development (ELD) standards that Michigan adopted in 2013.

This assessment can be administered online in grades 1–12. A paper/pencil form of the assessment is required for K and available in grades 1–12 for students who may not yet be technology-ready or have a disability that requires a paper/pencil test.

### WIDA Alternate ACCESS for ELLs

Districts have the option to use the WIDA Alternate ACCESS for ELLs paper/pencil assessment. This assessment is designed for students who are ELs and are also students with significant cognitive disabilities. This assessment is available in grades 1–12 only.

(Grade level clusters: 1–2, 3–5, 6–8, and 9–12). Each section of this test (Listening, Reading, Speaking, and Writing) is estimated to take approximately 20 minutes.

Additional information about test administration can be found on the [WIDA website](http://wida.wisc.edu) (wida.wisc.edu) as well as within the WIDA Secure Portal.

The 7-week testing window for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs for **both online and paper/pencil** is February 4 – March 22, 2019.

### WIDA Screener and W-APT

The WIDA Screener and the Kindergarten WIDA ACCESS Placement Test (W-APT) are screening assessments used to identify potential ELs upon enrollment. The WIDA Screener is available in both an online and paper/pencil format for students in grades 1-12. However, students should only take the paper/pencil form of the Screener if they have disabilities requiring use of a paper/pencil form or if they are considered recent arrivers (attended U.S. schools for 12 months or less). The WIDA Screener may take between 35 and 70 minutes depending on the grade level cluster and path administered.

The W-APT is the paper/pencil assessment given to Kindergarteners. The W-APT assesses the Listening, Reading, Writing, and Speaking domains. The W-APT is designed to take 10-15 minutes for Listening and Speaking and an additional 10-15 minutes for Reading and Writing. Refer to Michigan's [Entrance and Exit Protocol](#) for screening requirements.

### Test Session Timing and Sequence for WIDA ACCESS

#### Scheduling online testing sessions:

- The Listening and Reading domains must be administered first in the testing window for students in grades 1-12. Because the assessment is staged-adaptive, scores from a

student's performance in these two domains will determine his/her tier (A or B/C) for Writing.

- Students do not need to be separated by tier (A, B, C) during test administration. However, students must still be tested in the appropriate grade-level cluster.
- Breaks can be provided during the test sessions using the software's pause feature. A single domain test should not be broken into separate administrations.
- Each online domain requires a separate test ticket. Students in:
  - ◆ grades 1–3 will have three tickets (Writing is administered in paper/pencil only):
    - ◆ Listening
    - ◆ Reading
    - ◆ Speaking
  - ◆ grades 4–12 will have four tickets:
    - ◆ Listening
    - ◆ Reading
    - ◆ Speaking
    - ◆ Writing
- Students must utilize a microphone for the Speaking domain.
- Students must utilize headphones for all domains.
- Although students may be group-administered the Speaking domain, WIDA recommends only 3–5 students per computer lab/test setting. This small group setting is necessary to ensure that student responses are not picked up by another student's microphone. It is possible that students scores may be negatively impacted if a significant amount of background noise or interference is captured in their response.

### Scheduling paper/pencil testing sessions:

- For students taking the paper version of the WIDA ACCESS for ELLs, the domains may be administered in any order.
- Breaks can be provided to students during the test sessions as long as materials are kept secure.

The table below outlines key differences between grades 1–12 online and paper/pencil. Please note that all times listed are estimates.

	<b>ACCESS for ELLs - Online</b> <b>(Grades 1-12)</b> 	<b>ACCESS for ELLs - Paper/Pencil</b> <b>(Grades K*-12)</b> 
<b>Grade Level Clusters</b>	<ul style="list-style-type: none"> <li>• 1, 2–3, 4–5, 6–8, and 9–12</li> </ul>	<ul style="list-style-type: none"> <li>• K*, 1, 2, 3, 4–5, 6–8, and 9–12</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• test platform captures and scores student responses</li> <li>• up to 40 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1-12:</b> 25–40 minutes</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• up to 35 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• 35–45 minutes</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• students listen to prompts and speak into headsets to record their answers</li> <li>• student responses are automatically sent to DRC for rating and scoring</li> <li>• up to 30 minutes</li> <li>• maximum of 5 students in the testing room</li> </ul>	<ul style="list-style-type: none"> <li>• test administrator plays pre-recorded speaking prompts on a CD</li> <li>• students speak their responses to test administrators</li> <li>• test administrators score student speech during administration</li> <li>• 15–35 minutes per student, administered individually</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>Grades 1–3:</b> students complete the entire writing test (prompts and responses) on paper</li> <li>• <b>Grades 4–12:</b> <ul style="list-style-type: none"> <li>◆ students read prompts on the computer screen</li> <li>◆ students keyboard or handwrite responses based on Michigan’s guidelines—keyboarding is the default setting</li> </ul> </li> <li>• keyboarded responses are automatically sent to DRC; handwritten responses will need to be shipped</li> <li>• up to 65 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tier A, Grade 1:</b> up to 35 minutes <ul style="list-style-type: none"> <li>◆ students read prompts on a paper test form</li> </ul> </li> <li>• <b>Tier A, Grades 2-12:</b> up to 60 minutes</li> <li>• <b>Tier B/C:</b> up to 65 minutes</li> <li>• students handwrite responses on a paper test form</li> <li>• test booklets are returned to DRC and scored</li> </ul>

\* Test administrators planning to administer the Kindergarten form of the assessment can plan on an average of **45 minutes per student**. The Kindergarten assessment is administered individually and is semi-adaptive, which may change the administration time depending on students’ English proficiency levels (low proficiency = shorter administration time, high proficiency = longer administration time).

## → EARLY LITERACY AND MATHEMATICS BENCHMARK ASSESSMENTS (K–2)

The Early Literacy and Mathematics Benchmark Assessments for grades K, 1, and 2 are administered three times a year: fall, winter, and spring. These benchmark assessments are completely aligned to Michigan’s academic content standards, and are only administered online (no paper/pencil version). Beginning in 2017-2018, the "Read by Grade 3" law requires that students in grades K, 1, 2, and 3 be administered an English language arts (ELA) assessment within the first 30 days of school. The assessment must be from the MDE-approved list of initial assessments to assure students are on target to pass the third grade summative ELA assessment (M-STEP). The MDE-developed Early Literacy Benchmark Assessments are on the approved list of initial assessments.

For 2018-2019, districts can choose to administer any assessment from the [MDE-approved list of initial assessments](#) located on the [Early Literacy and Mathematics web page](#) ([www.michigan.gov/earlylitandmath](http://www.michigan.gov/earlylitandmath)) under **Early Literacy and Mathematics Resources** section. The ELA benchmark requirement for students in grades K, 1, 2, and 3 will be fulfilled.

Districts should continue to administer benchmark assessments in mathematics to students in grades K, 1, and 2. The MDE provides Early Literacy and Mathematics Benchmark Assessments in the fall, winter, and spring. Districts may choose to use a different benchmark assessment tool for mathematics. If a district chooses to administer a benchmark assessment other than the MDE-developed Early Mathematics Benchmark Assessment, it is the district’s responsibility to ensure their selected benchmark assessment meets both the definition and criteria of benchmark assessments set by the MDE.

The MDE has provided guidance around benchmark assessments by supplying a definition and specifying the criteria detailed in the Guidance on Early Literacy and Mathematics Benchmark Assessments (K-2) document, which is posted on the [Early Literacy and Mathematics web page](#) ([www.michigan.gov/earlylitandmath](http://www.michigan.gov/earlylitandmath)).

Students for whom an IEP team determines that Michigan’s Early Literacy and Mathematics Benchmark Assessment are not appropriate are not required to take the assessment. For example, an IEP team may determine that the best course of instruction for a student is on alternate academic content expectations for ELA and mathematics (Essential Elements). The same IEP team may then determine and document that Michigan’s Early Literacy and Mathematics Benchmark Assessments are not appropriate for the student since it is aligned to the general academic standards, and not the alternate academic standards.

Early Literacy and Mathematics Testing Windows	
Fall 2018	September 10 – October 5, 2018
Winter 2019	January 7 – February 1, 2019
Spring 2019	April 8 – <b>May 31, 2019 - Extended</b>

The fall, winter, and spring online administration of the benchmark assessments use the same online test delivery engine as the M-STEP assessments. For grades K, 1, and 2, there is a 4-week testing window in fall and winter, and a 7-week testing window in the spring for maximum flexibility in scheduling. Schools participating in the Early Literacy and Mathematics Benchmark online assessments must pre-identify their students in the Secure Site using the Pre-ID function.

Please keep in mind the following:

- Human Voice Audio (HVA) is the standard way in which mathematics and ELA reading passages, test questions, and appropriate

answer options are presented to students in grades K and 1, so headphones will be needed.

- Students in grade 2 will need headphones if Text-to-Speech (TTS) is enabled.

The tables on the following information provides session and timing information for the Early Literacy and Mathematics Benchmark Assessments.

### English Language Arts (ELA)

Grades	Online  only
K–2	<ul style="list-style-type: none"> <li>• 4-week testing window in fall and winter</li> <li>• 7-week testing window in spring</li> <li>• 2 sessions (2 test tickets: Part 1, Part 2)</li> <li>• Breaks can be provided during test sessions using the software’s pause feature.</li> <li>• <b>K – Part 1: 30–40 minutes</b> <b>Part 2: 30–40 minutes</b></li> <li>• <b>1 – Part 1: 30–40 minutes</b> <b>Part 2: 30–40 minutes</b></li> <li>• <b>2 – Part 1: 35–45 minutes</b> <b>Part 2: 35–45 minutes</b></li> </ul>

### Mathematics

Grades	Online  only
K–2	<ul style="list-style-type: none"> <li>• 4-week testing window in fall and winter</li> <li>• 7-week testing window in spring</li> <li>• 2 sessions (2 test tickets: Part 1, Part 2)</li> <li>• Breaks can be provided during test sessions using the software’s pause feature.</li> <li>• <b>K – Part 1: 25–35 minutes</b> <b>Part 2: 25–35 minutes</b></li> <li>• <b>1 – Part 1: 25–35 minutes</b> <b>Part 2: 25–35 minutes</b></li> <li>• <b>2 – Part 1: 35–45 minutes</b> <b>Part 2: 35–45 minutes</b></li> </ul>

## → STATE-FUNDED BENCHMARK ASSESSMENTS

Districts may choose from any qualifying vendor-provided benchmark assessment and receive state reimbursement. Action by the state legislature through the budget process for FY2019 shifts the efforts for benchmark assessment away from its previously-adopted state-awarded contracts to a grant/reimbursement system that allows districts to choose from a wider selection of benchmark vendors.

Section 104d of the State School Aid Act provides a total of \$9.2 million that will be available for reimbursement to districts that purchase a computer-adaptive test, **or** that purchase one or more diagnostic tools or screening tools for pupils in grades K–3 that are intended to increase reading proficiency by grade 4, **or** that purchase benchmark assessments for pupils in grades K-8.

Funding will be provided to districts as part of a per-pupil allocation, or formula grant, according to the available funding, based on the number of pupils for whom assessments were purchased. Reimbursement as per this section is formula-based, and awarded funds may exceed or be less than the cost of the assessment in which you applied for reimbursement. The per-pupil allocation cannot be determined until all applications have been submitted.

For information on how to qualify for reimbursement, read MDE’s new [Fact Sheet on Benchmark and Early Literacy Assessment Reimbursement](#) for details.

## → RESOURCES

### M-STEP, MI-Access FI, and Early Literacy and Mathematics Benchmark Assessments

#### Resources for Online Testers

The Office of Educational Assessment and Accountability (OEAA) has developed online resources for students taking state assessments at all grade levels. The resources support the idea that children can learn about online technology when teachers and other educators demonstrate the use of technology—classroom viewing of the student video tutorial, classroom viewing of the Online Tools Training (OTTs), followed by interacting with children while each student practices with technology (OTTs).

#### Student Tutorials

The OEAA has created Student Tutorials. These are student-narrated videos that introduce teachers and students to the online tests and tools contained in the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments. The Student Tutorials are designed to be administered in a group setting, such as the classroom, using a projector or other similar resource.

The tutorials can be accessed three different ways:

- ◆ [eDIRECT](https://mi.drcedirect.com) (<https://mi.drcedirect.com>) — Select **All Applications** → **General Information** → **Test Tutorials**. Click on the icon under the **Action** column. This takes you to the tutorial page.
- ◆ **INSIGHT** — Open INSIGHT and at the bottom of the page select the **DRC INSIGHT Online Assessments Tutorials** link.
- ◆ [Chrome](https://wbte.drcedirect.com/MI/portals/mi) (<https://wbte.drcedirect.com/MI/portals/mi>) — You must use the Chrome browser to access the tutorials. Click the yellow link at the bottom of the page: **DRC**

#### INSIGHT Online Assessments Tutorials.

This is the same link used for the online sample item sets.



An important component of the Student Tutorials is that they provide explicit training on the pause/exit/end test functionality of the online testing engine. In addition, the tutorials explain how to access and use specific tools.

#### Online Sample Item Sets and OTTs

Another important set of resources teachers can access are online Sample Item Sets for students in grades K-8, and 11. The Sample Item Sets are a select group of test items in ELA, mathematics, science, and social studies that encompass various kinds of technology-enhanced items (drag and drop, hot spots, etc.) and are embedded within the OTTs. The sets provide teachers and students practice in solving grade-level and content-specific test items aligned to Michigan's content standards, and provide practice in navigating the online test delivery system. The OTTs can be accessed two ways:

- [Chrome](https://wbte.drcedirect.com/MI/portals/mi) (<https://wbte.drcedirect.com/MI/portals/mi>) — You must use the Chrome browser to access the OTTs. Choose the **Online Tools Training** link located under each assessment.

Students can access the practice sets from home with the Chrome browser.

- **INSIGHT** — Open INSIGHT, select the **Online Tools Training** link under each assessment.

Feedback collected from previous administrations indicates that students and teachers who utilized the OTTs and Sample Item Sets felt more prepared for online testing, students reported feeling confident about taking assessments online, and school administrators and teachers stated they experienced fewer issues related to online testing than students and teachers who did not take advantage of this resource.

### Recommended Sequence

The OEAA recommends that classroom teachers introduce online testing to their students by playing the **Student Tutorial Video** in class to show students how the online testing system and tools work. Once the Student Tutorial Video is shown and discussed in the classroom, teachers then show the **Online Tools Training (OTTs)** to the entire class (doesn't have to be on the same day). After students have watched the Student Tutorial Video projected by the teacher, followed by watching the teacher navigate through the OTTs via a projector or other classroom viewing resource, each student should be provided hands-on practice with the online **Sample Item Sets** contained within the OTTs, ideally using the device they will use during testing.



The OEAA welcomes your feedback on the online resources.

### Sample Item Sets for Paper/Pencil Testers

The OEAA has posted Paper/Pencil sample item sets for ELA, mathematics, science, and social studies on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) under the **Content Specific Information** section. Sample Item Sets contain grade-level sample items showing the types of items students may encounter on the actual test. The sets provide students practice in solving grade-level and content-specific test items aligned to Michigan's content standards. The Sample Items Sets are not considered "Practice Tests," as a practice test implies a test with the same number of items and similar level of difficulty as an actual test.

### WIDA ACCESS for ELLs

#### Online and Paper/Pencil Testers

A number of resources are available on [WIDA's website](http://wida.wisc.edu) (wida.wisc.edu) to help [educators](https://wida.wisc.edu/assess/access/preparing) (https://wida.wisc.edu/assess/access/preparing) and [students](https://wida.wisc.edu/assess/access/preparing-students) (https://wida.wisc.edu/assess/access/preparing-students) become familiar with the WIDA ACCESS for ELLs testing experience for both online and paper/pencil. These resources include Student Handouts, Online Speaking Guidance documents for educators, Online Test Demo, Interactive Sample Items for online testing, Online Test Practice, Paper-Based Sample Items, and Practice Speaking Questions for paper/pencil. Educators are strongly encouraged to review these resources with students.

## → SUPPORTS AND ACCOMMODATIONS

Michigan is committed to ensuring all students, including English Learners (ELs) and Students with Disabilities, have access to a wide array of tools for students with specific needs across all state assessments. The tools are categorized into the following three tiers:

- **Universal Tools:**  
available for all students, use is student-driven
- **Designated Supports:**  
available when indicated by an educator or team
- **Accommodations:**  
available when need is documented in an IEP or 504 plan

**Universal Tools** include embedded default tools for an online assessment such as a highlighter or cross-off tool. A **Designated Support** may be Text-to-Speech (TTS), and an example of an **Accommodation** is a braille form of an assessment.

Along with making sure students have options for accessing the content of the assessments, Michigan must also ensure that these options do not provide an unfair advantage to students using them. Students must always be able to show their knowledge of a particular standard or skill. Calculators provide a perfect example of these concepts. Students are not always allowed to use a calculator on some sections or items on the mathematics assessment. This is due to specific standards being assessed. A student allowed to use a calculator on these items would not actually be able to show whether or not they know how to do some calculations required by the standards. However, there are some items for which a calculator would be permitted for all students, such as when calculation is required, but is not the standard being measured.

As educators prepare for the Spring 2019 state assessments, it's important to note that a Universal (Accessibility) Tool for one content area and assessment may be an Accommodation for another content area or assessment (for example, a calculator). Similarly, a Designated Support may also be an Accommodation, depending on the content target (for example, scribe). This approach is consistent given the emphasis that Michigan's assessment programs have placed on the validity of

assessment results coupled with access. Allowable Universal (Accessibility) Tools, Designated Supports, and Accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with Michigan's Supports and Accommodations policies and guidelines.

All policies and guidelines can be found under the **Student Supports and Accommodations** sections of each of the MDE assessment web pages. Additional information can also be found in each test administration manual.

### **Making Decisions on an Individual Student Basis**

The selection of appropriate tools, designated supports, and accommodations must be done for all students in the classroom as well as for each assessment. The tools, designated supports, and accommodations used on the assessments should be ones the student is familiar using during regular classroom instruction. A mismatch of supports offered can cause significant difficulties for students at the time of testing and potentially negatively impact student test scores.

For example, if a student is given the opportunity to take a mathematics assessment in Spanish but does not have sufficient literacy skills in the Spanish language, the student may struggle more than if he or she had taken the English version of the mathematics assessment. It is inappropriate for districts to make blanket decisions about assessment supports for particular student groups.

Accessibility decisions need to be made on an individual basis. For students with disabilities, classroom and assessment decisions must be documented in the IEP.

For more information, review the resources on the [M-STEP web page](http://www.michigan.gov/mstep) ([www.michigan.gov/mstep](http://www.michigan.gov/mstep)) under **Student Support and Accommodations**.



## Online Testing Technology Information

All online testing will use an updated version of the software from Data Recognition Corporation (DRC) that was used in 2015 through 2018. The Technology User Guide and other support materials are available on [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>).

INSIGHT is the secure browser students use. It prevents students from using other applications or visiting websites while testing. One INSIGHT installation works for all assessments, including M-STEP, MI-Access, Early Literacy and Mathematics Benchmark Assessments, WIDA ACCESS for ELLs, and WIDA Screener Online. INSIGHT will prompt for a one-click update if a newer version is available, or the latest version (9.0) can be mass-deployed.

**New for 2018-2019:** INSIGHT will have enhanced retries for response processing. If a connection is lost, instead of disconnecting, INSIGHT will display an “attempting to reconnect” message and keep trying for up to five minutes. (Students can also exit the test rather than waiting.) This should allow most disconnects to resolve themselves without further intervention. Sites seeing many of these messages at once are likely experiencing network issues, rather than individual blips.

Schools have two options for local caching servers. The local cache holds a secure copy of the test content so you download it once, saving bandwidth.

Central Office Services (COS) is now the primary caching server option. **New for 2018-2019:** COS can be used for WIDA testing as well as all other

statewide testing. It has been used in more than a million tests, and is ready for full deployment. COS provides easier content management, more supported testers per service device, and managing multiple testing programs from one server. It does not offer response caching, but COS can be configured with a TSM (below) if response caching is desired.

The Testing Site Manager (TSM) is entering its last year of support. **There is no new version for 2018-2019, so schools can keep their existing setups.** Please note that if using TSMs, separate TSMs are needed for WIDA and all other testing.

The Central Office Services - Device Toolkit (COS-DTK) on eDIRECT is what connects INSIGHT to your COS or TSM(s). (It is the same Device Toolkit, whether or not you are using COS.) If you are using COS, you can also use the COS-DTK for content management. Otherwise, it is the place where you get ORG Unit IDs and configuration files.

A wide range of devices is supported for Spring 2019 testing. Please check the DRC INSIGHT System Requirements for online testing, located on [eDIRECT](https://mi.drctdirect.com/) (<https://mi.drctdirect.com/>) under **All Applications** → **General Information** → **Documents** for the **Technology User Guide** for all supported devices and operating systems. The main limiting factors are device RAM and operating system support. Older operating systems age out each year as their developers stop supporting them. Watch for updates in October and February listing expected changes for 2019-2020.



# Summative Testing Schedule

## for Online and Paper/Pencil Assessments

The Michigan Department of Education (MDE) Spring 2019 testing windows and dates for all summative online and paper/pencil assessments are included in this document. The table below shows the testing windows for the summative assessments. Please note that designated dates for paper/pencil assessment are provided in the calendars on the following pages.

**NOTE:** The MDE is extending the M-STEP, MI-Access, and Early Literacy and Mathematics testing windows by one week, for this year only. These extensions will likely result in delays in the release of testing data and school-level results when testing is completed. The extensions are shown in the calendar below. The **List of Important Dates** located on each assessment web page highlights the test administration activities that have been extended.

Spring 2019 Testing Schedule for Summative Assessments – REVISED															
Assessment	Week of														
	2/4-2/8	2/11-2/15	2/18-2/22	2/25-3/1	3/4-3/8	3/11-3/15	3/18-3/22	4/8-4/12	4/15-4/19	4/22-4/26	4/29-5/3	5/6-5/10	5/13-5/17	5/20-5/24	5/27-5/31
M-STEP Grades 5, 8, and 11								4 weeks				extended 1 week			
M-STEP Grades 3, 4, 6, and 7											4 weeks				extended 1 week
MI-Access Alternate Assessments								7 weeks							extended 1 week
College Entrance: SAT w/Essay*								4/9 only		Makeup 4/23					
Accommodated Testing Window								4/9 – 23							
Work Skills: ACT WorkKeys								4/10 only		Makeup 4/24					
Accommodated Testing Window								4/10 – 23							
PSAT 8/9 (grade 8)*								4/9	Makeup 4/10-16	Makeup 4/23-24					
Accommodated Testing Window								4/9 – 23							
PSAT 8/9 (grade 9) and PSAT 10**								4/9, 10, or 11	Makeup 4/10-16	Makeup 4/23-24					
Accommodated Testing Window								4/9 – 23							
WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs	7 weeks														

\* Schools must administer the PSAT 8/9 for 8th grade and SAT with Essay on April 9, 2019 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

\*\* Schools must administer the PSAT 8/9 for 9th grade and PSAT 10 on April 9, April 10, or April 11, 2019 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

- Schools can choose which date works best for them as the initial test day.
- The same grade must test on the same day at the same time.
- Schools can administer multiple grades in one day.

**NOTE:** Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.

# 2019 Summative Testing Schedule

for Online and Paper/Pencil Assessments

## Students in grades 3-10 will be administered:

- M-STEP English language arts (ELA) and mathematics (grades 3–7)
- PSAT 8/9™ for students in grade 8 who would normally take the M-STEP ELA and mathematics
- M-STEP science and social studies (grades 5 and 8)
- PSAT 8/9™ (grade 9)
- PSAT 10™ (grade 10)

## Grade 11 students will take the Michigan Merit Examination (MME), which has three required components:

1. SAT™ with Essay college entrance exam (which provides ELA and mathematics results)
2. ACT WorkKeys® workskills assessment
3. M-STEP science and social studies assessments.

## ONLINE Test Administration Dates\*

- **M-STEP—Grades 5, 8, and 11:** the online tests may be administered on any instructional day **April 8 – May 10, 2019**
- **M-STEP—Grades 3, 4, 6, and 7:** the online tests may be administered on any instructional day **April 29 – May 31, 2019**
- **MI-Access Alternate Assessments—Grades 3–8 and 11:** the online tests may be administered on any instructional day **April 8 – May 31, 2019**

The dates highlighted in **red** reflect the test window extensions.

- **WIDA ACCESS for ELLs and Alternate ACCESS for ELLs—Grades K-12:** the online tests may be administered on any instructional day **February 4 – March 22, 2019**

Note: A normal instructional day takes place M–F from 7:00 AM – 4:00 PM. Schools that provide regularly planned instruction that extends beyond 4:00 PM must complete an Alternate Insight Availability Request.

\* For online testing, not all students need to be administered the same assessment at the same time, nor on the same day.

## PAPER/PENCIL Test Administration Dates

Paper/pencil assessments must be administered on the designated dates indicated in each calendar.

- **MI-Access Alternate Assessments—Grades 3–8 and 11:** the paper/pencil tests may be administered on any instructional day **April 9 – May 25, 2018**
- **WIDA ACCESS for ELLs and Alternate ACCESS for ELLs—Grades K-12:** the paper/pencil tests may be administered on any instructional day **February 4 – March 22, 2019**

The dates for the paper/pencil test in each grade level for M-STEP, PSAT, SAT, and ACT WorkKeys are shown for all content areas in the calendars on the following pages.

# 2019 Summative Testing Schedule

for Online and Paper/Pencil Assessments

## Paper/Pencil Test Dates — Grade 11

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 SAT w/Essay	10 ACT WorkKeys	11 SCI/SS	12 Makeup SCI/SS	13
14	15	16	17	18	19	20
Makeup Science/Social Studies						
21	22	23 Makeup SAT	24 Makeup ACT WorkKeys	25	26	27
Makeup Science/Social Studies						
28	29	30	1	2	3	4

## Paper/Pencil Test Dates — PSAT 8/9 for Grade 9 and PSAT 10 for Grade 10

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 PSAT 8/9 and PSAT 10*	10 PSAT 8/9 and PSAT 10*	11 PSAT 8/9 and PSAT 10*	12	13
Makeup – PSAT 8/9 and 10						
14	15	16	17	18	19	20
Makeup PSAT 8/9 and 10						
21	22	23 Makeup PSAT 8/9 and 10	24 Makeup PSAT 8/9 and 10	25	26	27
28	29	30	1	2	3	4

\* PSAT 8/9 (grade 9 only) and PSAT 10 (grade 10) can be administered on April 9, 10, or 11. If your school chooses Tuesday, April 9 to test, then April 10 and 11 become makeup days for students who were absent on the initial testing day. (PSAT 8/9 for Grade 8 testing schedule is on the grade 8 calendar on the following page.)

Schools can elect to administer the PSAT test to 9th graders on one day, 10th graders on the other day, or test both grades on the same day. As long as all students in the **same grade** are tested on the **same day**, schools can choose which date works best for the initial test dates and the makeup test dates.

# 2019 Summative Testing Schedule

for Online and Paper/Pencil Assessments

## Paper/Pencil Test Dates — Grade 5

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 ELA Day 1	10 ELA Day 2	11 Makeup ELA	12 Makeup ELA	13
14	15 Makeup ELA	16 MATH	17 SCIENCE	18 SOCIAL STUDIES	19 Makeup any content area	20
21	22	23	24	25	26	27
	Makeup - any content area					
28	29	30	1	2	3	4

## Paper/Pencil Test Dates — Grade 8

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 PSAT 8/9	10	11	12	13
	Makeup – PSAT 8/9					
14	15 Makeup – PSAT 8/9	16	17 SCIENCE	18 SOCIAL STUDIES	19 Makeup Science and Social Studies	20
21	22	23 Makeup PSAT 8/9	24 Makeup PSAT 8/9	25	26	27
	Makeup – Science, and Social Studies					
28	29	30	1	2	3	4

**Note:** Students in grade 8 will now take the PSAT 8/9 instead of the M-STEP ELA and mathematics assessments. They will continue to take the M-STEP social studies assessment and the M-STEP science field test.

## Paper/Pencil Test Dates — Grades 3, 4, 6, and 7

April – May 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30 ELA Day 1	1 ELA Day 2	2 Makeup ELA	3 Makeup ELA	4
5	6 Makeup ELA	7 MATH	8 Makeup - ELA and MATH			
12	13	14	15	16	17	18
	Makeup - ELA and Math					
19	20	21	22	23	24	25
26		28	29	30		

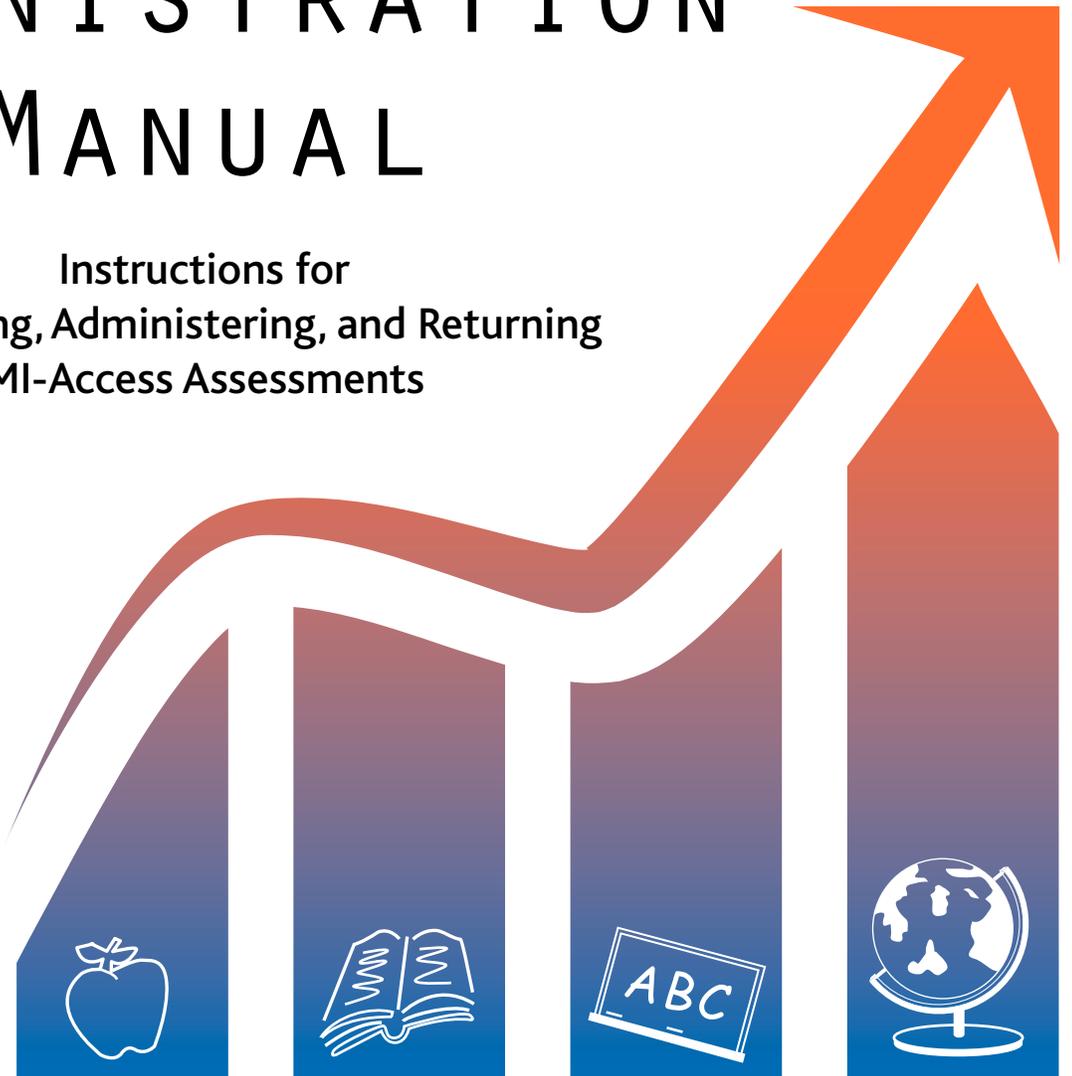
## **Appendix A.2 MI-Access Functional Independence Test Administration Manual**



## Functional Independence

# TEST ADMINISTRATION MANUAL

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



**MICHIGAN STATE BOARD OF EDUCATION**

**STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

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

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## General Information



### Introduction - How to Use This Manual

This manual is intended to help those involved with administering MI-Access Functional Independence (FI) assessments to understand:

- how the administration process works from beginning to end for paper/pencil and student-facing online
- key dates when specific assessment activities take place
- the roles that school personnel play in the administration process
- how to use available supports and accommodations

**Note:** A separate manual is available for Supported Independence (SI) and Participation (P) on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access). Both manuals cover the unique features of administration in their respective assessments.

This manual is divided into eight sections:

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

**Overview** describes general assessment information that everyone involved in the MI-Access administration process needs to know, including a description of the assessment, who should take the assessment, defining the roles of different staff, and training resources.

**Assessment Accommodations** discusses the designated supports and accommodations available to students while taking the FI tests, as well as how and when to use them, and where to obtain additional information.

**Test Administrator** covers specific information for fulfilling the role of a Test Administrator before, during, and after testing. **Note:** This section includes actual test directions for the paper/pencil administration by specific content areas.

**Building/School Coordinators** covers specific information for fulfilling the role of a Building MI-Access Coordinator before, during, and after testing.

**District Coordinators** covers specific information for fulfilling the role of a District MI-Access Coordinator before, during, and after testing.

**Materials Return Instructions** describes in detail how Schools or Districts are to return all online and paper/pencil testing materials to the MI-Access contractor for scanning/scoring and processing of secure materials. This section also provides a return material chart describing the process.

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

## Testing Icons

The MI-Access FI assessments may be administered by using either paper/pencil or student-facing online modes. The ELA Expressing Ideas assessment is administered exclusively with paper/pencil mode of testing.

Since this manual provides information on both modes of testing, we have provided two graphic icons:

1. a pencil to represent paper/pencil testing
2. a computer to represent online testing.

When a section of the manual applies only to one mode of testing, the corresponding icon will appear. Sections without icons pertain to both online and paper/pencil testing.

Icon	Mode
	Paper/Pencil
	Online

Everyone involved in MI-Access testing must be familiar with sections of this manual specific to their role(s) in the test administration process. It is strongly recommended that educators read the entire manual, if time permits, to better understand how their role fits into the overall administration process. The following table shows which sections of the manual must be read by whom, as well as where to find those sections.

Role	Required Sections	Page
<b>Test Administrator</b>	<ul style="list-style-type: none"> <li>• General Information</li> <li>• Assessment Overview</li> <li>• Test Administrators</li> <li>• Supports and Accommodations</li> </ul>	Page 31
<b>Building /School Coordinator</b>	<ul style="list-style-type: none"> <li>• General Information</li> <li>• Assessment Overview</li> <li>• Building Coordinators</li> <li>• Test Administrators</li> <li>• Supports and Accommodations</li> <li>• Materials Return Instructions</li> </ul>	Page 49
<b>District Coordinator</b>	<p>All sections:</p> <ul style="list-style-type: none"> <li>• General Information</li> <li>• Assessment Overview</li> <li>• District Coordinators</li> <li>• Building Coordinators</li> <li>• Test Administrators</li> <li>• Supports and Accommodations</li> <li>• Materials Return Instructions</li> </ul>	Page 61

## Assessment Calendar

The MI-Access assessments are a part of Michigan’s overall assessment program. The calendar below provides a quick view of all the spring assessments; this single page document may be accessed at this [link](#) or on the MI-Access web page. This calendar highlights the MI-Access assessment window that covers a seven-week period. Feel free to save, print, and distribute the calendar to your testing staff.

Assessment	Week of														
	2/4-2/8	2/11-2/15	2/18-2/22	2/25-3/1	3/4-3/8	3/11-3/15	3/18-3/22	4/8-4/12	4/15-4/19	4/22-4/26	4/29-5/3	5/6-5/10	5/13-5/17	5/20-5/24	5/27-5/31
M-STEP Grades 5, 8, and 11								4 weeks				extended 1 week			
M-STEP Grades 3, 4, 6, and 7											4 weeks				extended 1 week
<b>MI-Access Alternate Assessments</b>								7 weeks							extended 1 week
College Entrance: SAT w/Essay*							4/9 only		Makeup 4/23						
Accommodated Testing Window							4/9 – 23								
Work Skills: ACT WorkKeys							4/10 only		Makeup 4/24						
Accommodated Testing Window							4/10 – 23								
PSAT 8/9 (grade 8)*							4/9	Makeup 4/10-16	Makeup 4/23-24						
Accommodated Testing Window							4/9 – 23								
PSAT 8/9 (grade 9) and PSAT 10**							4/9, 10, or 11	Makeup 4/10-16	Makeup 4/23-24						
Accommodated Testing Window							4/9 – 23								
WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs	7 weeks														

\* Schools must administer the PSAT 8/9 for 8th grade and SAT with Essay on April 9, 2019 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

\*\* Schools must administer the PSAT 8/9 for 9th grade and PSAT 10 on April 9, April 10, or April 11, 2019 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

- Schools can choose which date works best for them as the initial test day.
- The same grade must test on the same day at the same time.
- Schools can administer multiple grades in one day.

**NOTE:** Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.

## Important Dates

The window for administering the MI-Access tests covers seven weeks; however, we advise that you make every effort to complete testing as early in the window as possible. You will also notice the grades are not scheduled, as in the M-STEP assessment, which means MI-Access administrators may select an assessment based on student needs and their internal scheduling at any time during the administration window. A list of important dates may be found on the [MI-Access web page](https://www.michigan.gov/documents/mde/MI-Access_List_of_Important_Dates_634789_7.pdf) (https://www.michigan.gov/documents/mde/MI-Access\_List\_of\_Important\_Dates\_634789\_7.pdf) and in Appendix G of this manual, for the activities before, during, and after the assessment. The list of important dates is a stand-alone document and may also be saved, printed, and distributed for testing staff members.

Important Pre-Testing Activities		
<b>Pre-ID Window</b>	Opens <b>January 7, 2019</b> Closes for pre-printed barcode labels (paper/pencil testers): <b>February 13, 2019</b> Closes for online test session pull: <b>February 13, 2019</b> Remains open for new students through the test window	
<b>Initial Order Window</b>	<b>January 7–February 25, 2019</b>	
<b>Additional Order Window</b>	<b>April 2 – May 21, 2019 (at noon)</b>	
<b>Spring Coordinator Live and Taped WebEx</b>	<b>March 6, 2019</b> (live) The recorded version will be available in eDirect soon after the live production (This webex covers eDIRECT and Insight functions. Watch Spotlight for details.)	
	eDIRECT opens to add/edit test sessions	
	<b>March 8, 2019</b>	
<b>Initial Test Materials Arrive in Districts</b>	For all grades <b>March 25 – March 27, 2019</b>	For any entities requesting alternate delivery <b>April 1 – April 3, 2019*</b>
<b>Test Administration Window</b>	<b>April 8 – May 24, 2019</b>	
<b>Return of Materials</b>	<b>May 29, 2019</b>	
<b>Accountable Students enrolled, Demographics and Answer Document Verification window</b>	<b>Date: TBA in the Spotlight</b>	
<p>* District/schools may request an alternate delivery date on which the materials will arrive, between April 1-3, via the Alternate Initial Materials Delivery Request on the Secure Site Initial Materials Order page.</p> <p>Two other alternate requests being conducted by the OEAA include:</p> <ol style="list-style-type: none"> <li>1. the Off-site Test Administration Request, which opened on November 5, 2018 for grade/school-wide testing and remains open for individual students (e.g., homebound, medical, etc.) through the end of the testing window</li> <li>2. the Alternate INSIGHT Availability Request for schools that provide regular classroom instruction after 4:00 PM (this survey opened on January 14, 2019 and will remain open through March 7, 2019)</li> </ol>		

## The Educational Entity Master (EEM)

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

EEM is the source for materials shipping information, as well as for District Coordinator, Building Coordinator, and Technology Coordinator contact information. (**NOTE:** Test materials cannot be shipped to a post office box.) Because the EEM serves as the directory for identifying and linking educational entities with other data collection applications, it is important that districts and schools keep their information up-to-date.

The EEM may be accessed on the [web page](http://www.michigan.gov/eem) (www.michigan.gov/eem). The EEM may be viewed by anyone, but it can only be updated by the authorized district EEM user. This is usually the district student/pupil accounting person. Those who are unfamiliar with the EEM's many functions can find helpful resources on the site.

### What's New This Year??

Every year brings some changes or adjustments to assessments and/or activities surrounding testing. Changes for this year are described below:

- There has been a change in the flexibility policy within the three levels of MI-Access testing. The change allows students to be assessed using more than one level of the MI-Access tests, limited to two adjacent levels only. See the "Assessment Flexibility" section of the Assessment Overview in this manual for details.
- The images from the student writing/drawing assessment (ELA: Expressing Ideas) will no longer be sent to schools in a CD format as in the past. During last year's administration we announced that these images will appear as pdf files that can be viewed and downloaded from the Student Roster reports, located in the Dynamic Score Reporting Site. For further details, you may refer to the Interpretive Guide to MI-Access Reports [document](#) on the MI-Access web page.
- The online images in the FI tests will be utilizing color rather than black-and-white line art. This is an enhancement designed to help students engage more consistently by presenting real-life graphics to the images.
- Testing schedules are required as part of the overall documentation outlined in the Assessment Integrity Guide. See the Overview section of this manual for further details.
- The Answer Documents and eDIRECT have been revised this year and will not have optional fields for marking Prohibited Behavior, homeschooled, Non-Standard Accommodations, and requests for Do Not Score. This information will be gathered in the Incident Report process detailed in the following section.

## Call Center and Contact Information

The Office of Educational Assessment and Accountability (OEAA) has a call center to help answer any questions related to MI-Access testing. Agents are available to answer questions at the following toll-free phone number during specific hours:

Call Center number: 1-877-560-8378
Normal Hours: 8:00 AM–5:00 PM (M–F)
Testing Window Hours: 7:00 AM–5:00 PM (M–F)

The table below shows the options related to MI-Access testing that are available for selection when calling the OEAA Call Center.

Topic	Option
Known or suspected cheating or unethical testing practices on any state assessment	1
eDIRECT, INSIGHT, TSM, or online assessment tools	2
Secure Site, M-STEP, MI-Access, Accountability, or Reporting	3

- Any assessment-related questions (online and paper/pencil) may also be submitted in writing at any time to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov) for a quick and thorough response.
- For any eDirect or Insight question, you may also send an [email](#) to (MISupport@datarecognitioncorp.com).

## Incident Reporting

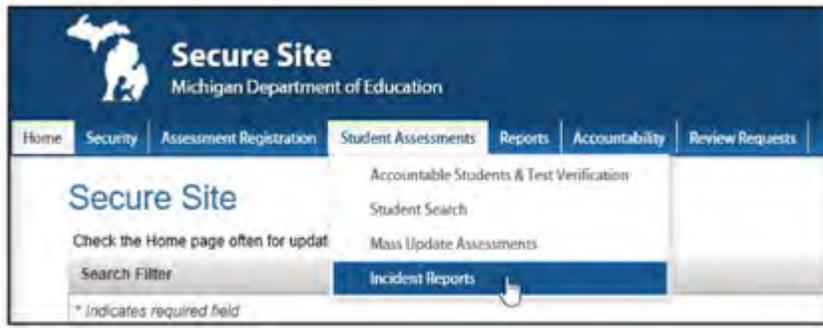
Incident reporting is a transparency process designed to open a line of communication between the OEAA and a district or school experiencing a testing irregularity, which may include:

- request a new test (online or paper/pencil)
- request a regeneration of an online test
- report test irregularities and misadministrations
  - request "Do Not Score" (paper/pencil and online)
  - report a "Prohibited Behavior"
  - report a "Nonstandard Accommodation"

If testing irregularities occur before, during, or after testing, it is the District MI-Access Coordinator's responsibility to file an Incident Report in the OEAA Secure Site as soon as possible. You will find detailed information on how to access and use the [Secure Site Incident Reporting tool](https://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) ([https://www.michigan.gov/documents/mde/Incident\\_Reporting\\_520328\\_7.pdf](https://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf)). Incident reports are submitted on the OEAA Secure Site under the student assessment drop-down menu (see following page).

Once the report has been filed and submitted, the OEAA will be immediately notified to respond to the report. Most of these reports are processed by the administration team at the OEAA within the same day. Some reports may require extended time to process and resolve.

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



## Security

All materials that contain test questions or student responses are considered secure materials and must be handled in a way that maintains their security before, during, and after testing. These include paper/pencil materials, accommodated materials, online test tickets, and test rosters. The following provides detailed information related to security that all District/School Coordinators and Test Administrators must keep in mind when they have secure test materials in their possession.

- Secure materials are barcoded and recorded on the security checklists accompanying shipments. These materials must be returned to the scoring contractor. Schools must account for every secure item provided on the materials list.
- Test tickets used to log students into each online test are secure materials and must be treated as such. (Test rosters, which automatically print along with test tickets, are also secure.)
- Used paper/pencil Answer Documents are considered secure and must be handled and protected accordingly. Answer documents with student barcode labels are secure material; if they are unused after testing is complete, they need to be securely destroyed.
- All secure materials must be stored in one secure, locked location within the school. During the test administration window, materials must be distributed and collected daily. 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 posting pictures to social media sites during testing is a security risk. Photographs may not be taken at any time by students or staff. If students violate this policy, their tests must be marked as "Prohibited Behavior."

The MDE has developed an Assessment Security Training series through Michigan Virtual, to be used to accompany the reading of the Assessment Integrity Guide and training on assessment security. The training modules are available through [Michigan Virtual](http://bit.ly/MDEAssessmentSecurity) (<http://bit.ly/MDEAssessmentSecurity>).

## OEAA Assessment Security Compliance Form

All staff who participate in the administration of MI-Access tests must read and sign an OEAA Assessment Security Compliance Form, asserting that they:

1. have accessed and read the Assessment Integrity Guide, especially the sections applicable to security, preparation, and administration
2. have read the manuals and been trained for the assessment they are helping to administer
3. understand their obligation concerning security and confidentiality of the tests
4. are aware of the range of penalties that may result from not following procedures as described

OEAA Assessment Security Compliance Forms are sent to schools and districts with their initial materials shipment and are also available on the MI-Access web page. Compliance Forms must be retained by the District/Building MI-Access Coordinator and kept on file for three years.

## OEAA Communications with Schools and Districts

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

- Spring 2019 WebEx Administration presentation (recorded session on web page), scheduled for March 6, 2019 (10:00 AM)

This WebEx will focus on eDirect/Insight and online testing only.

- An administration presentation will also be recorded and posted to the MI-Access web page
- the weekly OEAA newsletter "Spotlight," which is available to the public. Subscribe to receive the newsletter and/or read archived copies on the [MI-Access web page](https://www.michigan.gov/mde/0,4615,7-140-22709_28463-280911--,00.html) (https://www.michigan.gov/mde/0,4615,7-140-22709\_28463-280911--,00.html)



- the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access)
- [eDIRECT](https://mi.drctdirect.com) (https://mi.drctdirect.com)
- the "Announcement" page on the [Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure)
- presentations at state conferences, including the Michigan School Testing Conference each February

Please check these resources regularly to stay up-to-date on assessment and accountability-related dates, issues, and activities.

## FI Assessment Overview

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

### Students Tested with MI-Access

MI-Access assessments are available at three student levels.

- The **Functional Independence (FI)** assessments are for students who have, or function\* as if they have, significant yet more **mild** cognitive impairment. FI assessments are for students whose IEP goals and objectives and course of instruction align most closely with the “**High**” range of complexity of the Essential Elements or Extended Grade Level Content Expectations/Benchmarks. Typically, these students can, with assistance, assess their personal strengths and limitations, and can access resources, strategies, supports, and linkages to help them maximize their independence.
- The **Supported Independence (SI)** assessments are for students who have, or function\* as if they have, a significant, yet **moderate** cognitive impairment. SI assessments are for students whose IEP goals and objectives and course of instruction align most closely with the “**Medium**” range of complexity of the Essential Elements or Extended Grade Level Content Expectations/Benchmarks. These students may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.
- The **Participation (P)** assessments are for students who have, or function\* as if they have, a **severe** cognitive impairment. Participation assessments are for students whose IEP goals and objectives and course of instruction align most closely with the “**Low**” range of complexity of the Essential Elements or Extended Grade Level Content Expectations/Benchmarks. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and which makes determining their actual abilities and skills difficult.

While students taking this level of the assessment may have a more mild significant cognitive impairment than other students taking other levels of MI-Access, it is important to note that no levels of MI-Access are designed for students with mild disabilities.

It is the role of the IEP team to determine which MI-Access assessment is most appropriate, based on the student’s cognitive functioning level, curriculum, and instruction. MI-Access is designed for students working toward the alternate achievement standards: Essential Elements with Michigan Range of Complexity, Extended Grade Level Content Expectations, Extended High School Content Expectations, or Extended Benchmarks. Students whose instruction is based on Michigan’s general content standards should be assessed using the general assessments appropriate for the student’s grade level (M–STEP for grades 3–8 and MME for grade 11). Students with a Section 504 Plan are not eligible to take MI-Access under federal law, since these students have a disability condition but are not receiving specialized instruction under the Individual with Disability Education Act.

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

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

**Note:** This manual is designed for the FI assessments only. The SI and P manual is posted on the MI-Access web page.

## Consequences of Assessment Decisions

When deciding whether a student should participate in an alternate assessment based on alternate state standards, IEP teams must consider some important consequences.

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

Decisions that place students in an alternate assessment should not be made on the perceived notion that the student will perform better there. This is an IEP decision and should center around the instructional norms for the student. IEP teams must follow the state guidelines when making decisions on state assessments ([MI-Access guidelines](https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf) - [https://www.michigan.gov/documents/mde/Should\\_My\\_Student\\_Take\\_the\\_Alternate\\_Assessment\\_556705\\_7.pdf](https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf))

## Content Areas Assessed

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

Content Area	Grade						
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>
English Language Arts (ELA)*	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓
Science**		✓			✓		✓
Social Studies (offered for FI only)			✓			✓	✓

\* ELA: Expressing Ideas (EI), writing and drawing, is available in the paper/pencil mode only.

\*\*Note: Grade levels for MI-Access and M-STEP science may differ as new science assessments are developed.

It should be noted that for students assessed in ELA, the EI test is administered with paper/pencil only regardless of whether the student uses the online or paper/pencil modes in assessments.

As required by federal law, the MI-Access assessments reflect Michigan’s state alternate achievement standards and provide an alternate assessments for students with the most significant cognitive disabilities, so they are appropriate for the student population being tested. The Essential Elements with Michigan range of complexity (EEs), Extended GLCEs (EGLCEs), and Extended Benchmarks (EBs) on which the Functional Independence assessments are based can be downloaded from the web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)). Following is a brief description of each FI content area assessment.

## Functional Independence ELA: Accessing Print and Using Language (APUL) for grades 3-8 and 11

The Functional Independence ELA: APUL Assessments have five parts:

1. Vocabulary
2. Language
3. Research/Inquiry
4. Listening
5. Understanding Text

The format is primarily multiple choice with three answer choices. In some cases, there is a short stimulus combined with a question, or a passage combined with several questions. Question stimuli and passages are written to contain content and vocabulary appropriate for students being tested at any given grade level. The APUL assessments for students in grades 3-8 and 11 will each have 41 multiple-choice items. Each question is followed by three answer choices.

The assessment is based on four claims.

**Claim 1:** Students can comprehend text in increasingly complex ways.

**Claim 2:** Students can produce writing for a range of purposes and audiences.

**Claim 3:** Students can communicate for a range of purposes and audiences.

**Claim 4:** Students can engage in research/inquiry to investigate topics and present information.

Students using the paper/pencil version may record their answers directly in their assessment booklets; assessment administrators must transfer the answers to the students' answer documents after testing.

## Functional Independence ELA: Expressing Ideas (EI) for grades 3-8 and 11

In the Functional Independence ELA: EI assessments, students are asked to respond to two prompts by “expressing ideas” related to practical, real-world situations. The prompts have been developed to allow students to write, draw, or use a combination of both to express themselves directly on the paper answer document. Students whose disabilities prevent them from writing or drawing may dictate their responses. Student responses are evaluated by specially trained external hand-scorers, using a four-point rubric that measures topic focus, organization, and use of language and visual conventions. The scoring rubric is shown in Appendix F of this manual. ELA: EI is assessed in grades 3–8 and 11 and will have separate booklets since it is administered in paper format only. For this reason, Expressing Ideas must be ordered for **all** FI students taking the ELA assessment.

### **Important Note: Any students who take any FI: ELA assessment must:**

- participate in BOTH APUL as well as the EI tests
- complete the paper version of EI, even if APUL is completed online
- complete both APUL and EI to receive overall valid ELA scores

Since the Expressing Ideas is a paper version of the test, this part of the ELA test is routinely overlooked and consequently missed. Failure to have students take both of these content areas will result in an invalid ELA score.

## Functional Independence Mathematics Assessments for grades 3-8 and 11

The FI Mathematics assessments are based on four claims:

**Claim 1:** Students demonstrate increasingly complex understanding of number sense.

**Claim 2:** Students demonstrate understanding of increasingly complex spatial reasoning and understanding of geometric principles.

**Claim 3:** Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.

**Claim 4:** Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Each claim contains a few different strands such as Operations in Base 10, Numbers and Operations. Fractions, Geometry, Measurement and Data, Problem Solving, etc. For more specificity, see the Essential Elements with Michigan Range of Complexity for any given grade level, posted on the MI-Access web page.

The mathematics assessments for students in grades 3-8 and 11 will each have 34 multiple-choice items. Each question is followed by three answer choices. The items are designed so that all data, tables, charts, examples, and/or text needed to respond to a question are presented as part of the item and not supplied by the assessment administrator.

Students may also use calculators on the mathematics assessment if they are routinely used during classroom instruction. It should be noted, however, that no items are calculator-dependent. Students using the paper/pencil version may record their answers and perform computations directly in their assessment booklets; assessment administrators must transfer the answers to the students' answer documents after testing.

## Functional Independence Science Assessments for grades 4, 7, and 11

The Functional Independence Science assessments focus on five strands:

- Constructing New Scientific Knowledge
- Reflecting on Scientific Knowledge
- Using Life Science
- Using Earth Science
- Using Physical Science.

To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The grade 4 science assessments have 43 multiple-choice items; assessments for students in grade 7 have 50 multiple-choice items; and assessments for students in grade 11 have 55 multiple-choice items. Each question is followed by three answer choices (sometimes with just words alone, while at other times graphics with or without words or labels are presented). As with mathematics, the science items are designed so that any data, tables, charts, graphics, and/or text needed to respond to a question are presented as part of the item, not supplied by the assessment administrator. Students using the paper/pencil version may record their answers directly in their assessment booklets; assessment administrators must transfer the answers to the students' answer documents after testing.

**MI-Access science is assessed in grades 4, 7, and 11.** Schools will need to assign these students to the correct MI-Access test in the Secure Site. Students in grades 5 and 8 should not take the 2019 M-STEP Science assessment if the IEP team determines the FI science assessment is most appropriate. These 5th and 8th grade students will not be administered a science test in 2019. During the Verification of Not Tested window, a Not Tested reason must be entered for these students to ensure they do not count against your school's participation rate in accountability. Additional information will be provided as we approach the Verification of Not Tested window.

### **Functional Independence Social Studies Assessments for grades 5, 8, and 11**

The Functional Independence Social Studies assessments for grades 5 and 8 focus on two major areas: (1) United States History and Geography, and (2) Public Discourse, Decision Making, and Citizenship. Grade 11 focuses on four major areas: (1) World History and Geography, (2) United States History and Geography, (3) Civics, and (4) Economics. To make the assessments meaningful for students, as many items as possible are presented in one of three real- world contexts: daily living, community experience, or employment.

The grade 5 assessments have 40 multiple-choice items; grade 8 has 42 multiple-choice items; grade 11 has 52 multiple-choice items. Each question is followed by three answer choices (sometimes with just words alone, while at other times graphics with or without words or labels are presented).

The social studies assessments also have sections of passages that tell a brief story followed by several questions. This passage format is used to familiarize the student with events and places that introduce context to the test item.

### **Assessment Flexibility**

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

Beginning with 2018–2019 school year, this assessment program flexibility has been expanded to include adjacent levels of the MI-Access assessments. This new flexibility will:

- provide a continuum of assessment throughout the MI-Access assessments to better accommodate students' needs and progress
- allow the IEP team to determine that a student may take MI-Access assessments at different levels
- limit the flexibility to only two adjacent levels.

The following graphic displays how the adjacent and non-adjacent participation may affect the test results. For example, Sample Students One through Three participated in adjacent levels of testing and received valid test scores. The graphic also demonstrates how Sample Students Four through Six were incorrectly administered non-adjacent tests, which yields an invalid test result.

Sample Student	M-STEP/ MME	MI-Access (FI)	MI-Access (SI)	MI-Access (P)	Test Results
1	Participated in <u>Adjacent</u> assessments				Valid
2		Participated in <u>Adjacent</u> assessments			Valid
3			Participated in <u>Adjacent</u> assessments		Valid
4	Participated in <u>Non-Adjacent</u> assessments		Participated in <u>Non-Adjacent</u> assessments		Invalid
5		Participated in <u>Non-Adjacent</u> assessments		Participated in <u>Non-Adjacent</u> assessments	Invalid
6	Participated in <u>Non-Adjacent</u> assessments			Participated in <u>Non-Adjacent</u> assessments	Invalid

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

- An M-STEP or MME assessment cannot be combined with any level of a MI-Access assessment other than the Functional Independence (FI) level.
- A student may only take adjacent levels of any assessments, and any non-adjacent testing may see an invalidation of the lower type of test.
- Students may only be assessed with one type of assessment per content area. **Note:** ELA must remain together as a set for Accessing Print and Using Language along with Expressing Ideas
- Students in 8th grade must take either the MI-Access FI ELA and mathematics tests or the PSAT 8/9, based on their IEP.
- In grade 11, ELA and mathematics cannot be split between SAT® with Essay and the MI-Access FI. Students must be administered both content areas, with either the SAT with Essay or the MI-Access FI.
- Students must not be pre-identified for multiple assessment programs and/or levels in the same content area. Please review the Pre-Identification section of the District Coordinator section of this manual for more information.

There are several options and considerations for students in 11th grade. These include:

- Students taking the grade 11 MI-Access FI assessments are eligible to (but not required to) take the WorkKeys assessment.
- The student must take the appropriate level science and social studies tests (M-STEP or MI-Access) based on his or her IEP.
- If a student participated as an 11th-grader in a previous MI-Access administration, then the student is not eligible to take any component of the MME.

## Testing Schedule

Building Coordinators and District Coordinators should work together to develop test scheduling and take into consideration the unique needs of the students. MI-Access tests are designed for administration in small groups or one-on-one settings with assessment administrators. Since the testing environment for these students may be unpredictable, the MDE has allowed broad flexibility to schools in determining their own schedules within the seven-week window to complete all the content areas of testing. Documentation of testing schedules for MI-Access must minimally include the following information:

- district name
- building name
- building coordinator's name
- date of assessment administration
- location of testing session(s) (i.e., room number, classroom, etc.)
- starting and ending time of testing session
- assessment/grade/content being administered for each testing session
- test administrator(s) and proctor(s) for each testing session

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building's testing schedule for monitoring and irregularity investigation purposes.

## Assessment Administrators

The FI assessments are designed to be administered by **one** person, most likely the student's teacher. Other professionals in the school or district—such as school psychologists, resource room teachers, or related services providers—may also administer the assessments if necessary. Paraprofessionals, teacher aides, and others may assist during assessment administration—such as making sure the student is on the correct page, addressing the right question, assisting with online tools, and so forth—but may not administer the assessments. Please refer to the Online Test Administration section of this manual for detailed information. See Appendix D of this manual for an assessment administration process flowchart, which provides an overview of the process of conducting the paper/pencil and online assessments for FI.

## Roles and Responsibilities

There are several roles associated with MI-Access testing.

- Technology Coordinators (TC), who are associated with online testing only
- Assessment Administrators (AA), who are associated with both modes of testing - online and paper/pencil
- Building Coordinators (BC)
- District Coordinators (DC)

AAs, DCs, and BCs each have their own section of this manual, which includes additional information on each of the listed tasks. 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 [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>).

## Technology Coordinators

- download and install testing software (INSIGHT) and Central Office Services (COS) or Testing Site Manager (TSM) 
- configure all testing devices to communicate with the COS or TSM 
- should be readily available to District and Building Coordinators in the event of a technology issue during testing

## Assessment Administrators (see AA section for further details)

MI-Access Assessments Administrators are responsible for:

- reading through the Directions and Scripts for each of the paper versions of the FI tests 
- arranging the testing environment, which when testing online includes logging students into and out of test sessions, verifying student information, and clicking on the test name and part for the student 
- assisting students with online test features such as speed and volume of text, color chooser, contrasting, etc.
- monitoring and assisting student in marking responses in paper/pencil test booklets as needed 
- monitoring students during testing
- collecting login tickets and scratch paper from online testers at the end of each test session and delivering these to Building Coordinator 
- collecting the student-marked booklets and any scratch paper from paper/pencil testers, and transferring the responses to the student answer document 

## Building Coordinators (see BC section for further details)

MI-Access Building Coordinators are responsible for:

- confirming they have received Expressing Ideas for all students 
- scheduling and coordinating student test practice and Online Tools Training (OTTs) 
- ensuring online testers view the MI-Access Student Tutorial, available on eDIRECT or through the INSIGHT testing engine 
- assigning the online testers appropriate accommodations to FI students in eDIRECT 
- printing and distributing student login tickets before each test; collecting tickets and scratch paper for destruction after each test session 
- organizing and distributing paper/pencil materials
- developing test schedules based on the school's resources
- ensuring the overall integrity of the assessment process
- making sure they are identified as Building Coordinators in the EEM with current and accurate contact information

## District Coordinators (see DC section for further details)

MI-Access District Coordinators are responsible for:

- overseeing all testing at the district level
- acting as backup support at the school or building level
- developing necessary testing policies
- making sure assessment material orders are completed by schools as needed
- ensuring that all other roles associated with testing are filled
- leading professional development activities associated with testing
- ensuring that Building Coordinators and Test Administrators are aware of training opportunities for students
- making sure they are identified in the EEM with current and accurate contact information

## Preparing for FI Test Administration



State testing requires carefully considered test administration strategies. Schools and districts should ensure that all staff members receive professional development sessions that apply to their specific role within the testing context. Past assessment survey feedback indicates that many test administrators simply read the test administration manual to prepare for testing – this may not be sufficient. The OEAA has made training a major focus in recent years and you will find training resources in Appendix I of this manual, as well as on the MI-Access web page.

Planning and support for staff members who administer tests to students receiving accommodations is especially critical. These staff members need assistance in avoiding irregularities and misadministrations that negatively affect students, schools, and districts.

## Training Documents

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

Recorded Presentation	Description	Where to find it
District and Building Coordinator Recorded Presentation	Recommended viewing for District and Building Coordinators. Recording of a live presentation. Provides an overview of the MI-Access Spring 2019 online administration, a “tour” of the training resources available for MI-Access, and answers to some common questions.	<a href="http://mi.drcredirect.com General Information &gt; Documents &gt; Document Type: Training Presentations and FAQ (Available March 6, 2019).">http://mi.drcredirect.com General Information &gt; Documents &gt; Document Type: Training Presentations and FAQ (Available March 6, 2019).</a> Live presentation is March 6, 2019. Access to the <a href="https://datarecognitioncorpaudio.webex.com/mw3200/mywebex/default">live event</a> ( <a href="https://datarecognitioncorpaudio.webex.com/mw3200/mywebex/default">https://datarecognitioncorpaudio.webex.com/mw3200/mywebex/default</a> )
Spring 2019 MI-Access Administration Presentation	This is a Powerpoint presentation with audio that outlines the overall administration process For MI-Access.	The recording may be found on the <a href="http://www.michigan.gov/mi-access">MI-Access web page</a> ( <a href="http://www.michigan.gov/mi-access">www.michigan.gov/mi-access</a> ).

Recorded Presentation	Description	Where to find it
Technology Coordinator Recorded Presentation	Optional viewing for District and Building Coordinators. Recording of a live presentation. Provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2019 testing.	<a href="http://mi.drccedirect.com">http://mi.drccedirect.com</a> General Information > Documents > Document Type: Training Presentations and FAQ. Available now.

Training Manual and Tools	Description	Where to find it
MI-Access FI Test Administration Manual (TAM)	Manual	Electronic only: <a href="http://www.michigan.gov/mi-access">www.michigan.gov/mi-access</a> > Current Assessment Administration
Student Tutorial for online testing	Video Resource provides students with end-to-end review of how to navigate through the online training features available	<a href="http://mi.drccedirect.com">http://mi.drccedirect.com</a> All Applications > General Information > Test Tutorials
MI-Access Online Tools Training (OTT)	Directions for Test Administrators of Online Tools Trainings (OTTs)	Electronic, only: <a href="http://www.michigan.gov/mi-access">www.michigan.gov/mi-access</a> > Professional Development
Assessment Coordinator Training Guide	Chapter-based training for coordinators on specific assessments tasks	Electronically at MI-Access web page 
Assessment Selection Guidelines Training	Web-based presentation focused on helping IEP teams understand how to make decisions for between general and alternate assessments	Electronically at MI-Access web page in the <a href="#">Professional Development section</a> (link)
Assessment Selection Interactive Decision-Making Tool for IEP Teams	A question-based navigational tool to help IEP teams decide the most appropriate level of assessment for students	Electronically at MI-Access web page in the <a href="#">Professional Development section</a> (link)

**Mini Tutorials**

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

Mini Tutorial	Description	Where to find it	Role
Accessing Documents in eDIRECT	How to access, sort, and filter documents on the eDIRECT test management website	<a href="http://mi.drctedirect.com">http://mi.drctedirect.com</a> General Information >Documents >Document Type: Mini-Modules. Available now	All
Accessing Online Tools Trainings (OTTs)	How to access OTTs - the student practice tests	<a href="http://mi.drctedirect.com">http://mi.drctedirect.com</a> General Information >Documents >Document Type: Mini-Modules. Available now	All
Searching for Students in eDIRECT	How to find students who have been pre-loaded into eDIRECT	<a href="http://mi.drctedirect.com">http://mi.drctedirect.com</a> General Information >Documents >Document Type: Mini-Modules. Available now for District (DC) and Building Coordinators (BC)	DC, BC
Test Sessions - Adding a new test session and printing login tickets	How to add a new test session (in addition to pre-loaded test sessions) and print login tickets	<a href="http://mi.drctedirect.com">http://mi.drctedirect.com</a> General Information >Documents >Document Type: Mini-Modules. Available now	DC, BC
Test Sessions - Editing an existing test session	How to add or remove a student from a test session	<a href="http://mi.drctedirect.com">http://mi.drctedirect.com</a> General Information >Documents >Document Type: Mini-Modules. Available now	DC, BC
Checking Student Test Status	How to check if a student has not started a test, is in progress, or has completed a test	<a href="http://mi.drctedirect.com">http://mi.drctedirect.com</a> General Information >Documents >Document Type: Mini-Modules. Available now	DC, BC

## Supports and Accommodations

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

The Functional Independence assessments allow assessment administrators or the online test engine to read the questions and answer choices aloud to students (with a few exceptions), even though the assessments are written specifically to accommodate the reading levels of the students being tested. This decision was made to ensure that a student's knowledge of the content area was being assessed, as opposed to his or her reading ability.

Despite every effort to ensure that the MI-Access assessments are accessible, it is understood that some students may still need accommodations to participate fully and meaningfully in assessment. The next section outlines the accommodations allowed within the FI testing. Additional information about Universal Tools, Designated Supports, and Accommodations can be found in the Supports and Accommodations Table at the MI-Access web page.

### Assessment Accommodations and Designated Supports Decisions

All IEP team decisions about which accommodations a student needs must:



- reflect what the student routinely uses or how he or she routinely responds during instruction (in other words, it is not appropriate to introduce a new accommodation just for the assessment), and be marked on the student answer document in the appropriate box



- be set in eDIRECT for online testers (both embedded/non-embedded accommodations and supports)

Assessment administrators (and accommodations providers, if used) are responsible for making sure the assessment accommodations are available during the assessment and for tailoring them as needed to the assessment situation.

It is important to remember that student need, and how that need is met, be documented in a student's IEP. The IEP does not need to indicate whether the support is considered a Universal Tool, Designated Support, or Accommodation as defined by the assessment.

### Online Accommodations

MI-Access FI online assessments offer embedded accommodations that are integrated into the online testing system. They are referred to as "online" accommodations in eDIRECT. These accommodations need to be turned on in eDIRECT by the Building Coordinator before the student's test ticket is generated.

If a support or accommodation (either embedded or non-embedded) is listed on the MDE Supports and Accommodations table for MI-Access FI, then the support/accommodation is considered a "standard" accommodation. In addition, there are other non-embedded supports available, but it is not necessary to designate these in eDIRECT, provided you are implementing them according to the Supports and Accommodations tables and guidelines.

There are other universal tools available to students using the online assessment (such as text-to-speech, color chooser, zoom, etc.) that are available in the test engine but do not need to be enabled at the student level in eDIRECT, which is why they do not appear as options to “turn on” in eDIRECT.

These universal tools can be controlled directly by the student or assessment administrator directly in the test engine.

### Turning on Accommodations

For detailed information on turning on embedded accommodations, refer to the **Accommodations - Adding, Editing, Mass-assigning** mini-tutorial. This document can be found here (<http://mi.drctdirect.com> General Information > Documents > Document Type > Mini-Modules).

## Assessment Accommodations and Designated Supports for FI

The FI paper/pencil assessments:

- contain traditional selected response items (with word and/or picture answer choices)
- are administered by only one person
- ELA: Expressing Ideas is the only FI assessment scored using a standardized rubric

The following section describes the supports commonly used on the Functional Independence assessments.

### Audio CDs

The FI assessment booklets are available on audio CDs for use with students whose IEPs indicate that CDs are an appropriate assessment accommodation and who routinely use them during instruction. The audio CDs will come packaged with a companion standard-print assessment booklet and a student answer document. Both the audio CD and the print booklet will have the same form number, which will always end with the number “1” (for example, Form FIM–51 for grade 5 Functional Independence mathematics). Please note that these form numbers may differ from numbers on the other assessment booklets being administered in a school; therefore, assessment administrators **MUST** be sure to print and bubble in the correct form number on the student’s answer document. **Reminder:** there is one CD for Accessing Print and Using Language and Expressing Ideas but two separate answer documents and two separate test booklets.

Instructions on how to use the CDs are included in Appendix A of this manual. Assessment administrators who are administering audio CD versions of the assessments should review the instructions prior to administration.

CDs may be used to administer the assessment to small groups (defined as five or fewer students) if the students (1) mark their own answers in their assessment booklets, and (2) use headsets. Otherwise, CDs may be used only in one-on-one assessment situations.

### Enlarged Print Versions

Enlarged print versions of the FI assessment booklets will be available for students who have a visual impairment, whose IEPs indicate that enlarged print is an appropriate assessment accommodation, and who routinely use it during instruction. All such booklets will:

- be produced by the American Printing House (APH) for the Blind
- follow APH transcription and printing standards
- use approximately 15-point font (For more detailed information on accommodated versions of the assessments, see Appendix A.)

Enlarged Print assessments are ordered on the OEAA Secure Site. Coordinators must select the student(s) for whom the material is intended when placing the order.

All enlarged print versions of the assessments will come packaged with a companion standard print assessment booklet, and a student answer document. (Student responses in the booklet must still be transferred to the regular scannable answer document and sent back for scoring.) The Accessing Print and Using Language enlarged print kits will include listening scripts.

Please note that enlarged print versions of the assessments will always have form numbers that end with the number "1" (for example, Form FIM–71 for grade 7 Functional Independence mathematics). These form numbers may differ from the form numbers on the other assessment booklets being administered in a school; therefore, assessment administrators MUST be sure to print and bubble in the correct form number on the student's answer document. Coordinators must select the student(s) for whom the material is intended when placing the order.

### Braille Versions

Braille versions of the FI assessment booklets will be available for students who have a visual impairment, whose IEPs indicate that braille is an appropriate assessment accommodation, and who routinely use it during instruction. All booklets will:

- be produced by APH
- follow APH transcription and printing standards
- use Unified English Braille (UEB) contracted format
- where needed, use Nemeth numbers
- use a regular answer document; the administrator must transfer the student responses onto the regular answer document
- will come packaged with a student answer document and a companion Assessment Administrator Booklet for Braille (AABB), which includes transcriber notes indicating how the items and/or directions have been adapted for braille (Student responses in the booklet must still be transferred to the regular scannable answer document and sent back for scoring.)

The Accessing Print and Using Language braille kits will include listening scripts. The scripts correspond to the items that appear in the Listening section of the test.

Tables showing "Print to Braille" page correspondences are posted on the [MI–Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access), since the braille assessment booklets are formatted somewhat differently than the Assessment Administrator Booklet for Braille (AABB). Assessment administrators who are administering braille versions of the assessments should review the instructions and tables prior to administration.

Braille versions of the assessments are different from audio CDs and enlarged print versions in two important ways.

- Braille versions of the assessments will always have form numbers that end in "9" (for example, Form FIS–79 for grade 7 Functional Independence science). These form numbers will differ from the form numbers on the other assessment booklets being administered in a school; therefore, assessment administrators must be sure to print and bubble in the correct form number on the student's answer document.
- Braille and Enlarged Print assessments are ordered on the OEAA Secure Site. Coordinators must select the student(s) for whom the material is intended when placing the order.

## Calculators

Students may use calculators on the FI mathematics assessments if they are routinely used in the classroom during instruction. Please note - that no items were written to be calculator-dependent.

## Group vs One-on-One Administration

The FI assessments may be administered in small groups (defined as five or fewer students) if all the students in the group are able to both:

- read the item stems and answer choices themselves
- respond by marking the answer choices in their assessment booklets

In all other instances (for example, when oral responses are given, when a student directs the assessment administrator to mark his or her response, and so forth), the assessments **MUST** be administered one-on-one with the test administrator. Students must have direct control of pacing in a group setting and be able to communicate the need to have items or directions re-read, that they are ready to move on, etc.

## Optional Materials

There may be instances in the mathematics and science assessments where assessment administrators choose to have actual materials/objects on hand, instead of relying on the pictures/graphics in the assessment booklets. Some examples of optional materials include, but are not limited to:

- coins
- bills
- clocks
- base ten blocks
- sand
- musical instruments
- water

The use of optional materials is allowed provided it does not change the nature of the question or elicit a different response. Prior approval for the use of replacement of objects for pictures is not required.

## Readers

Readers may be used to administer the assessment in one-on-one assessment situations or in small groups (defined as five or fewer students) if the students mark their own answers in their assessment booklets. When making decisions about the use of readers, however, keep in mind that the assessments were developed specifically to accommodate the reading levels of the FI student population. Thus, while students may typically be read to in the classroom when working with grade-level materials (i.e., those that are beyond their instructional reading level), they may not need to be read to during the assessment.

It is important to note that there are some assessment items where reading the item stem and/or answer choices aloud would give the answers away. Therefore, a Do Not Read Aloud Table appears in the inside cover of each student assessment booklet, listing the items, or parts of items, that should not be read to the student. (General information on the types of items that should not be read aloud is included in Appendix B of this manual.) NOTE: There are listening items on all ELA: Accessing Print and Using Language assessments that must be read to all students taking the paper/ pencil assessment using the Listening Scripts.

## Recording Student Responses

For the FI assessments:

- Students are directed to choose the best answer to each question and mark the answers in their assessment booklets.
- Oral and directed responses may be provided ONLY in one-on-one assessment situations.

**The assessment administrator is required to transfer the answers to the answer document.**

## Scribes

For the ELA: Expressing Ideas component of the FI assessment, students are directed to write or draw their responses on the student answer document.

- If a student's disability prevents him or her from writing or drawing a response, the student may dictate it. The assessment administrator will need to transcribe the student's response verbatim onto the student answer document and note that the response was "scribed" in the two places indicated on the document.
- If a student with a visual impairment brailles his or her response, the assessment administrator must transcribe it onto the student answer document following the same procedures.
- Scribes may only be used in one-on-one assessment situations where the student is dictating his or her responses. Please refer to the Scribe Protocol section of the "[Supports and Accommodations Document](https://www.michigan.gov/documents/mde/Michigan_Accommodations_Manual.final_480016_7.pdf)" found on the MI-Access web page. ([https://www.michigan.gov/documents/mde/Michigan\\_Accommodations\\_Manual.final\\_480016\\_7.pdf](https://www.michigan.gov/documents/mde/Michigan_Accommodations_Manual.final_480016_7.pdf))
- A scribe may also be listed as a Standard Accommodation on the test ticket for online testers if the administrator helps navigate the student through a test. The scribe may be noted in the test session setup for the student in eDIRECT.

## Time

The FI assessments are NOT timed.

- Assessment administrators may use their professional judgment to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting.
- The time allotted may vary depending on whether the assessment is being administered to a group of students, to an individual, in one session, or in multiple sessions.

For the best and most meaningful results, it is suggested that assessment administrators encourage students to try to complete an entire part or section of a test. However, it is important to note that an entire content area or section is not required to be completed in one sitting or even one day.

## Word Processors

Word processors may be used for the ELA: Expressing Ideas component of the FI assessment by students who cannot write their responses. However, because this part of the assessment considers writing conventions, all spelling, dictionary, thesaurus, and grammatical software must be deactivated. Otherwise, word processing will be considered a nonstandard assessment accommodation. Word-processed responses do NOT need to be transcribed onto the student answer document by the assessment administrator. Instead, each word-processed page may simply be printed and inserted into the student's FI Student Answer Document for ELA: Expressing

Ideas and returned in the Special Handling envelope. Prior to insertion, the assessment administrator must write in the upper right-hand corner of each word-processed page:

- the student's name, birth date, grade, and state Unique Identification Code (UIC); the school and district name/code, the assessment window (Spring 2019), and content area, or
- print and place a student barcode label from the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure)).

Additional Pre-ID labels with this information may be printed from the OEAA Secure Site and affixed to the pages, if desired. **Important:** the word-processed document must be returned with the Student Answer Document in the Special Handling Envelope (Green). Ensure that the envelope is marked appropriately when returning it.

### Nonstandard Accommodation

Any student who receives a nonstandard accommodation will not count as being assessed. A nonstandard accommodation alters what the test is intended to measure. When nonstandard accommodations are given/used, coordinators are required to file an Incident Report in the Secure Site. Refer to the Incident Report section in Appendix H of this manual for further details.

Please note that special requests for accommodations not appearing on the Supports and Accommodations table may be made to MDE. If approved, most of the special requested accommodations are considered "standard."

**Note:** Should you encounter any nonstandard accommodations in testing please file an Incident Report in the secure site.

## Supports and Accommodations Guidance Document

The OEAA has prepared a "Supports and Accommodations Guidance Document" designed to provide the vast majority of all information related to making decisions for any student about appropriate universal tools, designated supports, and accommodations for MI-Access. IEP teams should use this document when discussing which accommodations may be needed for students taking the MI-ACCESS Assessment. The *Supports and Accommodations Guidance Document* is posted on the [MI-Access web page](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

### Accommodations Providers

Accommodations providers may be used to help administer the MI-Access assessments. Accommodations providers are responsible for ensuring that students have access to those accommodations that are both:

- deemed appropriate by their IEP Teams
- routinely used during classroom instruction

Accommodations providers should be familiar with each student's IEP as it relates to assessment, so they can make sure the appropriate accommodations are prepared ahead of time, available during the assessment, and used correctly. Accommodations providers may also assist with such tasks as making sure the student is on the correct page during testing, assisting with a CD player (if applicable), and making sure that CDs are returned with the student's assessment materials. Paraprofessionals, teacher aides, and others may serve as accommodations providers, but only under the direct supervision of the assessment administrator.

### Proctors

Proctors may be used to help administer the MI-Access assessments; however, they typically are needed only when many students are being tested at the same time in the same setting. Paraprofessionals, teacher aides, and others may serve as proctors, but only under the direct supervision of the assessment administrator.

# Assessment Administrator

## Assessment Administrator Role

Assessment administrators are responsible for preparing for test administration activities and administering the MI-Access tests directly to students. They are required to know what is required to successfully administer the assessments. This section is designed to help administrators prepare for both online and paper/pencil testing throughout the entire testing process.

### FI Administrator Quick List - Online

#### BEFORE Mark when complete

- Read this entire section to learn how the assessments are designed and should be administered.
- Verify the required accommodations and supports for each student prior to administration.
- Make sure the test tickets and online roster are available from the coordinator for student testing.
- Complete and return an OEAA Security Compliance form to the coordinator.
- Be sure to have students take the OTTs in eDIRECT to familiarize themselves with the directions, tools, and item types they will be exposed to during testing.
- Work with the coordinator to develop and maintain a testing schedule for students.
- Make sure testing equipment works (e.g., computers, headphones).
- Confirm and verify test engine (INSIGHT) and Central Office Services (COS) or Testing Site Manager (TSM) setup with Technology Coordinator (test that the system is properly installed by accessing OTTs).
- Schedule (or work with the building coordinator to schedule) students for the paper/pencil Expressing Ideas portion of the FI ELA test.
- Make sure to read the Assessment Integrity Guide found on the MI-Access web page.

#### DURING Mark when complete

- Log into the Insight testing platform for students with test tickets, verify student information, and click on test name and part for the student.
- Assist student(s) with test features, such as speed and volume of text-to-speech, color chooser, contrasting, etc.
- Assist students with the technology if needed, such as operating the mouse.

#### AFTER Mark when complete

- Look over the Review page with the student to confirm all items have responses; submit the test when the student is finished, and log out for the student.
- Return all test tickets, rosters, and any scratch paper to the building coordinator for handling.
- Confirm students have taken or are scheduled to take the paper/pencil Expressing Ideas portion of the FI ELA test.
- Complete the online feedback survey posted on the MI-Access web page.

## FI Administrator Quick List – Paper/Pencil

### BEFORE

Mark when complete

- Read this entire section to learn how the assessments are designed and should be administered.
- Complete and return an OEAA Security Compliance form to the coordinator.
- Inventory the materials received.
- Set aside the correct assessment booklets and answer documents for each student being tested.
- Review the assessment booklets and answer documents to prepare for assessment administration.
- Confirm and prepare for any needed accommodations or supports required for the student.
- Schedule the assessments.
- Securely store test materials until ready for use.
- Make sure to read the Assessment Integrity Guide found on the MI-Access web page.

### DURING

Mark when complete

- Administer the assessments as directed (including using the scripts provided).
- Relay questions to the School MI-Access Coordinator as needed.
- Monitor the students' progress through the test and make sure they are marking the booklet with their responses.
- Ensure that professional assessment administration practices are followed.

### AFTER

Mark when complete

- Transfer students' answers from their booklets to their answer documents.
- Complete the other components of the student answer documents.
- Return used and unused materials to the School MI-Access Coordinator.
- Complete the online feedback survey posted on the MI-Access web page.

## Pre-Testing Activities

### Online Tools Training (OTTs)

The INSIGHT OTTs offers online test-takers an opportunity to interact with an online test environment that looks and functions like the MI-Access Functional independence online assessments they will take this spring.

- Once the INSIGHT test engine (blue screen) is installed or updated on your computer, it is recommended that you use the test engine for your students to engage in the OTT. This will allow you to use the OTT within the exact test engine your students will use to take the assessment.



- The OTT contains instructions on how to use the available tools within the test engine, as well as practice with questions of varying types (such as independent questions, passage-based questions, questions involving graphics, questions involving maps, etc.). All questions on the online assessment will be the kind students are used to seeing for MI-Access Functional Independence - that is, multiple choice (question and three answer choices).
- The OTT uses text-to-speech (TTS), so you will be able to hear how this feature of the online testing experience is implemented and allow your students to become familiar with this audio presentation.
- TTS is defaulted to "on" for all students taking the FI assessment; the volume, speed, and visual "follow-along" may all be controlled by the user using the "Options" box.
- Students may turn off the TTS as needed or simply turn down the volume.
- Students may interact with these practice items as much as they wish, or as often as teachers determine is appropriate for the students.
- The OTT sample questions will span all four content areas (ELA, mathematics, science, and social studies) and the same Online Tools Training (or practice items) will be used by all grade levels.
- The purpose of the OTT is for students to become familiar with the functionality of the test environment, to learn how to use the various tools available, and to practice interacting with the system by answering sample test questions.
- Unlike the M-STEP, there will not be any technology enhanced items in Mi-Access, and the ELA constructed response items (Expressing Ideas) must be completed on paper by all students regardless of their mode of testing.

Until your computers are ready to go with the test engine (INSIGHT), the Online Tools Training can be accessed via the [web](https://wbte.drctdirect.com/MI/portals/mi/) (using a Google Chrome browser, go to <https://wbte.drctdirect.com/MI/portals/mi/>).

### Receiving Assessment Materials

The MI-Access contractor ships all assessment materials to the District or School MI-Access Coordinators who are administering paper/pencil assessments. The coordinators are then responsible for distributing materials to schools and to assessment administrators.

1. Assessment administrator receives materials from the Coordinator to prepare for the administration
2. Administrator prepares for administration with the "extra" booklet and other classroom materials as needed
3. Administrator distributes those materials to students and keeps everything (including the "extra") in locked secure storage approved by the coordinator when not in use.

### Completing and Returning Security Compliance Forms

As you begin the testing activities, you must obtain, complete, and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. Next, distribute security compliance forms to others who will assist in the classroom with administering the paper/pencil and online assessments, including accommodations providers and proctors. Make sure the forms are completed and signed prior to distributing any assessment materials. Then, return all the signed forms to the School MI-Access Coordinator BEFORE assessment administration begins.

### Review Assessment Materials

- Thoroughly review the assessment booklets and answer documents to become familiar with the format, questions, administration directions, materials provided by the state, and optional materials (if applicable) provided by the school administrator.
- Obtain the extra assessment administrator booklets that were provided by the MI-Access contractor. (One extra booklet is provided for each assessment the administrator is administering.)
- For each assessment, review the Do Not Read Aloud Table in the front of the booklet; then, mark those items that cannot be read aloud in the assessment administrator copy of the booklet, so they are administered correctly. (General directions on the types of items that should not be read aloud can be found in Appendix B of this manual.)
- Also, using the extra assessment administrator booklet, insert the appropriate page numbers in the assessment administrator scripts provided in this manual. The page numbers vary by content area and grade level.
- Be sure each FI Accessing Print and Using Language test booklet is paired with a listening script for the listening section (script is for the assessment administrator only).
- For each student being tested, obtain the correct assessment booklet and student answer document. In the space provided on the front of the student assessment booklet, fill in the student name (which should correspond with the Pre-ID student barcode label on the student answer document), teacher name, and school name.

- In consultation with the coordinator, schedule the assessment, keeping in mind that most students will need it administered individually, while a few will participate in group administration. (See the General Information section of this manual for more information about group administration of the Functional Independence assessments.)
- Remember, the assessments are NOT timed; therefore, it is up to each assessment administrator to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting.
- It is NOT recommended that students complete all parts and content areas in one sitting.
- For each student being tested, find out whether any assessment accommodations are needed. Keep in mind that an accommodation may be used ONLY if both:
  1. a student's IEP indicates it is appropriate for the student
  2. it is what he or she routinely uses or how he or she routinely responds during instruction. (See the assessment accommodations section of this manual for more information.)
- Determine whether optional materials are needed for the student being tested or if the graphics and words/labels in the assessment booklet are sufficient. If optional materials are needed, make arrangements to obtain them.
- For students using a braille version of the assessment, be sure to have the Assessment Administrator Booklet for Braille (AABB) on hand, as it includes transcriber notes indicating how items/directions have been adapted for braille when necessary. Also, download the tables showing print and braille page correspondences from the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access) and use them to ensure the student is on the correct item on the correct page. (The correspondence tables were developed because the student's assessment booklet is formatted somewhat differently than the AABB.)
- For students using an audio CD version of the assessment, review the "Instructions for Using Audio CDs" section of Appendix A in this manual. Also, go over the instructions with the student immediately prior to assessment administration. In addition, download the track lists for CDs, which are posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

If there are any questions or concerns about the assessments, refer them to the School MI-Access Coordinator. If he or she cannot answer the question(s), it will be referred to the District MI-Access Coordinator for follow-up.

## Testing Activities

### Administration of the FI Online Tests



MI-Access is designed for students whose IEP team have determined this is the appropriate mode of testing.

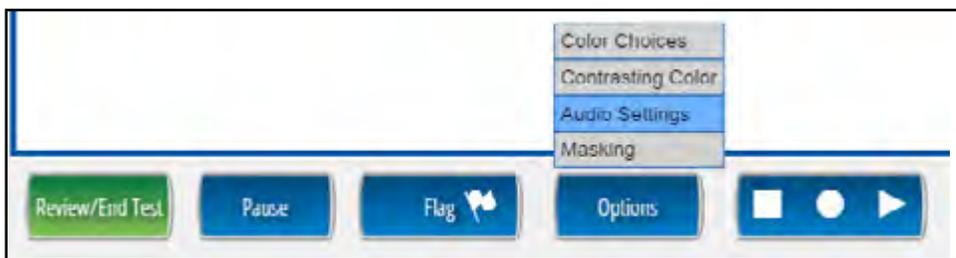
- The online testing environment is a student-facing assessment experience that will require some active participation from the administrator. It is vital that the administrator know the student well and be familiar with MI-Access testing practices.
- Administrators may assist the students with the technology, but not with the test.

Here are some specific instructions to assist in the administration.

- The test administrator must log into INSIGHT (Blue screen) using the test ticket, and the student may begin the test process. Please note that user names and passwords are not case sensitive.

<p align="center"><b>MI-Access Functional Independence - Spring 2019</b>  <b>Test Ticket – G5 Math</b></p> <p align="center">Student Name: Sample A. Student  Date of Birth: mm/dd/yyyy</p> <hr/> <p align="center">Username: <b>ASample1</b>  Password: <b>J1135K2112</b></p> <p align="center"><small>(Note: Username and passwords are not case sensitive.)  Universal Tools – Designated Supports – Accommodations.  Test Session: Sample Session A</small></p>
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- The text-to-speech (TTS) feature is the default setting at start-up and may be turned off using the audio settings from the "Options" tab. Headphones should be used if TTS is the preferred option. **Note:** TTS must be turned on for the two "listening" items that are found at the beginning of Part 2 of the ELA: Accessing Print and Using Language assessment.



- The level of administrator intervention to assist the student is a discretionary decision, based on the administrator's knowledge of the student's unique needs and abilities. Administrators may help students with navigation in the test; however, the administrator must not provide the answer (or hints to the answer) to the student.
- If for any reason the student cannot operate the computer or remain engaged with the items being presented, the assessment administrator may take control of the computer and ask the student to follow along; the administrator will record the student's selections. Administrators may say or do whatever is routinely done during normal instruction to help the student engage in this process.
- The administrator may click on the student's response bubbles online as the student makes each selection if needed.
- The test is designed so that a single part should be able to be completed in one instructional day.
- If the student is unable to engage with the online testing, there is still the possibility that the paper/pencil version of the test could be used. The coordinator will fill out an Incident Report on the Secure Site requesting the online test be marked "Do Not Score". The coordinator will also use the Secure Site to pre-identify the student for paper/pencil testing and to order test materials for the student.
- If a student requires the Color Chooser or Contrasting Text support, these must be turned on by the Test Administrator in INSIGHT, by selecting the Options button once the student has signed in. (See screenshot above.)

- If a student requires the Masking support, it must first be turned on by the Building Coordinator in eDIRECT and must then be turned on by the Assessment Administrator in INSIGHT, by selecting the Options button once the student has reached the first item. Please note that masking must be selected for each item for which it is needed. (See screenshot on previous page).
- If the student is testing on an iPad and the assessment is using an audio accommodation (TTS), you will want to make sure the volume rocker buttons are enabled to adjust headphone volume.
- If a student needs to pause the test for a few minutes, use the blue "Pause" button in the tool bar along the bottom of the screen. Once the Pause button is selected, the test questions are removed from the screen for test security reasons, and the student has up to 20 minutes to return and resume testing before being logged out of the test.
- If a student needs to exit the test to move to another workstation or to resume at a later time or day:
  - select the Pause button
  - select Exit
  - select "Yes, Exit" on the pop-up screen
  - The student test ticket will be needed to log in again.
- To end the test, select "End Test." Administrators should check the review screen for any flags they selected on any items and ensure all questions have been answered. Students will click "Submit" the test. Clicking submit ends the test and returns the users to the INSIGHT sign-in screen.
- Return all test tickets and rosters to the building coordinator for secure destruction.

### Directions and Scripts for Paper/Pencil Administration

#### Before assessment administration:

- Obtain the correct assessment booklet for each student being tested.
- Check to make sure the proper information has been recorded for each student on the front of the booklet in the space provided.
- Assessment administrators should verify/apply the student barcode labels to the answer document.

#### During assessment administration:

- Administer each question in the assessment booklet as directed, ensuring that professional assessment administration practices are followed. (Use the directions and scripts below.)
- With the exception of students' answers must be recorded directly in the assessment booklets, either by the students independently or with assistance from the assessment administrator.
- With the exception of Expressing Ideas, students should not be given or have access to the answer documents.
- Administrators should be aware of student needs when considering the timing of the tests. If breaks are required, the testing may resume at a different time or day.

#### After assessment administration:

- Assessment administrators will transfer answers from the assessment booklet to the student's answer document after administration is complete.

## Directions and Scripts for Administration - ELA: Accessing Print and Using Language (APUL)

The Directions and Scripts for each content area should be read by an assessment administrator with the correct materials to ensure everything flows as expected.

The assessment administration directions for ELA:APUL are divided into five distinct parts. Turn to the section of the assessment that you will be starting on. The scripts below are designed to guide the administration, but the directions must be read to the student from the booklets.

### 1. Vocabulary

All directions printed in bold type should be read aloud to students as directed. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

**SAY: Turn to page 3 in your assessment booklet, Part one - Vocabulary.**

Make sure all students are on page 3 and continue.

**SAY: You are about to take the MI-Access Assessment. You have been given a test booklet.**

**In order for the results to be valid, you must NOT:**

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

**If you do not understand these requirements or have questions, please raise your hand.**

**It is important to do your best on this test so your teacher and school can know how much you have learned this school year.**

**Read each sentence. Choose the BEST answer for each question or choose the word that belongs in the sentence. Mark your answers in your test booklet.**

**You may begin now. Start with question 1 and stop after you have reached the end of this part and wait for further directions.**

If you are reading the assessment aloud to a student, you will need to fill in the bubble on the student's answer document indicating that a reader was used. Also keep in mind that readers may be used **ONLY** in small group (defined as five or fewer students) or one-on-one assessment situations.

## 2. Language

All directions printed in bold type should be read aloud to the students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: **Turn to Part 2, Language in your assessment booklet on page** .

(The assessment administrator will need to fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: **Part 2 of the assessment is called Language. It tells me how well you understand what words to use.**

**Follow along as I read the directions aloud. "Read each question. Choose the BEST answer for each question. Choose the word by marking it in the booklet."**

**Stop after you have reached the end of this part and wait for further directions.**

## 3. Research and Inquiry

All directions printed in bold type should be read aloud to the students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: **Turn to Part 3 in your assessment booklet on page** .

(The assessment administrator will need to fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: **Part 3 of the assessment is called Research/Inquiry. It tells me how well you understand and use printed information.**

**Follow along as I read the directions aloud. "Read each question. Choose the BEST answer for each question. Turn to the next page of your assessment booklet. You may begin with the first question now."**

**Stop after you have reached the end of this part and wait for further directions.**

## 4. Listening

All directions printed in bold type should be read aloud to the students as directed. You will need to have the listening scripts on hand to read to the student(s) for each item in this part.

SAY: **Turn to Part 4 in your assessment booklet on page** .

(The assessment administrator will need to find the page number prior to administration.)

Make sure students are looking at the correct part. Also, be prepared to read each of the Listening items for the student(s).

**SAY: Part 4 of the assessment is called Listening. It tells me how well you understand and respond to details read to you.**

**The next section contains questions that require listening only. There will be no text to read. Listen to the passage or information and answer the question that follows.**

**Choose the BEST answer for each question.**

**Stop after you have reached the end of this part and wait for further directions.**

The assessment administrator will now read the item from the provided listening script for the student and provide time for the student to respond. There are two listening items and the same process should be followed for each of them.

### **5. Understanding Text**

All directions printed in bold type should be read aloud to the students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

**SAY: Turn to Part 5 in your assessment booklet on page .**

(The assessment administrator will need to fill in the page number prior to administration.)

Make sure students are looking at the correct page.

**SAY: Part 5 of the assessment is called Understanding Text. It tells me how well you understand what you have read or heard. Follow along as I read the directions aloud.**

**"Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question.**

**Turn to the next page of your assessment booklet. There are three passages in this part of the assessment. Each passage is followed by some questions to answer. You may begin with the first passage now."**

**Stop after you have reached the end of this part and wait for further directions.**

## Directions and Scripts for Administration - ELA: Expressing Ideas

Students will be asked to respond to two different prompts contained in questions 1 and 2 of each ELA: Expressing Ideas assessment booklet. Students may respond by writing, drawing, or using a combination of the two response modes to express their ideas. Students may also dictate their responses if their disability prevents them from writing or drawing them (see the Scribing Protocol for guidance). The scoring rubric in Appendix F of this manual provides additional details on how students may respond to the prompts.

The assessment administrator and the student should work together to determine which mode the student will use to respond to each of the prompts. (Students do NOT have to use the same response mode for both prompts.) Please note that the student is permitted to use one mode or a combination of modes as appropriate.

There are two places on the student answer document where students can complete their responses to each prompt. Option 1 contains lines, and therefore is probably best suited for written or transcribed responses. Option 2 contains a blank space, which is probably best suited for visual representations (or drawings). The assessment administrator will need to direct each student to record his or her response in the most appropriate place given the student's chosen response mode. If a student needs more space than is available, he or she may use the adjacent page of the student answer document. Please note that ALL responses—written, drawn, or dictated/transcribed—MUST be completed using a Number 2 pencil.

Following is some important information regarding each of the different response modes.

- If a student **writes** his or her response, the assessment administrator may NOT transcribe and/or translate what the student has written. Scorers are trained to read all types of student handwriting.
- If a student **visually represents** (or draws) a response, he or she may enhance the drawing with labels (one or more words or sentences) or provide a brief oral explanation of the drawing for the assessment administrator to transcribe onto the student's answer document. See the scoring rubric in Appendix F of this manual for more information.
- If the student **dictates** or uses **braille** for his or her response, the assessment administrator must transcribe the response verbatim onto the student answer document using Option 1. Then, the administrator must indicate that the response was transcribed by initialing the space at the bottom of the student's answer document where indicated and by filling in the appropriate accommodation section.
- If the student **word processes** his or her response, the assessment administrator should (1) label each word-processed page as described the accommodations section of this manual, (2) fill in the appropriate bubble in accommodation section of the student's answer document, and (3) insert the word-processed response into the student's answer document.

To begin this assessment, distribute the students' assessment booklets and answer documents to the student. The assessment administrator will need to keep a copy of the appropriate assessment booklet AND the corresponding student answer document on hand to refer to while giving directions.

The directions printed in bold type should be read aloud to the student as directed.

**SAY: Turn to page 3 in your assessment booklet.**

Make sure students are looking at the correct page.

**SAY:** ELA; Expressing Ideas You are about to take the MI-Access Assessment. You have been given a test booklet and an answer document.

In order for the results to be valid, you must NOT:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

If you do not understand these requirements or have questions, please raise your hand.

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Read the prompt. You may use the test booklet as a scratch paper, but be sure to record your response directly on the answer document.

Then, use the checklist to review and proofread your response.

Now turn to the next page of your assessment booklet. Listen and follow along as I read the prompt for question 1.

Read the prompt aloud from the booklet.

**SAY:** You will complete your response to the prompt on the student answer document that I gave you. I will show you where you should put your response. You may write or draw your answer here.

Refer the students to their answer documents and direct them to the page where they should complete their response, either Option 1 or Option 2, for question 1, depending on the response mode chosen. Make sure they have a Number 2 pencil to record their responses.

**SAY:** When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written, drawn, or said.

Review this checklist with the students and encourage them to use it.

**SAY: DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- Did I answer each part of the prompt?
- Did I support my ideas with details?
- Did I organize my ideas and details clearly?
- Did I review my response one more time to make sure it is just the way I want it?
- Did I put my response on the student answer document?

**SAY: Now, complete your response to the prompt in question 1. Raise your hand when you are finished.**

The assessment administrator may reread the prompt if necessary. He or she also will need to determine when students are ready to continue with the prompt in question 2. If the assessment administrator decides to continue with question 2 at a later time, he or she **MUST** collect the student answer documents and store them in a **SECURE** locked location. If continuing with question 2, the assessment administrator will go on with the following directions.

**SAY: Now, turn to page 6 in your assessment booklet.**

Make sure students are looking at the correct page.

**SAY: Now, listen and follow along as I read the prompt for question 2.**

Make sure students are looking at the correct page. Then, read the prompt aloud from the booklet.

**SAY: As before, you will complete your response to the prompt on your student answer document. I will show you where to put your response to question 2.**

Direct students to the page on their answer documents where they should complete response, either Option 1 or Option 2, for question 2, depending on the response mode chosen. Make sure students have a Number 2 pencil to record their responses.

**SAY: When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written (drawn or said).**

Review this checklist with the students and encourage them to use it.

**SAY: DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- Did I answer each part of the prompt?
- Did I support my ideas with details?
- Did I organize my ideas and details clearly?
- Did I review my response one more time to make sure it is just the way I want it?
- Did I put my response on the student answer document?

**SAY: Now, complete your response to the prompt in question 2. Raise your hand when you are finished. You may write or draw your answer here.**

The assessment administrator may reread the prompt if necessary. When all the students are finished, collect the student booklets and answer documents and store them in a **SECURE** locked location. Note: If a student uses additional pages for a response, affix a student label to the pages.

## Directions and Scripts for Administration - Mathematics

Directions that are printed in bold type should be read aloud to students as directed. You will need to have the extra booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

**SAY: Turn to page 3 in your assessment booklet.**

Make sure the student is on page 3 and continue.

**SAY: You are about to take the MI-Access Assessment. You have been given a test booklet.**

**In order for the results to be valid, you must NOT:**

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

**If you do not understand these requirements or have questions, please raise your hand.**

**It is important to do your best on this test so your teacher and school can know how much you have learned this school year.**

**Read each question. Choose the BEST answer for each question.**

**You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.**

These directions will need to be altered if you are not administering the entire assessment in one sitting.

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble on the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used ONLY in small group (defined as five or fewer students) or one-on-one assessment situations, and that some item stems, answer choices, and/or keys must NOT be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those items, or parts of items, that cannot be read.

## Directions and Scripts for Administration - Science

Directions that are printed below in bold type should be read aloud to students as directed. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

**SAY: Turn to page 3 in your assessment booklet.**

Make sure all students are on page 3 and continue.

**SAY: You are about to take the MI-Access Assessment. You have been given a test booklet.**

**In order for the results to be valid, you must NOT:**

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

**If you do not understand these requirements or have questions, please raise your hand.**

**It is important to do your best on this test so your teacher and school can know how much you have learned this school year.**

**Read each question. Choose the BEST answer for each question.**

**You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.**

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble on the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used **ONLY** in small group (defined as five or fewer students) or one-on-one assessment situations, and that some answer choices (those with graphics and no accompanying labels) must **NOT** be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

## Directions and Scripts for Administration - Social Studies

Directions that are printed below in bold type should be read aloud to students as directed. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

**SAY: Turn to page 3 in your assessment booklet.**

Make sure all students are on page 3 then read this security statement to them:

**SAY: You are about to take the MI-Access Assessment. You have been given a test booklet.**

**In order for the results to be valid, you must NOT:**

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

**If you do not understand these requirements or have questions, please raise your hand.**

**It is important to do your best on this test so your teacher and school can know how much you have learned this school year.**

**Read each question. Choose the BEST answer for each question.**

**Mark your answers in your test booklet. You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.**

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used **ONLY** in small group (defined as five or fewer students) or one-on-one assessment situations, and that some answer choices (those with graphics and no accompanying labels) must **NOT** be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

When the student has completed part 1 you may proceed to part 2 below.

**SAY: Turn to page \_\_\_\_\_ in your assessment booklet.**

(For grade 5, the page number is 21; for grade 8 it is page 21; for grade 11 it is page 23.)

Make sure students are looking at the correct page.

**SAY: Part 2 uses a passage or a story to remind you about what we have learned in social studies. You will be asked social studies questions that go with the story or time period.**

**Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question.**

**Turn to the next page of your assessment booklet. There are five passages in this part of the assessment. Each passage is followed by four questions to answer.**

**You may continue now with the passages until you have completed all the questions.**

If you are reading the assessment aloud to a student, begin reading the passages and questions now. The passages, questions, and answer choices may be read (by the student and/or the assessment administrator) as many times as necessary. However, each time a passage or question is read aloud by the assessment administrator, he or she MUST read it from beginning to end, unless the student requests to have a specific sentence, paragraph, or word re-read. Be sure to fill in the bubble in Section 4 of the student's answer document indicating that a reader was used. Keep in mind that readers may ONLY be used in small group (defined as five or fewer students) or one-on-one assessment situations.

If you want students to stop between each passage (as they are directed to in the student assessment booklet) or if you are not administering all five passages in one sitting, tell your students when you would like them to stop and start. Otherwise, direct them to continue reading the passages and answering the questions until they have answered all the questions. Please note that if all the passages are not administered in one sitting, you must reread the part 2 directions (above) each time you begin.

## Post-Testing Activities

### Completing the online test session

When testing is complete, the test administrator must be fully engaged with the process of assisting the student.

- Make sure the students have completed the test by checking the review screen. If a question has not been answered, you may ask if the students if they have finished or if they need to provide answers for any that are missing.
- If the student is finished, the administrator must submit the test for the student. In some cases, the administrator may discover the student has preemptively submitted the test. This is not uncommon, but we do recommend assisting student through the final stages of submitting the test.
- Collect any scratch paper and test tickets or rosters and destroy them as soon as possible.

### Completing the Student Answer Document

When the student has completed the test and marked their responses in the booklet, it is the responsibility of the assessment administrator to transfer those responses to the Answer Document and:

- obtain the student’s answer document for the matching assessment (sample image below)
- make sure the student label is affixed and that it matches the student information
- complete all sections of the front page and reverse side, using a Number 2 pencil
- complete the form number section by writing in the form number and selecting the matching bubble
- use the Assessment Booklet to transfer the student’s responses directly onto the answer document on the reverse side
- review the completed Answer Document to make sure everything has been recorded accurately and there are no duplicate or stray markings

**Student Answer Document**  
**MI Access**  
**SPFBING 2019**  
**Functional Independence**  
**Accessing Print and**  
**Using Language**  
**Grades 3-8 & 11**

Please student provide accurate label name. If missing, there may be a \$10 fee for processing.

**MARKING INSTRUCTIONS**  
 Marked with a #2 pencil  
 BUBBLES  
 BUBBLES  
 BUBBLES

**YOU MUST USE A NO. 2 PENCIL TO COMPLETE ALL SECTIONS**

**1. Print Student, Teacher, School, and District Information**

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
 School: \_\_\_\_\_ District: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

**2. Birth Date**

Month	Day	Year
Jan	01-31	00-99
Feb	01-28	00-99
Mar	01-31	00-99
Apr	01-30	00-99
May	01-31	00-99
Jun	01-30	00-99
Jul	01-31	00-99
Aug	01-31	00-99
Sep	01-30	00-99
Oct	01-31	00-99
Nov	01-30	00-99
Dec	01-31	00-99

**3. Research Codes**

**4. Assessment Accommodations**

**5. Notes**

**6. Form Number**

Write the form number in the box and select the corresponding bubble below.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
1. 100-0000	1. 100-0000	1. 100-0000	1. 100-0000	1. 100-0000	1. 100-0000	1. 100-0000
2. 100-0000	2. 100-0000	2. 100-0000	2. 100-0000	2. 100-0000	2. 100-0000	2. 100-0000
3. 100-0000	3. 100-0000	3. 100-0000	3. 100-0000	3. 100-0000	3. 100-0000	3. 100-0000
4. 100-0000	4. 100-0000	4. 100-0000	4. 100-0000	4. 100-0000	4. 100-0000	4. 100-0000
5. 100-0000	5. 100-0000	5. 100-0000	5. 100-0000	5. 100-0000	5. 100-0000	5. 100-0000
6. 100-0000	6. 100-0000	6. 100-0000	6. 100-0000	6. 100-0000	6. 100-0000	6. 100-0000
7. 100-0000	7. 100-0000	7. 100-0000	7. 100-0000	7. 100-0000	7. 100-0000	7. 100-0000
8. 100-0000	8. 100-0000	8. 100-0000	8. 100-0000	8. 100-0000	8. 100-0000	8. 100-0000
9. 100-0000	9. 100-0000	9. 100-0000	9. 100-0000	9. 100-0000	9. 100-0000	9. 100-0000
0. 100-0000	0. 100-0000	0. 100-0000	0. 100-0000	0. 100-0000	0. 100-0000	0. 100-0000

**COVER**

**Student Answer Document**  
**YOU MUST USE A NO. 2 PENCIL TO COMPLETE ALL SECTIONS**

**1. Part 1 - Vocabulary**

1. 00-00	1. 00-00
2. 00-00	2. 00-00
3. 00-00	3. 00-00
4. 00-00	4. 00-00
5. 00-00	5. 00-00

**2. Part 2 - Language**

10. 00-00	10. 00-00
11. 00-00	11. 00-00
12. 00-00	12. 00-00
13. 00-00	13. 00-00
14. 00-00	14. 00-00

**3. Part 3 - Reasoning/Strategy**

15. 00-00	15. 00-00
16. 00-00	16. 00-00
17. 00-00	17. 00-00
18. 00-00	18. 00-00
19. 00-00	19. 00-00

**4. Part 4 - Listening**

20. 00-00	20. 00-00
21. 00-00	21. 00-00
22. 00-00	22. 00-00
23. 00-00	23. 00-00
24. 00-00	24. 00-00

**5. Part 5 - Understanding Test**

25. 00-00	25. 00-00	25. 00-00
26. 00-00	26. 00-00	26. 00-00
27. 00-00	27. 00-00	27. 00-00
28. 00-00	28. 00-00	28. 00-00
29. 00-00	29. 00-00	29. 00-00
30. 00-00	30. 00-00	30. 00-00
31. 00-00	31. 00-00	31. 00-00
32. 00-00	32. 00-00	32. 00-00
33. 00-00	33. 00-00	33. 00-00
34. 00-00	34. 00-00	34. 00-00
35. 00-00	35. 00-00	35. 00-00
36. 00-00	36. 00-00	36. 00-00
37. 00-00	37. 00-00	37. 00-00
38. 00-00	38. 00-00	38. 00-00
39. 00-00	39. 00-00	39. 00-00
40. 00-00	40. 00-00	40. 00-00
41. 00-00	41. 00-00	41. 00-00
42. 00-00	42. 00-00	42. 00-00
43. 00-00	43. 00-00	43. 00-00
44. 00-00	44. 00-00	44. 00-00
45. 00-00	45. 00-00	45. 00-00
46. 00-00	46. 00-00	46. 00-00
47. 00-00	47. 00-00	47. 00-00
48. 00-00	48. 00-00	48. 00-00
49. 00-00	49. 00-00	49. 00-00
50. 00-00	50. 00-00	50. 00-00

**DO NOT WRITE IN THIS AREA**

**MICHIGAN**  
**Education**

The “Notes” section on each answer document has a few reminders to administrators.

- **Homeschooled (NOT Homebound):** a student who is tested but, because he or she is homeschooled, should not be included in the district’s reports. Homeschooled students are not required to take MI-Access assessments; however, that does not preclude them from taking the test. The homeschool designation must be set in Michigan Student Data System or the Secure Site. There will be no bubble for the homeschooled designation on the Answer Document.
- **Nonstandard Accommodation:** If a nonstandard accommodation was used during testing, notify the coordinator to file an Incident Report in the Secure Site (see Appendix H for instructions for Incident Report submission). Keep in mind a “Nonstandard Accommodation” will invalidate the test for that student. See the Accommodations section of this manual for further details for nonstandard accommodations. There will be no bubble for Nonstandard Accommodation designation on the Answer Document.
- **Prohibited Behavior** is closely associated with test security, since it involves a student who among other things:
  - talks to or helps another student
  - looks at or copies another student’s answers
  - asks for or accepts any help from another student
  - uses a cell phone or any other electronic device, including an eBook
  - takes pictures or makes copies of any test materials
  - causes a disturbance
  - removes test booklet from the room
  - discusses any part of the test with anyone, posts or chats about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

If an assessment administrator observes a paper/pencil or online tester who appears to be engaged in one or more of these behaviors, the student(s) should be allowed to finish the assessment. The administrator needs to contact the district assessment coordinator to file an Incident Report in the Secure Site. There will be no bubble for Prohibited Behavior designation on the answer document.

### Returning Materials to the School MI-Access Coordinator



Return all secure material, including Answer Documents, test booklets, Scripts for listening items, and accommodated materials (Braille, Enlarged Print, CDs), to the school coordinator after testing.

- Check that all Answer Documents have the correct student barcode label and that the front covers have been filled out completely.
- Transcribe responses onto the regular Answer Document when appropriate for students with accommodations. Note: responses marked in the test booklet will not be scored.
- Extra Answer Documents that are blank and unused must be returned to the building coordinator for destruction.

### **Completing Administrator Feedback Survey**

Every year, the OEAA gathers input after the assessment cycles have been completed. With this feedback, we can make adjustments and decisions to help build efficiencies into all areas of assessments. Please take the time to complete Administrator Feedback Survey, which is found on the MI-Access web page, as soon as possible after the administration.

### **FI Assessment Administration Process Flowchart**

A flowchart has been developed for the administration process. It is designed as a quick reference tool to help administrators view the entire FI administration process from beginning to end, highlighting the uniqueness of the paper/pencil and the online features for FI. You will find the flowchart listed on the web page and in Appendix D of this manual.

# Building/School Coordinators

## Introduction

Each school building involved with administering MI-Access must designate a School MI-Access Coordinator. Staff members new to this role should consult the MI-Access web page for the Assessment Coordinator Training Guide and other materials for a successful administration. The resources will be helpful to those starting the new role and as a refresher for experienced staff.

Building/School MI-Access Coordinators are responsible for:

- acting as the contact person between the school and the District MI-Access Coordinator
- participating in professional development sessions organized by the District MI-Access Coordinator, to train School MI-Access Coordinators and assessment administrators how to administer the MI-Access assessments
- watching the state’s training videos located on the MI-Access website, which provide important information from the OEAA staff about the assessment administration process
- making sure that all assessment materials received from the vendor or the District MI-Access Coordinator are disseminated to appropriate school staff and returned as directed
- ensuring that secure testing materials—such as booklets, listening scripts, test tickets, and rosters— are kept in a secure location until the test session is scheduled to begin
- making sure that assessment administrators have been provided the [Assessment Integrity Guide](#) (posted at [www.mi.gov/mi-access](http://www.mi.gov/mi-access))
- all OEAA Assessment Security Compliance Forms must be kept on file for three years at the building or district
- making sure online students are loaded to eDIRECT properly and with the correct accommodations and supports assigned as needed and test tickets are produced prior to administration

The MI-Access contractor ships all assessment materials to the District or School Coordinator based on the district’s preference as recorded in the Secure Site. Coordinators are then responsible for distributing the materials to School Coordinators, and/or to assessment administrators.

The following information will assist School Coordinators with what to do before, during, and after the assessments are administered.

## Coordinator Checklist for Online Testing

Mark when complete

- Watch the District/Building Coordinator Online WebEx (presented live March 6, 2019 – the recording will be posted on eDIRECT under General Information >Documents >Document type: Training Presentations & FAQs and [www.michigan.gov/baa](http://www.michigan.gov/baa)).

---

- Create a testing schedule for all students for both online and paper/pencil.  
**NOTE:** These schedules must be retained by the school/district for 3 years.

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- Read this MI-Access FI Test Administration Manual Spring 2019 (MI-Access web page and eDIRECT documents).

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- Provide assessment administration training for all staff involved in student testing.

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- Read through the Assessment Integrity Guide found on the MI-Access web page.

---

- Ensure all Test Administrators have access to and have read the appropriate portions of the MI-Access Test Administration manuals (posted to MI-Access web page).

---

- Sign the Security Compliance Form and ensure that the testing staff have completed the form as well.

---

- Coordinate and verify the test engine (INSIGHT) and Central Office Services (COS) or Testing Site Manager (TSM) setup with the Technology Coordinator (test that the system is properly installed by accessing OTTs).

---

- Ensure Coordinators who do not have a Secure Site user ID and password (which are required to enter the site) have contacted their District Administrator (as assigned by the District Superintendent), who has responsibility for maintaining the site at the district level.

---

- Coordinate student use of Online Tools Training (OTT) and viewing of the MI-Access Tutorial.

---

- Manage the Student Roster on eDIRECT; update incorrect/missing information in the OEAA Secure Site.

---

- Schedule the Test Sessions and Create or Edit Test Sessions in eDIRECT, if necessary.

---

- Assign appropriate FI accommodations to students who need them (complete before generating login tickets).

---

- Print/sort/distribute student test login tickets to assessment administrators (daily).

---

- Monitor testing and support assessment administrators during test window (daily).

---

- Post-testing housekeeping: collect/destroy all login tickets and reference documents; verify student statuses show “completed” for each student (eDIRECT: Test Setup Student Status).

# Coordinator Checklist for Paper/Pencil

## BEFORE

Mark when complete

- Read the Test Administration Manual and the Assessment Integrity Guide found on the MI-Access web page prior to the assessment cycle, as these contain specific information and directions for individuals based on their assessment responsibilities.
- Complete an OEAA Assessment Security Compliance Form.
- Inventory the materials received and make sure listening scripts are included with the ELA paper materials.
- Provide training for all testing staff and administrators.
- Prepare materials for distribution to assessment administrators.
- Develop a testing schedule and arrange testing location logistics. Keep in mind that most students will not complete any given test in one sitting.
- Establish an internal school materials return date.
- Distribute materials to assessment administrators.
- Collect the completed and signed security compliance forms from all assessment administrators, accommodations providers, and proctors (building or district must keep these on file for three years).
- Store materials in a secure and locked location prior to testing.

## DURING

Mark when complete

- Be available to answer questions.
- Relay questions to the MI-Access District Coordinator as needed.
- Collect and provide information to the DC regarding testing irregularities.
- Periodically monitor the assessments.
- Ensure that professional assessment administration practices are followed.

## AFTER

Mark when complete

- Collect all used student Answer Documents and accommodated materials.
- Collect/destroy all scrap paper; coordinate the return of all paper/pencil materials from administrators.
- Collect test booklets and listening scripts; all secure material needs to be returned.
- Review the returned assessment materials and ensure no secure materials are missing.
- Complete the Special Handling Envelope, if needed.
- Prepare and return materials to the scoring vendor or MI-Access District Coordinator.
- Securely destroy unused Answer Documents and security compliance forms — do not return them.
- Complete the online survey.

## Online Testing Software and Testing Devices

**eDIRECT** (<http://mi.drccedirect.com>) is DRC's custom-built web application that allows Michigan users to:

- access training materials
- download testing software
- manage online test sessions
- assign and manage online testing accommodations
- monitor testing progress

Each user will receive his or her own login information and password, with specific permissions based on their role as entered in the OEAA Secure Site. eDIRECT is used in connection with DRC's online test engine, INSIGHT.

### INSIGHT and Central Office Services (COS)/Testing Site Manager (TSM)

The INSIGHT Online Learning System, provided by Data Recognition Corporation (DRC), is software that provides a secure online testing environment. The INSIGHT Online Learning System consists of client software available from eDIRECT to be installed on each testing device. In addition, a local caching system that securely stores test content (Central Office Services [COS] or a testing site manager [TSM]) is installed on a single machine or server for the school or district or, in some cases, the Intermediate School District (ISD). The COS/TSM helps manage network traffic, connectivity, and bandwidth issues, reducing network load and disconnects during testing. A COS or TSM is required for the audio components to function properly and ensures a smooth testing environment.

### Supported Testing Devices

Students may test using the following devices:

- Windows-based desktop or laptop
- Mac-based desktop or laptop
- iPad
- Chromebooks

All devices used for testing must have INSIGHT installed and must be configured to work with a COS/TSM. For more detailed information about supported devices and versions, refer to the Technology User Guide in eDIRECT.

### Testing Devices Not Supported

DRC no longer lists specific supported devices. DRC will support devices (including touchscreen devices) that meet the minimum system requirements.

Refer to the Technology User Guide or the Supported System Requirements document for more detailed information about the devices and features that are NOT supported. Both documents are available on eDIRECT.

## Pre-Testing Activities

Building Coordinators play a significant role in preparing for testing for their school. In coordination with assessment administrators and the District Coordinator, the Building Coordinators take the lead in preparing themselves and their staff for the administration each year. The following sections are designed to provide practical information to assist you and your staff in preparing for the MI-Access assessments.

# Getting Started with Online Test Setup

## Pre-ID Process:

Participation in the MI-Access Functional Independence (FI) assessments is based on a student's Individual Education Plan (IEP). Therefore, OEAA cannot systematically pre-identify students taking the MI-Access assessments. District/Schools should take the following actions directly on the OEAA Secure Site to pre-identify students:

- unassign students from M-STEP (or PSAT or SAT)
- assign students to correct MI-Access assessment and content and flag for online testing
- assign incoming students
- unassign exiting students
- place students in test sessions in the Secure Site by deadline or in eDIRECT after deadline
- review pre-ID report prior to start of testing window (Students cannot be pre-identified for more than one content area.)
- in eDIRECT, remove students from online M-STEP sessions or ensure they have been removed.
- remove students from FI online sessions if they are going test paper/pencil

## Ordering Expressing Ideas (EI):

The EI assessment is the only MI-Access assessment that is administered entirely in paper/pencil mode. Initial orders are assembled based on the number of students pre-identified to MI-Access FI: ELA testing in the Secure Site. If more EI testing material is needed, you may submit an order during the additional material ordering window in the Secure Site.

## Loading Students (eDIRECT)

Students cannot be loaded directly into eDIRECT. To add students, follow the above procedure to pre-identify students in the Secure Site. Once students are identified in the Secure Site, it may take up to one business day for them to be loaded into eDIRECT.

## Assigning/Editing Sessions

Students taking MI-Access FI online will need to be assigned to an online session using the Online Sessions page on the Secure Site. If students are not put into an online testing session on the Secure Site by the posted deadline, they can be put into online testing sessions in eDIRECT.

## Creating FI Test Sessions

Building Coordinators carry the primary responsibility of assigning Functional Independence (FI) students to test sessions; however, District Coordinators may provide backup.

**Prior to February 26, 2019 - 5:00 P.M.:** Students will need to be assigned to sessions in the Secure Site. Instructions for assigning students to an online session can be found at [www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining), by clicking on "Online Sessions."

**After February 26, 2019 - 5:00 P.M.:** Pre-identified students will be pulled into their session groups from the Secure Site and entered in eDIRECT. Beginning on March 8, 2019, schools will need to place new students into a session in eDIRECT and not on the Secure Site. Pre-identified students will continue to be pulled three times a day throughout the testing window.

Detailed directions on how to create and edit a test session in eDIRECT, including assigning embedded accommodations, can be found on the [eDIRECT website](https://mi.drctdirect.com) (no login required), at <https://mi.drctdirect.com> > General Information > Documents, Document Type "Mini-modules."

### Printing Test Tickets

Test tickets can only be printed for students who are entered in an online session in eDIRECT. Each test ticket has a unique password. Before printing the test tickets, it is important to have a discussion regarding the assigned accommodations and supports, so that they may be entered in eDIRECT and appear on the roster and test tickets.

FI students who are testing online will need a different test ticket for each part of each assessment. Each online assessment has two parts. Students must take both parts.

Detailed directions on how to print test tickets in eDIRECT can be found on the [eDIRECT website](https://mi.drctdirect.com) (no login required), at <https://mi.drctdirect.com> > General Information > Documents, Document Type "Mini-modules."

It is important to remember that the test tickets and online roster are considered secure materials and must be kept in a secure location until needed. All test tickets must be returned to the Building Coordinator for destruction after testing.

Online Test Tickets by Grade, Test, and Content Area				
Subject	ELA: Accessing Print and Using Language*	Math	Science	Social Studies
Grades	3-8, 11	3-8, 11	4, 7, 11	5, 8, 11
Part 1	1	1	1	1
Part 2	1	1	1	1

\* ELA: Expressing Ideas is not administered online.

### Test Lock and Unlock

In some cases, the student may advance through the test and prematurely click "End Test." If this happens, the test will become locked and it cannot be accessed. This may result in the test being submitted with missing responses. If the student has completed five or fewer questions, you may call the help desk 1-877-560-8378 (option 2) to have the test unlocked. If the student has completed more than five questions, you must submit an Incident Report on the Secure Site to have the test unlocked. Once the test is unlocked, you may resume testing.

You may help students avoid locking their tests by reminding them not to click ahead. If they do click the "Begin Test" button early, they should select the "Pause" button and wait for your directions.

### Managing Student Login Tickets

For detailed information on printing login tickets, refer to the **Test Sessions - Adding, Editing, Printing Login tickets** mini-tutorial. This [document](#) can be found at (<http://mi.drctdirect.com>) General Information > Documents > Document Type: Mini-Modules.

Test tickets and rosters are considered secure materials. Once printed, they should be kept in a secure location until the 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. After a testing session is complete, the Test Administrator should return all test tickets to the Building Coordinator for destruction or secure storage (in the case of a student not completing a test, see the next page).

If a student takes a break from testing and the break exceeds 20 minutes, the test ticket will be required to resume testing. The administrator may log back in using the same test ticket in order to resume. If you have any difficulty logging in, you may call OEAA call center at 877-560-8378, Option 2.

## Getting Started with Paper/Pencil

### Pre-Identification Process:

For paper/pencil testing, the District/Schools should do the following Pre-ID actions directly on the Secure Site:

- review the Pre-ID Student Report to ensure all students are pre-identified for FI testing
- unassign students who have exited the school from the MI-Access testing
- assign new students from the M-STEP to the MI-Access FI assessment and select the mode of testing
- Students can be added and removed from a test session in eDIRECT, but they cannot be removed from eDIRECT.

### Ordering Test Materials

Be sure to work with your District Coordinator to make sure all the appropriate materials are available for the paper/pencil administration. Reminder: The EI assessment is the only MI-Access assessment that is administered entirely in paper/pencil mode. Therefore, it is important to inventory the EI materials to make sure the count is correct. Additional materials may be ordered in the Secure Site if there is a shortage.

### Receiving Assessment Materials

Assessment materials may arrive from the District MI-Access Coordinator or be shipped directly to the school in one delivery. The shipment will include:

- school packing list (packing and security list - should be used to inventory materials)
- return kits, for returning test materials to the contractor after testing
- standard print student assessment booklets (all assessments and content areas as ordered by the Coordinator)
- Listening Scripts for FI ELA: Accessing Print and Using Language (APUL), which are designed to be read aloud to students during the assessment
- audio CDs of the FI assessment booklets (if ordered) with companion standard print assessment booklets and student Answer Documents  
NOTE: the APUL and EI items are on the same CD
- Braille versions of the FI assessment booklets (if ordered), with companion Assessment Administrator Booklets for braille and student Answer Documents
- enlarged print versions of the Functional Independence assessment booklets (if ordered), with companion standard print assessment booklets and student Answer Documents  
NOTE: Braille and Enlarged Print kits for FI ELA Accessing Print and Using Language will include listening scripts

- student Answer Documents (all assessments and content areas as ordered by the Coordinator plus some overage for Functional Independence)
- Pre-Identification barcode labels (to affix to Answer Documents for students pre-identified by the designated deadline in the OEAA Secure Site, if applicable)
- locally printed Pre-ID student barcode labels (to affix to student Answer Documents for students who were not pre-identified by the designated deadline, if applicable; your shipment will provide some blank Avery labels to print student labels from the Secure Site)
- OEAA Assessment Security Compliance Forms (one for the School MI-Access Coordinator to complete and sign, and multiple copies to distribute to assessment administrators, accommodations providers, proctors, and any other staff involved in any aspect of testing)

### Inventorying Materials

To inventory the school's materials, obtain the packing list and security list included in the shipment. If any materials are missing or if additional materials are needed, contact the MI-Access District Coordinator immediately. The Coordinator will work through established channels to obtain the needed materials from the MI-Access contractor.

### Affixing Pre-ID Student Barcode Labels

Affix all Pre-ID student barcode labels (those provided by the MI-Access contractor as well as those printed locally by the school) to the appropriate student Answer Documents. The labels should be affixed where indicated on the student Answer Document. A \$10 fee may be charged for each scored answer document returned without a barcode label.

### Matching Assessment Booklets with Answer Documents

Because different student populations and different content areas are being assessed, it is important for MI-Access School Coordinators to understand how the assessment booklets and student answer documents should be organized for distribution. The OEAA has color-coded the materials by assessment type and/or by content area to assist with matching.

For Functional Independence, there is one student assessment booklet for each grade and content area. The booklets and student answer documents are color-coded by content area. The color coding is:

- **purple** for ELA: Accessing Print and Using Language
- **blue** for ELA: Expressing Ideas
- **orange** for mathematics
- **red** for science
- **olive green** for social studies

The Functional Independence Student Answer Documents are organized by content area and include:

- ELA: Accessing Print and Using Language student answer document, one for grades 3–8 and 11
- ELA: Expressing Ideas student answer document, one for grades 3–8 and 11
- Mathematics student answer document, one for grades 3–8 and 11
- Science student answer document, one for each grade 4, 7, and 11
- Social studies student answer document, one for each grade 5, 8, and 11

When distributing assessment booklets and answer documents to assessment administrators, it is important that materials are matched correctly.

### Preparing Materials for Distribution

In addition to understanding how to match student assessment booklets with student answer documents, there are several other important factors to keep in mind when preparing for the distribution of accommodated materials. Accommodated versions of the Functional Independence assessments are packaged in very specific ways.

- Each audio CD comes packaged with a companion standard print assessment booklet and a student Answer Document. The CD will always have a form number that ends in 1 (for example, Form FIS–41 for grade 4 Functional Independence science). If the CD and its companion standard print booklet do not have the same form number, contact the MI-Access District Coordinator for assistance.
- Each braille version of the assessment comes packaged with a companion Assessment Administrator Booklet for Braille (AABB), which includes transcription notes indicating how items/directions have been adapted for braille when needed, as well as a student Answer Document. The braille booklet will always have a form number that ends in 9 (for example, Form FIM–79 for grade 7 Functional Independence mathematics). If the braille booklet and the AABB do not have the same form number, contact the MI-Access District Coordinator for assistance. Braille kits include listening scripts for ELA: APUL.
- Each enlarged print version of the assessment comes packaged with a companion standard print assessment booklet and a student Answer Document. The enlarged print booklet will always have a form number that ends in 1 (for example, Form FIA–61 for grade 6 Functional Independence ELA: APUL). If the enlarged print booklet and its companion standard print booklet do not have the same form number, contact the District Coordinator for assistance. Enlarged print kits include listening scripts for ELA: APUL.
- When distributing accommodated versions of the assessments, MI-Access School Coordinators should keep them packaged in the way they were originally shipped. This way, assessment administrators will have everything they need in one place to administer accommodated versions.

## Additional Administration Items

### Using Reporting Codes

- Reporting codes (optional) allow districts and schools to receive reports organized by class or group designation(s). 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 to them. If these codes are used, MI-Access District Coordinators must inform Building Coordinators.
- The Mass Updates Assessments document on the [Secure Site Training page](https://www.michigan.gov/securesitetraining) ([www.michigan.gov/securesitetraining](https://www.michigan.gov/securesitetraining)) explains how to assign Reporting Codes to a group of students.
- The Reporting Code Labels document, also on the [Secure Site Training page](https://www.michigan.gov/securesitetraining), explains how to create a label for reporting codes. In 2019, there are no Reporting Code Sheets, and paper/pencil Answer Documents no longer have a Reporting Code bubble box.

### Research I and II Fields

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

In the past, schools and 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 attainment of achievement objectives among those students who had reading program A vs. reading program B (vs. reading program C, etc.)?

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 different number from one to ten.
- Districts/Schools may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the student answer documents or entered into the Secure Site through the end of Tested Verification window.

If research codes are used, District Coordinators need to inform Building Coordinators and Test Administrators, so the codes may be entered, either on the student Answer Documents or added in the Secure Site before the end of the Accountable Students and Test Verification window in June.

### Establishing an Internal School Return Date

Schools have the option of returning material directly to the contractor if they choose. For that reason, a return kit is included with each school's materials order. If schools opt to return materials to the district, they should determine the date by which materials must be returned after testing. When setting this date:

- keep in mind any school breaks that may cause delays
- inform all assessment administrators of the school's return date
- allow time for packing the materials for return to the contractor

We also recommend that you have a discussion with your test administrators about emphasizing early returns whenever possible. **Note:** All materials must be shipped to the contractor on or by **May 29, 2019**.

### Completing and Collecting Security Compliance Forms

Before assessment administrators begin distributing and handling any testing materials, each staff member must sign and return the OEAA Security Compliance Form to the coordinator. These forms must be held by the district for at least three years. The Security Compliance Form may be found in your material order; it is also posted on the [MI-Access web page](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

### Distributing Materials

Once all the "before" steps in this section of the manual have been completed, MI-Access School Coordinators may distribute the appropriate materials to each assessment administrator in the building.

## Testing Activities

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

- be available to address questions and concerns from Assessment Administrators
- answer questions or address any concerns of test administrators
- relay the question or concern to the MI-Access District Coordinator for follow-up, if necessary
- report any testing irregularities immediately to the District Coordinator
- check in periodically with Assessment Administrators to make sure they have the materials and information they need to accurately administer the MI-Access assessments and that professional administration practices are followed
- check the testing status of all students, both online and paper/pencil; online may be reviewed in eDirect while paper/pencil will require contacting the administrator(s) for updates

## Post-Testing Activities

### Online Test Submission

While it is the Assessment Administrators who assist the students with their online tests, it is important to remind them of several items.

- Be sure to submit the tests for the students.
- Collect all test tickets and rosters.
- Gather all used scratch paper.
- Return all materials used during the test to the School Coordinator for final handling.

### Inventorying Returned Materials

Here is a quick reminder of items to process.

- Return all Answer Documents placed on top of test booklets, listening scripts, Picture Cards, and accommodated versions.
- Ensure all Answer Documents have been properly filled out and barcode labels have been affixed to them properly.
- Materials may be returned by the district or the school. If your district is shipping materials back to the scoring contractor, give the district staff your school Return Materials Kit if they do not already have it.
- If materials are being returned to the contractor by the school directly, locate the Return Materials Kit and follow the Instructions for Materials Return.
- Fill out the Special Handling Envelope and insert documents requiring Special Handling (e.g. word-processed or damaged pages), if you have any. Include the envelope with the other materials. If the envelope is not needed (there are no materials that need to be put in it), it does not need to be returned.
- Ensure materials are free from paper clips, sticky notes, rubber bands, and other extraneous items.

### Preparing the Special Handling Envelope

The Special Handling envelope is designed for word-processed documents, damaged documents, or documents marked as **"Do Not Score."** Fill in the required information on the front of the envelope. (See Appendix D for a diagram of detailed return information.) If the envelope is not needed, it should be destroyed. The envelope will primarily be used by schools administering FI assessments, as it is used for scannable answer documents requiring special attention.

### **Returning Materials**

If your school will be returning test materials directly to the contractor, refer to the "Material Return Instructions" section in this manual for detailed instructions and use the Return Materials Kit to ship the materials. If your district is handling your returns, be sure to gather all materials as listed in the diagram in Appendix D and make arrangements to transport them to the district coordinator.

### **Completing Coordinator Feedback Survey**

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

# District Coordinators

## Introduction

MI-Access District Coordinators are responsible for overseeing all testing activities in their district. Specifically, they are expected to perform the following functions:

- Establish a strong line of communication with schools and ensure that they have all necessary materials and online technical supports for a successful administration.
- Serve as a backup to coordinators at the school or building level.
- Make sure that all MI-Access School Coordinators and assessment administrators in the district receive training on how to administer the online and paper/pencil FI assessments.
- Develop necessary testing policies, and establish roles associated with online and paper/pencil testing.
- Make sure that all assessment materials received from the MI-Access contractor are disseminated to appropriate school staff and are returned as directed.
- Make sure that all those involved with administering the MI-Access assessments have received the State Board of Education approved [Assessment Integrity Guide](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) and [www.mi.gov/oeaa](http://www.mi.gov/oeaa)).
- Distribute, collect, complete, and keep on file all signed OEAA Assessment Security Compliance Forms.

In recent years, OEAA has made an important change in the MI-Access test materials processing, allowing districts to choose to have the materials delivered directly to schools. This was designed to:

1. help with the logistics of getting materials directly to the buildings in a timely fashion
2. provide schools with a direct means to returning the material after testing is completed
3. reduce the time spent handling materials between district and schools

**Note:** Materials will be sent to the district contact by default if no school is selected to have its test materials shipped to it. This section is designed to cover all facets of the District Coordinator's responsibilities, whether materials are delivered to schools or district.

OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the coordinators, responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform may be found at the top of the MI-Access web page, along with a Bookmark feature that allows selection of the Guide to be imported to your computer desktop for quick reference.



## District Coordinator Quick List

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

### BEFORE

Mark when complete

- Read the Test Administration Manual and the Assessment Integrity Guide found on the MI-Access web page; these contain specific information and directions for individuals based on their assessment responsibilities.
- Train Building Coordinators for both online and paper/pencil testing.
- Manage Secure Site and eDirect access and permissions.
- Review and distribute school order of materials for paper/pencil testers, including ELA: Expressing Ideas for every student (see content areas in the Overview section of this manual); place additional material orders as needed.
- Ensure all student information is accurate in the Michigan Student Data System (MSDS).
- Coordinate the pre-identification of students, and the ordering and distribution of test materials.
- Ensure that students are only pre-identified for one assessment per content area.
- Remove students taking paper/pencil versions of MI-Access FI from any online testing session in eDIRECT for MI-Access or M-STEP.
- Arrange for the destruction of any unneeded online test tickets and rosters already printed.
- Manage the distribution, collection, and storage of all signed OEAA Assessment Security Compliance Forms.
- Determine whether Reporting and Research Codes will be used. NOTE: Reporting codes will only be entered on the Secure Site, but Research codes may be entered on the Answer Documents.
- Ensure students are placed in online test sessions in the Secure Site and eDIRECT.
- Prepare materials for distribution to schools, unless materials are shipped directly to schools.
- Contact school coordinators to make sure materials have been received.
- Use the Return Kit found in each material order, which district coordinators should retain and use to return all materials after testing.
- Establish an internal district return date for schools and district.

### DURING

Mark when complete

- Assist school coordinators and assessment administrators as needed.
- Be available to answer questions or to forward questions to the OEAA as needed.
- Monitor the progress of online testing.
- Enter Incident Reports into the Secure Site as needed.
- Ensure that professional assessment administration practices are followed.

### AFTER

Mark when complete

- Review the returned assessment materials for accuracy.
- Coordinate materials returns if the district has selected to handle returns. (See Materials Return Instructions section of this manual for further details.)
- Return materials to the MI-Access contractor (see Appendix D for packing diagram).
- Complete all tasks under the Accountable Student and Test Verification drop-down in the OEAA Secure Site.
- Complete the Coordinator Feedback survey.

## Pre-Testing Activities

### Pre-Identification (Pre-ID) Information

OEAA requires that all students taking state-level assessments to be pre-identified. OEAA will automatically pre-ID all students from the fall MSDS general collection to the general assessment (i.e. M-STEP, MME, and PSAT for 8th grade components). It is the responsibility of the school or district to:

- pre-identify students for the type of MI-Access assessments being given (FI, SI, or P)

Pre-identifying for MI-Access requires that coordinators manually remove students from the general assessment to the MI-Access assessment.

Pre-identification can be done using the Mass Update – specific instructions for this process can be found the [training site](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining).

When completing the Pre-ID process, be sure to:

- indicate which type of MI-Access assessment (FI, SI, or P) each student will take
- indicate which content area each student will take; ensure students are only Pre-identified for one assessment per content area.
- Check eDIRECT to see if students whose Pre-ID was changed from M-STEP to MI-Access are currently enrolled in an online M-STEP session and remove students who do not belong in such sessions, and destroy any M-STEP test tickets.

Once the pre-ID is completed, you may then place test material orders.

**All students testing with MI-Access must be identified in MSDS as being in a special education program.**

If a student is tested with MI-Access but NOT flagged as “Special Education,” he or she will be considered “Not Tested.” Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files.

**MI-Access science will continue to be assessed in grades 4, 7, and 11.** Schools will need to assign these students to the correct MI-Access test in the Secure Site. Students in grades 5 and 8 should not take the 2019 M-STEP Science assessment if the IEP team determines FI science assessment is most appropriate. These students will not be administered a science test in 2019. During the Verification of Not Tested window, a Not Tested reason must be entered for these students to ensure they do not count against your school’s participation rate in accountability. Additional information will be provided as we approach the Verification of Not Tested window.

### Pre-identified (Pre-ID) Student Barcode Labels

Students taking the paper/pencil Functional Independence (FI) assessment will need to have Pre-Identified Student Barcode Labels affixed to their student Answer Documents.

### Contractor-printed Pre-ID Student Barcode Labels

Schools that pre-identify FI students by the designated deadline (February 13, 2019) will receive Pre-ID student barcode labels printed by the MI-Access contractor. The labels will be organized and shipped by school. MI-Access School Coordinators will need to affix the appropriate labels to the appropriate student Answer Documents prior to distribution.

## District/School-printed Pre-ID Student Barcode Labels

Districts and schools that miss the designated contractor-printed Pre-ID deadline MUST print Pre-ID student barcode labels locally from the OEAA Secure Site.

When printing labels locally from the OEAA Secure Site, coordinators must:

- print them from the MI-Access FI Test Cycle so the correct MI-Access labels are printed
- use Avery 5161 style labels, 1 inch by 4 inches, 20 per page (no paper with glue, paste, staples, or tape)
- use a laser printer to print labels

If FI student Answer Documents are returned to the contractor without Pre-ID labels, a \$10 per document processing fee may be assessed to cover the costs associated with researching to which student the Answer Document belongs. It may also cause the test to be invalidated since a student's participation in the testing cannot be confirmed.

## Ordering Assessment Materials

It is up to the district to determine who will handle placing orders for paper/pencil test materials, either the District or the Building Coordinator. All test material orders must be entered through the [Secure Site](http://www.michigan.gov/oeaa-secure) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure)). Here are several items to remember.

- If Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their District Administrator (as assigned by the District Superintendent), who has responsibility for maintaining the site at the district level.
- A user must have a Michigan Educator Information System (MEIS) login to access the Secure Site system.

The Secure Site Login screen contains a link to the Request the MEIS ID Process.

- If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen to request access after logging on with the MEIS login.
- Each year, enhancements are made to the Secure Site to streamline and improve the ordering process. Therefore, be sure to review the "Material Ordering" section in the [training site](http://www.michigan.gov/securesitetraining) ([www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining)).
- The Assessment Coordinator Training Guide also provides specific chapters devoted to the material ordering process on the [MI-Access web page](#).

Standard test material orders for MI-Access FI are based on the number of students pre-identified for paper/pencil testing in the Secure Site. Orders placed will be processed according to the pre-identification of the students. There are two different types of orders that may be placed: initial material orders and additional material orders.

## Initial Material Orders

Before each assessment window, OEAA reminds MI-Access District and School Coordinators to enter initial material orders in the OEAA Secure Site (the reminders appear in the weekly OEAA Spotlight newsletter) These orders must be submitted at specific times and will be used by the MI-Access contractor to determine the number and types of assessment materials that need to be printed and sent to each district/school for distribution.

## Additional Material Orders

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

- there are new students, assessment administrators, classrooms, or schools
- a student's Individualized Education Program (IEP) Team determines that a different assessment should be administered

The MI-Access contractor will ship the ordered materials, along with:

- one additional assessment booklet in each content area being assessed
- one additional corresponding student answer document specifically for the assessment administrator to refer to during assessment administration
- a packing list indicating how many assessment materials are enclosed

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

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

## Receiving Assessment Materials

MI-Access assessment materials orders are shipped based on the number of students pre-identified and will arrive in boxes with purple MI-Access labels. The boxes will include the following materials (NOTE: some schools may not receive all these materials):

- one Return Materials Kit, which includes Instructions for Materials Return, pre-printed FedEx Airbills, yellow Materials Return Labels, a divider sheet (gold), and a Special Handling Envelope (one kit per order)
- OEAA Security Compliance Forms (to be completed and signed by all those involved with administering MI-Access)
- a security list, packing lists, and box lists for use in inventorying returned materials (whether they are shipped to district or school)
- standard print student assessment booklets (all assessment types and content areas as ordered for Functional Independence)
- audio CDs of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets and student Answer Documents)
- Braille versions of the Functional Independence assessment booklets, if ordered (with companion Assessment Administrator Booklets for Braille [AABB] and student Answer Documents)
- enlarged print versions of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets and student Answer Documents)

- student Answer Documents (for Functional Independence only)
- ELA: Expressing Ideas material—will arrive for all students taking ELA including students taking the online test
- Listening Scripts for FI ELA: Accessing Print and Using Language listening items in all grades
- Pre-ID student barcode labels (for FI students pre-identified by the designated deadline as taking MI-Access assessments)

### **Inventorying Materials**

If the MI-Access assessment materials are shipped to the district, open the original shipping box or boxes and save the box(es) for returning used and unused assessment materials to the MI-Access contractor. Districts should retain the Materials Return Kits (at least one) if they are returning materials for the schools.

### **Ordering Missing and Additional Materials**

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

### **Completing OEAA Security Compliance Forms**

All staff members involved in any testing activities should first complete and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. The completed forms should be kept at the district/school for three years following assessment administration. For more information, see the Security section of this manual.

### **Using Reporting Codes**

Reporting codes (optional) allow districts and schools to receive reports organized by a class or group designation(s). 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 to them. If these codes are used, District Coordinators must inform Building Coordinators, so they may inform Test Administrators of the four-digit reporting code selected.

Reporting codes must be entered in the Secure Site before the end of Accountable Students and Test Verification window.

### **Research I and II Fields**

The use of research fields is an optional feature. Research codes are reported in the student data file results only; dynamic online 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 attainment of achievement objectives among those students who were in reading program A vs. reading program B (vs. reading program C, etc.)?

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 different number from one to 10.
- Districts may elect to use one or both research code options at any or all of the grades assessed.
- Research codes can be filled in on the Secure Site through the end of Accountable Students and Test Verification window.

If research codes are used, District Coordinators need to inform Building Coordinators and Test Administrators, so the codes can be either be entered on the students' Answer Documents or added in the Secure Site before the end of Tested Roster window.

## Preparing Materials for Distribution

### Matching Assessment Booklets with Answer Documents

Because different student populations and different content areas are being assessed, it is important for MI–Access Coordinators to understand how the assessment booklets and student Answer Documents are organized. OEAA has color-coded the material content areas to assist with matching (see table below for a summary).

MI–Access FI Student Assessment Booklets and Answer Documents	
<b>Content Areas</b>	<p>Each content area has its own booklet and answer document for:</p> <ul style="list-style-type: none"> <li>• ELA: Accessing Print and Using Language (includes listening scripts)</li> <li>• ELA: Expressing Ideas, (administered to <b>all</b> students in paper/pencil mode)</li> <li>• mathematics</li> <li>• science</li> <li>• social studies</li> </ul>
<b>Grades</b>	<p>The grades covered by the assessments are:</p> <ul style="list-style-type: none"> <li>• ELA: Accessing Print and Using Language covers grades 3–8 and 11 (one answer document for all grades)</li> <li>• ELA: Expressing Ideas covers grades 3–8 and 11 (one answer document for all grades)</li> <li>• mathematics covers grades 3–8 and 11 (one answer document for all grades)</li> <li>• science covers grades 4, 7, and 11 (one answer document per grade)</li> <li>• social studies covers grades 5, 8, and 11 (one answer document per grade)</li> </ul>
<b>Colors</b>	<p>The colors for each of these items are:</p> <ul style="list-style-type: none"> <li>• <b>purple</b> - ELA: Accessing Print and Using Language answer documents</li> <li>• <b>blue</b> - ELA: Expressing Ideas</li> <li>• <b>orange</b> - mathematics</li> <li>• <b>red</b> - science</li> <li>• <b>olive green</b> - social studies</li> </ul>

### School Materials

The MI-Access contractor will provide a copy of each school's packing list (included with the school's boxes). These lists can be used to track the materials that were sent to each school and to inventory them.

There will be no additional materials sent with the initial order; district personnel are encouraged to utilize the additional material ordering window to request additional materials as needed.

### Security Barcode Numbers

All MI-Access assessment materials and accommodated versions of the assessments have security barcode numbers on the back cover. These numbers are scanned by the contractor prior to distribution and will be scanned upon return to make sure that all the booklets—which are secure materials—have been shipped back. The MI-Access contractor will provide District MI-Access Coordinators with information on the security barcode numbers distributed to each school on the school security lists. These numbers can be used to track assessment booklets and ensure they are returned.

### Packaging of Accommodated Versions

Accommodated versions of the Functional Independence assessments are packaged in very specific ways.

- Each of the accommodated materials have been packaged in a kit and will arrive with all the necessary items to administer the test. For complete details refer to the Accommodations and Support section or the Building Coordinator section of this manual.

### Establishing an Internal District Return Date

If it is the decision of your district to process all returns, it is important to establish a return date for all material. While the MI-Access assessment window is seven weeks long, we strongly encourage district and school coordinators to discuss establishing realistic deadlines for returning testing materials as soon as testing is completed. Before distributing materials to schools, determine the date by which materials must be returned to the district to ensure they will be shipped to the MI-Access contractor on time. In order to have assessment documents scanned and included in the Accountability Students & Test Verification window, districts must return materials no later than **May 29, 2019**.

### Informing Others about Professional Practices

District MI-Access Coordinators must inform School MI-Access Coordinators and assessment administrators about the Assessment Integrity Guide. It is available on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access), and must be reviewed by all those involved with MI-Access prior to assessment administration and the signing of the OEAA Assessment Security Compliance Forms. See the Security section of this manual for more information on professional practices and security.

### Distributing Assessment Materials to Schools

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

## Testing Activities

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

- answer questions from MI-Access School Coordinators
- relay any questions they cannot answer to OEAA staff (see contact information section of this manual)
- monitor overall testing progress for online and paper/pencil
- file Incident Reports for any testing irregularities that occur before, during, or after testing; reports are filed in the OEAA Secure Site as soon as possible; for detailed information, access and use the [Secure Site Incident Reporting tool](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) ([http://www.michigan.gov/documents/mde/Incident\\_Reporting\\_520328\\_7.pdf](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf))
- periodically check in with MI-Access School Coordinators to make sure they have the materials and information they need to accurately administer the MI-Access assessments and that professional administration practices are followed

## Post-Testing Activities

### Inventorying Returned Materials

When completed assessment materials are returned by schools, pull out copies of the school packing lists and security lists and use them to make sure that all the assessment materials were returned (except manuals and unused/blank Answer Documents, which may be shredded or recycled). If materials are missing, they should be obtained from the appropriate MI-Access School Coordinators.

### Checking Special Handling Envelopes

District Coordinators will check each Special Handling Envelope (green) to make sure it is accurately completed. They will also:

- make sure the information on the envelope label for any materials requiring special handling has been checked, including documents with word-processed responses, damaged documents, and Do Not Score items
- check to make sure that each **used** (or scorable) student Answer Document has a Pre-ID label; any missing labels should be printed from the [OEAA Secure Site](http://www.michigan.gov/BAA-secure) ([www.michigan.gov/BAA-secure](http://www.michigan.gov/BAA-secure)) and affixed to the Answer Documents
- put the materials back into the Special Handling Envelopes once the contents and information are verified, and then put all the UNSEALED envelopes into one pile; see the graphic in Appendix D of this manual if you have questions about how to organize the materials inside the envelopes

If for any reason the Special Handling Envelope is not used, it does not to be returned with the materials and may be discarded.

### Preparing Materials for Return Shipment

The method of returning materials to the contractor for processing is very similar for districts and for schools. For this reason, instructions for this process have been condensed in the final section of this manual, "Material Return Instructions." A diagram in Appendix D outlines the sequence of how the material should be packed for return. Refer to these two sections for details.

### Instructions for Returning via FedEx Express®

The instructions for using FedEx for material returns are the same for schools and districts; therefore, they have been included in the "Material Return Instructions" in the final section of this manual.

### Completing the Coordinator/Assessment Administrator Feedback Survey

When the district's assessment materials have been returned to the MI-Access contractor, the [Coordinator/Assessment Administrator Feedback Survey](#) should be completed ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)). OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process. Please watch the weekly OEAA Spotlight newsletter for the announcement of when the survey is available.

### Checking Accountable Students and Test Verification

The Accountable Students and Test Verification window allows Secure Site users to review the scanned Answer Documents and online responses, as well as the demographic information that was submitted for students on their Answer Documents and in the MSDS. While this window is open (during the month of June), district/schools must verify that:

- all students and their Answer Documents have been accounted for
- student demographic information is accurate
- students taking alternate assessments are flagged as "Special Education"
- any student tests with "Prohibited Behavior" or "Nonstandard Accommodations" flagged are correct
- the Expected to Test information has been reviewed

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

- report missing answer documents and absent students, and appeal/correct Prohibited Behavior and Nonstandard accommodations if they are incorrectly marked
- update student demographic information in the MSDS to be used for assessment reporting and accountability calculations
- appeal Students Expected to Test
- mark a reason for students not taking science in grades 5 and 8, and who would otherwise take MI-Access

The Accountable Students and Test Verification window also provides a list of enrolled students and demographic information that will be used for accountability purposes. For more information, see the [instructions](#) ([www.michigan.gov/seuresitetraining](http://www.michigan.gov/seuresitetraining)).

**Important note:** It is the primary responsibility of the district coordinator to review all tested student records in the verification window. Coordinators should watch for the announcement in the Spotlight newsletter for when the verification window will open in June.

## Materials Return Instructions

Districts and Schools have options for how they would like to return testing materials. A return kit is included in every school materials order to allow the school or the district to make the return shipment. Material returns will include used and unused materials. The table below shows what to do with each type of material once testing is complete.

### How to Process MI-Access Test Materials After Testing

Test Materials	Return to Scoring Contractor*	Schools Keep	Schools Destroy
Used Answer Documents	√		
Unused Answer Documents			√
Student Test Tickets and Test Rosters			√
Green Special Handling Envelope(s) with contents	√		
Used and Unused Test Booklets (grades 3–8 & 11)	√		
FI Accommodated versions of the test (braille, enlarged print, audio CD, and AABBs)	√		
ELA Listening Scripts	√		
P/SI Scoring Documents		3 years	
P/SI Student Picture Cards (with bar coded cover sheet)	√		
OEAA Security Compliance Form(s)		3 years	
Biohazardous material (usually caused by student illness/accidents)			√*

\* If the material is secure, please instruct the school to call the OEAA Call Center with the numeric portion of the secure bar code to report that it is destroyed. This will alert the contractor who tracks all secure materials.

## Return Material Diagram

This Return Material Diagram is designed to provide a graphic aid for coordinators when packaging materials for return to the vendor. The flowchart appears in the Appendix D section of this manual.

## Return Tools

The MI-Access contractor has provided districts/schools with several tools for returning materials. These include:

- green Special Handling envelopes
- gold divider sheet
- FedEx Express Airbills for shipping
- yellow Material Return stickers for the outside of return boxes

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

## Instructions for Materials Return

- First, collect all used and unused materials. Materials may be returned by district or school coordinators.
  - Inventory all materials using the school packing lists and school security lists. Obtain missing secure materials.
  - Do NOT return security compliance forms, unused Answer Documents, or unused Scoring Documents for Participation and Supported Independence.
- Secondly, assemble Functional Independence Answer Documents by doing the following:
  - Ensure that no Answer Documents have been tucked inside of a test booklet.
  - Separate used Answer Documents from unused/blank Answer Documents.
  - Make sure that all used Answer Documents being returned are free of sticky notes, paper clips, or other extraneous materials, and that the front covers are accurately completed.
  - Ensure that responses for students who received accommodations have been transcribed, if appropriate, onto the regular scannable Answer Document.
  - Verify that each Answer Document being returned for scoring has a correct Pre-ID student barcode label. If any barcode labels are missing or incorrect, you may print them from the Secure Site. A \$10 fee may be charged for each scored answer document returned without a barcode label.
  - Collect used Answer Documents by content area (all mathematics together, etc.).
  - Separate Answer Documents with word-processed pages or any that require special handling from the other Answer Documents and follow the instructions for Special Handling below.
  - Special Handling Envelope: Some Answer Documents being returned may require Special Handling.
    - These are used secure documents that have been damaged, should not be scored for some reason, or include word-processed pages, etc.
    - Use the green Special Handling Envelope to return these materials. Complete the front of the envelope as directed by the instructions on the envelope.

- Ensure that any Answer Document that should not be scored is clearly marked “Do Not Score” at the top of the document.
- Make sure the student and item information is written on any word-processed pages and that the pages are inserted into the student’s Answer Document.
- Use the original shipping boxes to return your materials to the contractor, Measurement Incorporated. If the original boxes are not available, use other sturdy boxes. Do not use copier paper boxes.

A packaging diagram is listed in Appendix D of this manual. Be sure to follow the instructions in this diagram. District coordinators may return materials for more than one school in the same box.

- Do not return the OEAA Assessment Security Compliance Form to the contractor. The state requires districts to keep these forms on file for three years following the assessment administration.
- After all the materials have been placed into the box(es), fill any excess space with crumpled paper or cardboard to keep the items protected during transit.
- Remove or black out any old shipping labels. Then, adhere a yellow Materials Return label to the top of each box. Fill in the district name and district code and the “Box # of #” fields for each box and securely seal each box with three strips of plastic shipping tape on the top and bottom.
- Finally, complete the “from” or sender’s section on the FedEx Express airbill and attach it to Box 1 of your shipment. You only need one airbill on Box 1 of your entire shipment. Follow the instructions below to arrange for pickup of the materials. If you do not have enough yellow Materials Return labels and/or FedEx Express airbills, place an order on the Secure Site.

**NOTE:** Do not mark in any other section on the airbill. They have been preprinted with the accurate shipping destination and billing information.

### FedEx Return Instructions

- Place the boxes where the FedEx driver normally delivers or picks up packages.
- To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt, which says, “Welcome to FedEx. In a few words, please tell me what you’re calling about.”, you can press 9 or say, “Premier Customer Service Program.”
- When prompted, enter 999 999 933 as the nine-digit FedEx account number. You should be transferred to a specialized Premier Customer Service Representative. If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative. A Premier Customer Service Representative will be able to answer MI-Access-specific shipping questions more accurately than a regular Customer Service Representative, but either will be able to help you schedule your MI-Access pickup if you specify that you need to schedule a **FedEx Express pickup** for the MI-Access project.

- Have the following information available when you call:
  - your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system; otherwise, this information will have to be provided)
  - the pickup date
  - the total number of boxes you are returning
  - the average box weight (you can use 30 pounds per box)

For "multiple-piece shipments," the FedEx driver will produce individual labels for each box linking it to the airbill on Box 1. Retain the sender's copy of the airbill for your records, as it contains the master tracking number for your return shipment.

After returning ALL your MI-Access materials for this administration, destroy any remaining FedEx Express airbills, as these are year-specific.

If the materials are not shipped by **May 29, 2019**, there could be financial consequences. It may be necessary to charge districts/schools for the cost of processing late returns and/or missing labels on testing documents. The following table outlines those charges and fees.

Consequences of Late Return and Missing Pre-ID Labels					
Consequence	Description	Shipment Dates			
		On or before 5/29/19	1-7 days after 5/29/19	8-14 days after 5/29/19	15+ days after 5/29/19
Fee(s) Charged	Late shipment (per school)	—	\$250	\$250	Not scored
	Late processing (per answer document)	—	—	\$25	Not scored
	Missing barcode (per answer document)	\$10	\$10	\$10	Not scored
Reports	Data files provided	Yes	Yes	Yes	No
	Reports provided	Yes	Yes	Yes	No
	Results included for Accountability calculations	Yes	Yes	Yes	No

# Appendices



## Appendix A

### Additional information on Accommodated Versions

Accommodated versions of the assessment booklets may be used on the Functional Independence assessments. Following is information on these versions as well as assessment administrator and student instructions for using audio CDs.

### Braille Versions of the Assessments

Braille versions of the Functional Independence assessments are available for students with visual impairment whose IEPs indicate that braille is an appropriate assessment accommodation and who routinely use it during instruction. All braille booklets (1) are produced by the American Printing House (APH) for the Blind, (2) follow APH transcription and printing standards, (3) use Unified English Braille (UEB), (4) use tactile graphics (in place of print graphics), and (5) where needed, use Nemeth numbers.

All braille versions of the assessments come packaged with a companion Assessment Administrator Booklet for Braille (which includes transcriber notes indicating how the items and/or directions have been adapted for braille), and a student answer document. Braille kits for ELA: APUL will include Listening scripts. Students are to indicate their answers in the assessment booklet during administration; the assessment administrator will transfer the responses later to the student's answer document.

### Enlarged Print Versions of the Assessments

Enlarged print versions of the Functional Independence assessments are available for students with visual impairment whose IEPs indicate that enlarged print is an appropriate assessment accommodation and who routinely use it during instruction. Enlarged print booklets are produced by APH and printed in approximately 15-point font.

All enlarged print versions of the assessments will come packaged with a companion standard print booklet and a student Answer Document. Enlarged print kits for ELA: APUL will include Listening scripts. Students are to mark their answers in the assessment booklet during administration; the assessment administrator will transfer the responses later to the student's answer document.

### Audio CD Versions of the Assessments

Audio CD versions of the Functional Independence assessments are available for students whose IEPs indicate that CDs are an appropriate assessment accommodation and who routinely use them during instruction. The audio CDs will come packaged with a companion standard print assessment booklet and a Student Answer document.

CDs may be used to administer the Functional Independence assessments to small groups (defined as five or fewer students) as long as each student is able to (1) mark his or her own answers in the assessment booklet, and (2) use a headset. Otherwise, CDs may only be used in one-on-one assessment situations.

### Instructions for Using Audio CDs

Audio CDs function in very specific ways; therefore, assessment administrators may want to walk students through the following steps on how to use CD versions of the Functional Independence assessments prior to testing.

- CDs must be handled with great care. They will not work properly if they are damaged by fingerprints and scratches.
- If you need to temporarily stop the CD during the assessment, be sure to hit the "Pause" button. When the "Pause" button is hit, the CD will pause and can be restarted at the same place. If you hit the "Stop" button, most CD players will return to the beginning of the CD.
- CD track listings are posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access). These listings include a question number and a page number for each CD track. They may be printed out for use during the assessment.
- To avoid confusion, the CD tracks are set up so that the question number always corresponds with the track number on the CD. So, for example, question 11 is located on track 11.
- Note: the CDs may NOT be copied onto a computer hard drive, nor may any copies of the CDs be made.
- All CD versions of the assessments—as well as other accommodated versions—must be returned to the MI-Access School Coordinator along with the other used and unused assessment materials (except manuals). The School Coordinator will pass these materials along to the MI-Access District Coordinator for ultimate return to the MI-Access contractor.
- The content for ELA: Accessing Print and Using Language and ELA: Expressing Ideas will continue to be on one CD as in the past, even though these tests have separate test booklets.

## Appendix B

### General Directions for “Do Not Read Aloud” Items

Although readers are a designated support on all MI-Access assessments, the individual tests may include a number of items, or parts of items, that cannot be read aloud, because doing so would give the answer away. Therefore, Do Not Read Aloud Tables have been developed and included at the front of each MI-Access assessment booklet. Assessment administrators need to review the tables prior to testing and note any items that cannot be read aloud in their own assessment booklets.

Following are descriptions—organized by content area—of the general types of items where reading aloud would be considered a nonstandard accommodation. Please note that each test is different and the information provided here is general.

**Note:** The Do Not Read Aloud table should be considered the final and correct reference for a given test.

#### ELA: Accessing Print and Using Language (FI)

- All MI-Access ELA items have been developed in such a way that they do not have specific limitation on reading aloud. The Do Not Read Aloud table on the inside cover should show N/A.
- For items where picture answer choices are NOT accompanied by labels, the answer choices usually cannot be read aloud.

#### Mathematics

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

*Example:* What numeral represents the number seventeen?

**A** 7

**B** 17

**C** 27

- For FI sequencing items with numbers (e.g., 8, 10, 14, 16), the numbers in the stem usually cannot be read aloud. Reference the Do Not Read Aloud tables for exceptions.
- For sequencing items comprised of pictures/symbols (e.g., heart, circle, square, heart, circle, \_\_\_\_\_), the pictures/symbols in the stem and the answer choices usually cannot be read aloud.
- Graphics keys cannot be read aloud.
- Picture answer choices that are NOT accompanied by labels usually cannot be read aloud, unless otherwise specified in the “Do Not Read Aloud Tables.”

#### Science

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

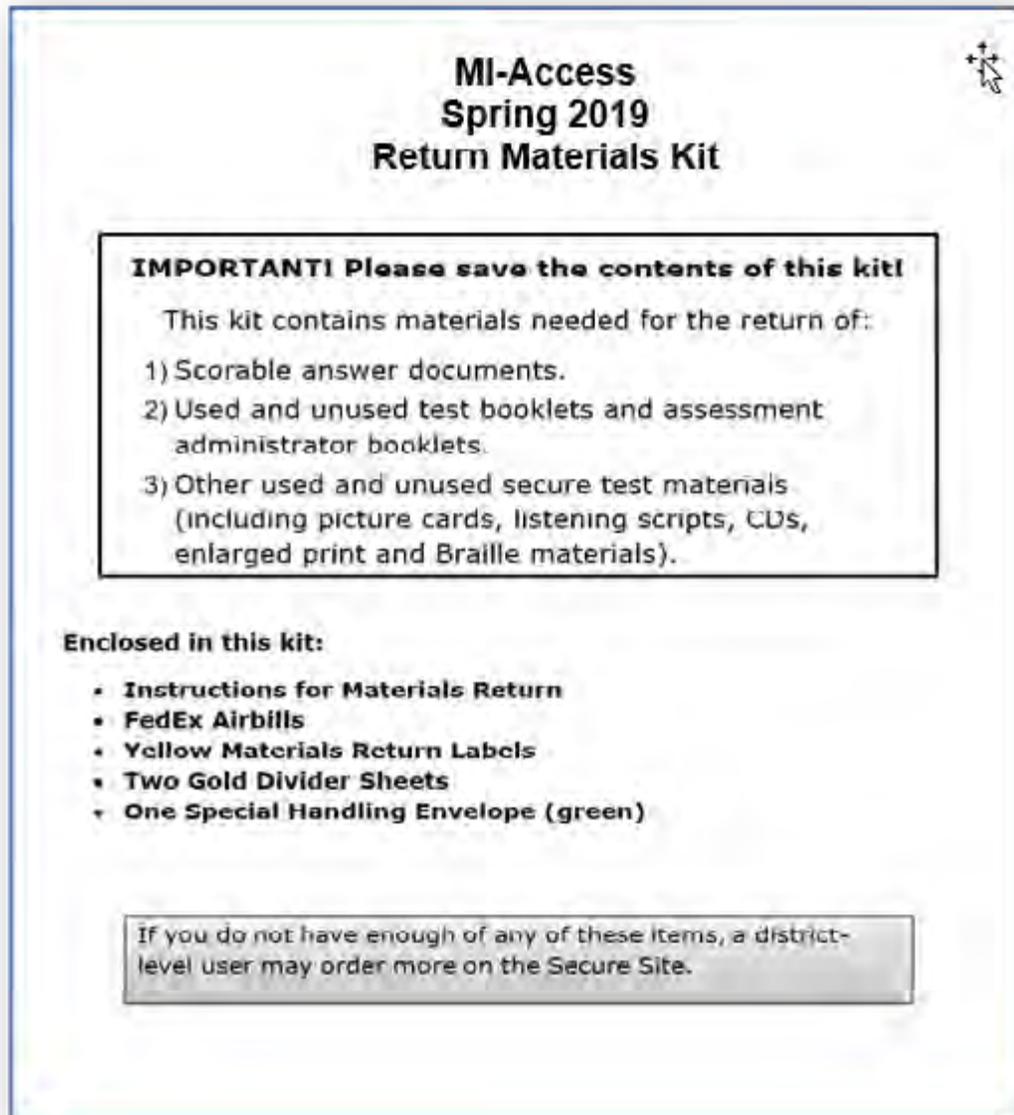
#### Social Studies

- Social studies assessments usually do not contain any “Do Not Read Aloud” items. Consult the Do Not Read Aloud table for exceptions.

## Appendix C

### Material Handling Instructions

#### Return Cover Letter





## Special Handling Envelope

**INSTRUCTIONS:** Please fill out all the applicable information below, insert the documents requiring special handling, and return this envelope with the rest of the testing materials. Please do not return unused answer documents or biohazardous materials.

District Code _____	District Name _____
School Code _____	School Name _____

**CHECK THE REASON(S) FOR USING THIS ENVELOPE:**

- Word-processed document(s)
- Damaged answer document(s)
- Misadministration
- Other \_\_\_\_\_

CHECK THIS BOX IF ANY ANSWER DOCUMENT INCLUDED IS NOT TO BE SCORED. PLEASE EXPLAIN. \_\_\_\_\_

\_\_\_\_\_

WRITE "DO NOT SCORE" ACROSS THE TOP OF EACH ANSWER DOCUMENT THAT IS NOT TO BE SCORED.

**WORD-PROCESSED PAGES:**

All word-processed pages used by students as an accommodation **must be inserted into the student's answer document AND properly identified** with student identification and assessment information to be scored. Proper identification of **EACH** page can be accomplished two ways:

- |   |    |  |
|---|----|--|
| <p style="text-align: center;"><b>Option A</b></p> <p>Place the following information on each page:</p> <ol style="list-style-type: none"> <li>1. Student's barcode label;</li> <li>2. Content area and item number.</li> </ol> | OR | <p style="text-align: center;"><b>Option B</b></p> <p>Write the following information on each page:</p> <ol style="list-style-type: none"> <li>1. Student name and birth date;</li> <li>2. School code;</li> <li>3. Grade, content area, and item number.</li> </ol> |
|---|----|--|

# Appendix C (Continued)

## Assessment Security Compliance Form – page 1



MICHIGAN DEPARTMENT OF EDUCATION  
Office of Educational Assessment and Accountability

OEAA ASSESSMENT SECURITY COMPLIANCE FORM

All staff who participate in a state assessment or handle secure assessment materials must be fully trained and sign this OEAA Assessment Security Compliance Form.

### Directions

**TO COMPLETE:**

1. Mark the corresponding box(es) next to your role(s) for the current assessment administration (for example, District Coordinator, Building Coordinator, etc.).
2. In the area under Educational Entity, district coordinators print district name only. All others print both district name and school name on the lines provided. If known, please provide school and district codes.
3. Date and sign the bottom of this page.

**IMPORTANT:**

Districts must keep all completed Security Compliance Forms on file at their district for a period of three years following the assessment window. Do NOT return completed forms to the testing contractor.

Roles	
<input type="checkbox"/> District Coordinator	<input type="checkbox"/> Proctor
<input type="checkbox"/> Technology Coordinator	<input type="checkbox"/> School Administrator
<input type="checkbox"/> Building Coordinator, Test Supervisor, or Back-Up Test Supervisor	<input type="checkbox"/> District Administrator
<input type="checkbox"/> Accommodations/SSD Provider or Test Accommodations Coordinator	<input type="checkbox"/> Accommodations Provider
<input type="checkbox"/> Assessment Administrator or Room Supervisor	<input type="checkbox"/> Other: _____

Building Information	
School Name: _____	School Code: _____
District Name: _____	District Code: _____



# Appendix C (Continued)

## Assessment Security Compliance Form – page 2



MICHIGAN DEPARTMENT OF EDUCATION  
Office of Educational Assessment and Accountability

OEAA ASSESSMENT SECURITY COMPLIANCE FORM

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

1. I have access to and have read the AIG, especially the sections applicable to assessment security, preparation, and administration.
2. I have received training on the appropriate administration of the state assessments.
3. I have read the information and applicable instructions provided in the Test Administration Manual and I agree to administer assessments according to these procedures.
4. I understand my obligations concerning the security and confidentiality of these tests.
5. I am aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and am aware of the range of penalties that may result from a violation of test security and confidentiality.
6. I am aware of my obligation to report any suspected violations of test security.
7. I have not and will not keep, copy, reproduce, paraphrase, distribute, review, or discuss any test materials that have not been released via posting on the web by the MDE.
8. I will not use test items, test booklets/answer sheets, or any of the information contained in an assessment to review/prepare students for a test unless and until it is released via posting on the web by the Department.
9. I will not alter or influence students' responses in any manner (indicate answers, point out rationale, prompt, etc.)
10. I will not disclose individual student test scores or test performance data to unauthorized persons.
11. I will keep embargoed data secure until the public release of testing data by the Department.

Date: \_\_\_\_\_ School Year: \_\_\_\_\_

Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

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



## Appendix C (Continued)

### FI Form Samples

MI Access FORM FISS-111  
**Functional Independence**  
 Spring 2019  
**Social Studies**  
 Student Name \_\_\_\_\_  
 Teacher Name \_\_\_\_\_  
 School Name \_\_\_\_\_  
**Grade 11**

MI Access FORM FIM-41  
**Functional Independence**  
 Spring 2019  
**Mathematics**  
 Student Name \_\_\_\_\_  
 Teacher Name \_\_\_\_\_  
 School Name \_\_\_\_\_  
**Grade 4**

MI Access Form FIS-71  
**Functional Independence**  
 Spring 2019  
**Science**  
 Student Name \_\_\_\_\_  
 Teacher Name \_\_\_\_\_  
 School Name \_\_\_\_\_  
**Grade 7**

### FI Answer Documents

Student Answer Document  
 MI Access  
 SPRING 2019  
 Functional Independence  
 Social Studies  
**Grade 11**

Student Answer Document  
 MI Access  
 SPRING 2019  
 Functional Independence  
 Mathematics  
**Grades 3-8 & 11**

Student Answer Document  
 MI Access  
 SPRING 2019  
 Functional Independence  
 Science  
**Grade 7**

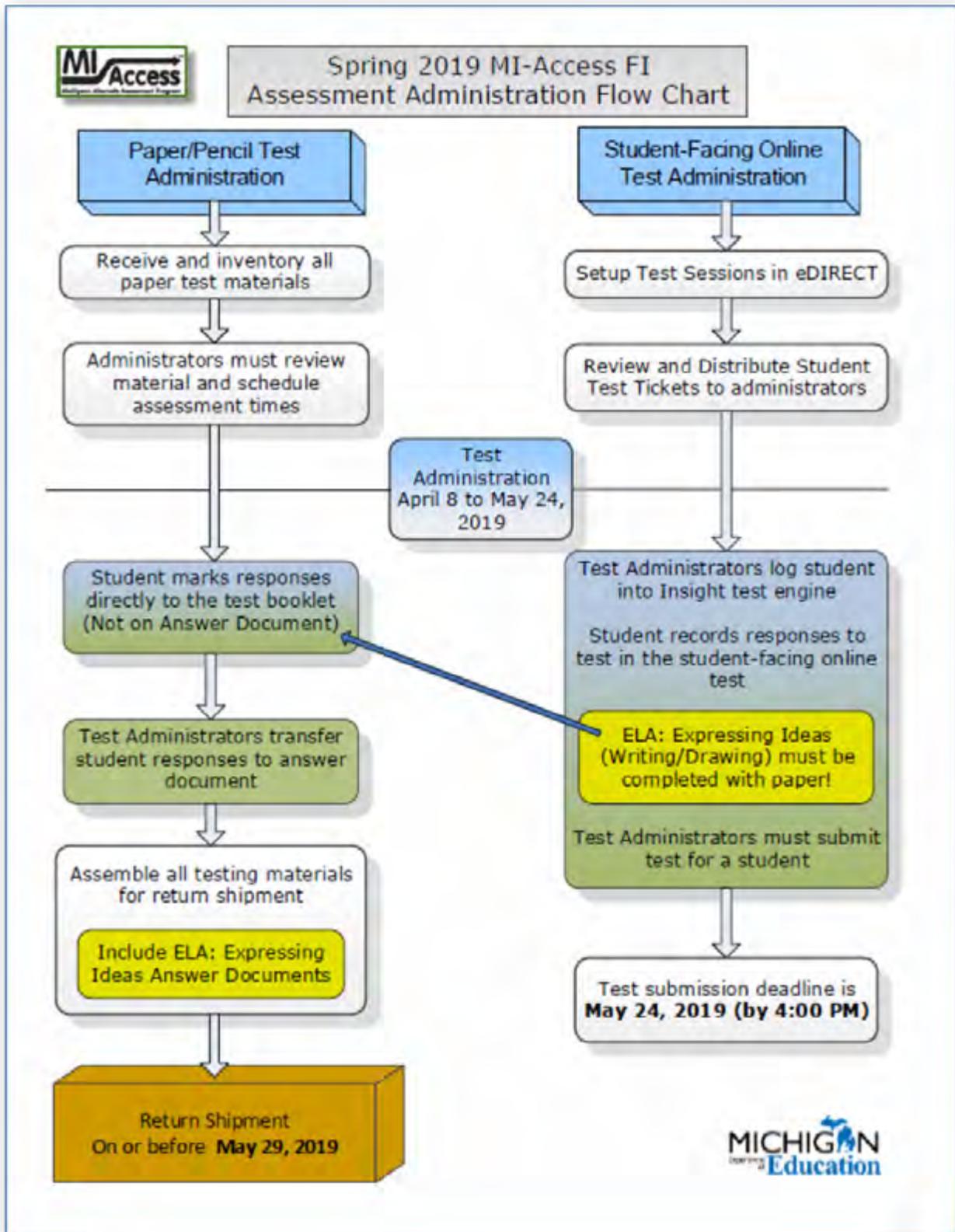
## Appendix C (Continued)

### FI Audio CD sample label



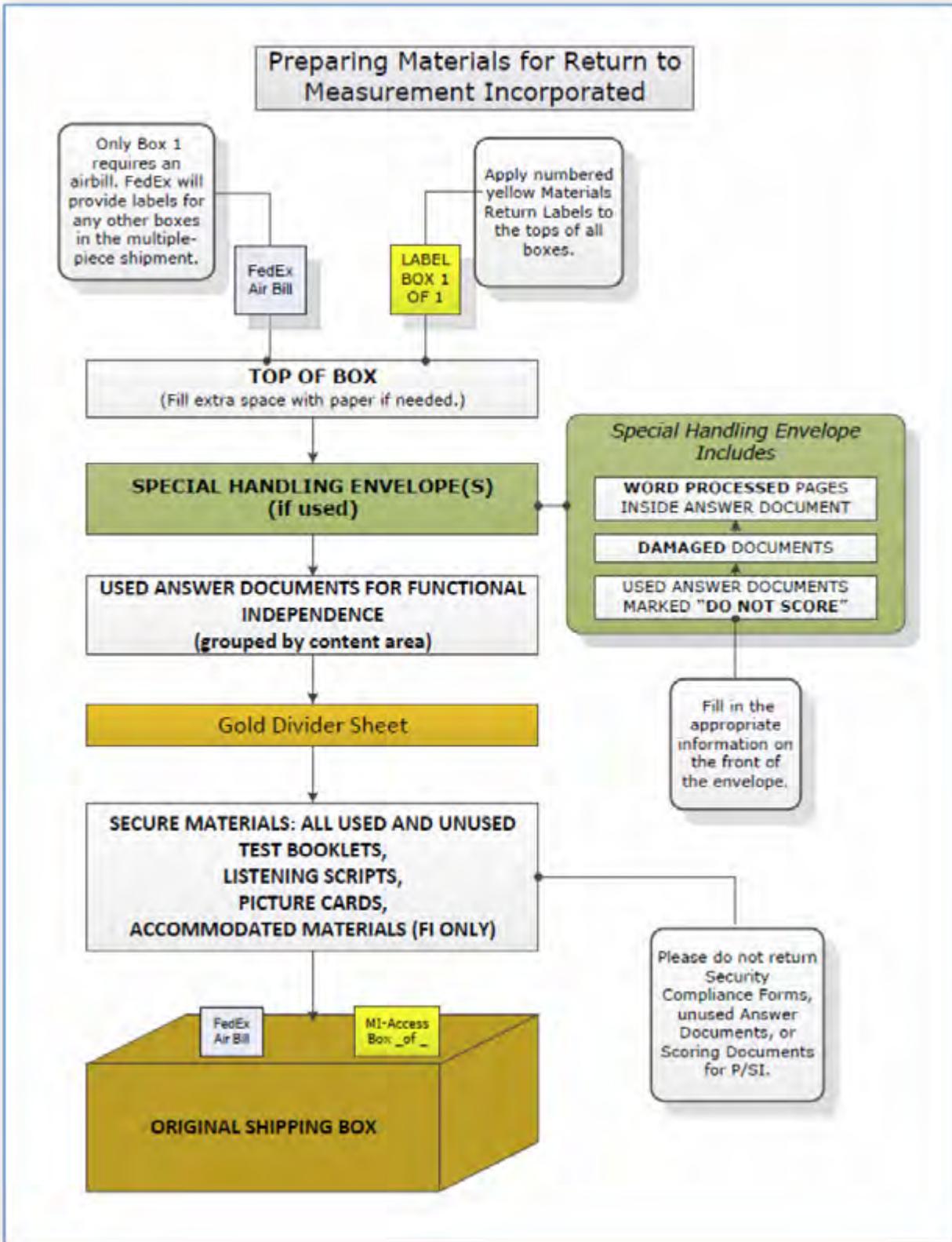
# Appendix D

## MI-Access FI Administration Flowchart



# Appendix D

## Return Materials Packing Diagram



## Appendix E

### Passage Readability: ELA: Accessing Print and Using Language

The readability target for all narrative, expository, and functional reading passages has been determined by the professional judgment of the MI-Access Functional Independence Assessment Plan Writing Team, item writers, content editors, and item-review committees composed of Michigan educators.

In addition, the Degrees of Reading Power® (DRP®) software has been used to analyze the difficulty levels of passages. All Text Comprehension passages are written to approximate the following word count and DRP ranges:

Grades	Difficulty Level	Narrative Length (number of words)	Informational/ Functional Length (number of words)
3	35–45 DRP units	200–275	100–175
4/5	40–50 DRP units	225–300	150–225
6/7/8	45–55 DRP units	250–325	200–275
11	50–60 DRP units	275–350	250–325

Readability is a systematic method—typically embodied in one formula or another—of quantifying the differences that educators intuitively know exist in written materials. While there are many different formulas for measuring readability (e.g., Dale-Chall, Flesch-Kincaid), all, or nearly all, include the following features of text: word length, sentence length, and the frequency of word use in the language as a whole. This last feature, referred to as word frequency, can be known from the many counts of words in English that have been made over the years. While many of these features are related to one another—for example, the tendency of shorter words to also be words that occur with higher frequency—each feature makes its own contribution to the various formulas and, therefore, to the measures that each formula provides of readability. While the many formulas share features in common, each has been developed to serve slightly different purposes.

The DRP approach to readability makes use of many of the surface, countable features of text mentioned above to measure readability. DRP readability values reflect the important features of text that will interact with a student’s reading ability to determine the likelihood of success in reading comprehension. Because DRP values are based upon such things as word length, word frequency, and sentence length, they also reflect the semantic (i.e., vocabulary) and syntactic challenges that students will confront and will need to master if they are to become successful readers.

In order to illustrate the DRP readability scale, the table below provides selected titles that might be used at various MI-Access Functional Independence grade levels, along with their DRP readability values. The selections are mostly award winners, popular titles, and newer copyrights.

## Appendix E (Continued)

### Grades/Difficulty Levels

Grades	Difficulty Levels	Selections
3	33 DRP units	<i>One Fish, Two Fish, Red Fish, Blue Fish</i> , Dr. Seuss
	37 DRP units	<i>Clifford, the Big Red Dog</i> , Bridwell
	41 DRP units	<i>Frog and Toad Together</i> , Lobel (Newbery Honor) <i>Strong to the Hoop</i> , Coy (32 pgs)
4/5	42 DRP units	<i>What a Trip</i> , Amber Brown, Danziger <i>Teach Us, Amelia Bedelia</i> , Parish
	45 DRP units	<i>Tales of a Fourth Grade Nothing</i> , Blume <i>Train to Somewhere</i> , Bunting (Children’s Notable—Middle Readers) <i>Superfudge</i> , Blume
	48 DRP units	<i>Because of Winn-Dixie</i> , DiCamillo <i>The Middle Moffat</i> , Estes (Newbery Honor)
6/7/8	47 DRP units	<i>Toning the Sweep</i> , Johnson (Coretta Scott King Award) <i>Somewhere in the Darkness</i> , Myers (Boston Globe-Horn Honor, Coretta Scott King Honor, Newbery Honor)
	49 DRP units	<i>Holes</i> , Sachar (Boston Globe-Horn Award, National Book Award, Newbery Medal) <i>My Louisiana Sky</i> , Holt (Boston Globe-Horn Honor, Children’s Notable— Older Readers, Josette Frank Award)
	53 DRP units	<i>A Girl Named Disaster</i> , Farmer (Newbery Honor) <i>Postcards from No Man’s Land</i> , Chambers (Michael L. Printz Award)
11	48 DRP units	<i>The Cuckoo’s Child</i> , Freeman (Children’s Book Award) <i>Miracle’s Boy</i> , Woodson
	52 DRP units	<i>Before We Were Free</i> , Freeman (Children’s Notable—Older Readers) <i>Hope Was Here</i> , Bauer (National Book Award)
	55 DRP units	<i>The Amber Spyglass</i> , Pullman (Children’s Notable—Older Readers) <i>Kit’s Law</i> , Morrissey (Alex Award)

## Appendix F

### ELA: Expressing Ideas Scoring Rubric

Scoring Rubric - Grades 3–8, and 11		
	Writing	Drawing
<b>4</b>	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are (1) clearly present in the drawing, (2) present in the drawing and enhanced through written explanation by the student and/or oral explanation transcribed by the assessment administrator, or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
<b>3</b>	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing, (2) mostly present in the drawing and supported through written and/or transcribed oral explanation, or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
<b>2</b>	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing, (2) present in the drawing and supported through minimal written and/or transcribed oral explanation, or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
<b>1</b>	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.
<b>Not ratable if:</b> <b>A – Off topic, B – Illegible, C – written in a language other than English, D – Blank/Refused to respond</b>		

# Appendix G

## List of Important Dates



**Spring 2019 MI -Access List of Important Dates**  
Updated March 21, 2019

Start	End	Task/Activity	Mode
10/22/18	11/20/18	Online waiver window – request waiver to administer paper/pencil <b>by 5:00 PM</b>	PP
11/05/18	01/11/19	Off-site Test Administration Request (for building or district-wide requests)	Both
01/07/19	02/13/19	Pre-identification of students for barcodes labels <b>by 5:00 PM</b>	PP
01/07/19	02/13/19	Initial Material Order window (all grades) <b>by 5:00 PM</b>	PP
01/07/19	02/25/19	Online test session setup in the Secure Site <b>by 5:00 PM</b>	OL
01/07/19	<b>05/30/19</b>	Pre-identification of students <b>by 5:00 PM</b>	Both
1/14/19	<b>5/30/19</b>	Off-Site Test Administration Request (for individual students such as homebound or expelled with service students)	Both
01/14/19	03/07/19	Alternate Insight Availability Request	OL
03/06/19	03/06/19	Online District and Building Coordinator Training WebEx - eDIRECT & Test Setup ( <b>10:00 AM</b> ) - recording available 03/07/19	OL
03/08/19	<b>05/31/19</b>	eDIRECT available for online test administrative tasks	OL
03/25/19	03/27/19	Materials arrive in schools - alternate delivery date <b>not</b> requested	Both
04/01/19	04/03/19	Materials arrive in schools - alternate delivery date requested	Both
04/02/19	<b>05/28/19</b>	Additional Material Order ( <b>closes at noon</b> )	PP
<b>04/08/19</b>	<b>05/31/19</b>	<b>Test Administration</b>	Both
04/08/19	<b>05/31/19</b>	Final entry for P/SI Online Answer Documents by <b>4:00 PM</b> (Paper to Online)	Both
04/10/19	TBD	Preliminary Reports (within 48 hours of online test submission)	OL
05/29/19	<b>06/04/19</b>	Return of materials deadline	PP
June 2019		Accountable Students Enrolled and Demographics - watch Spotlight for details	Both
June 2019		Answer Documents Received - watch Spotlight for details	Both
June 2019		Submitted Issues for Answer Documents - watch Spotlight for details	Both
June 2019		Students Not Tested – watch Spotlight for details	Both
TBD		Final Reports - watch Spotlight for details	Both



**3/21/19** – Dates highlighted in blue have been updated to reflect test window extensions.

## Appendix H

### MI-Access Incident Reporting Guide

If any testing irregularities occur before, during, or after testing, the MI-Access District Coordinator must report them to the Office of Educational Assessment and Accountability (OEAA) as soon as possible. This table is designed to identify scenarios that may or may not be considered incidents and provide response options, along with categories and sub-categories that are used in the Secure Site Incident Reporting tool.

You will find detailed information on how to access and use the Secure Site Incident Reporting tool here: [http://www.michigan.gov/documents/mde/Incident\\_Reporting\\_520328\\_7.pdf](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf).

Incident Category: Test Not Completed				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	Incident Report Required/Optional
Test submitted prior to completion	Student accidentally ends/submits test without answering all questions.	If 5 or fewer questions have been answered, contact the Call Center at 1-877-560-8378 Option 2. If more than 5 questions have been answered, an Incident Report is required.	N/A	<u>Online</u> : Required if more than 5 item responses <u>Paper/Pencil</u> : 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 when student returns.	Collect test materials and note last question answered. Resume testing when the student returns.	<u>Online</u> : Optional <u>Paper/Pencil</u> : Optional
Student was removed from school by parent/guardian	Student is removed from class by parent or guardian during the test administration.	Pause and Exit test (do not End test). Resume testing with the original test ticket if/when student returns.	Collect test materials and flag last question answered. Resume testing when student returns.	<u>Online</u> : No Incident Report Necessary <u>Paper/Pencil</u> : Required

## Incident Category: Test Not Completed

Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	Incident Report Required/Optional
Student moved from school	<p>Student transfers or moves from school with an incomplete content area test.</p> <p><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.</p>	Pause and Exit test (do not End test)	Place the Answer Document with other return materials.	<p><u>Online:</u> Required</p> <p><u>Paper/Pencil:</u> Required</p>
Student transfer with incomplete test	<p>Student transfers or moves from school with an incomplete content area test.</p> <p><b>NOTE:</b> Be prepared to accept phone call from receiving school requesting information on test completion and accommodations or designated supports.</p>	Pause and Exit test (do not End test).	Place the incomplete Answer Document with other return materials.	<p><u>Online:</u> Required</p> <p><u>Paper/Pencil:</u> Required</p>

Incident Category: Accommodation/Designated Support Issue				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	Incident Report Required/Optional
Designated support/required accommodation not provided	<p>Student is not provided appropriate designated support or accommodations</p> <p><b>Note:</b> Parents and IEP team must be notified.</p>	<p>Test misadministration. Submit an Incident Report.</p> <p>Regenerate a new test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians.</p> <p>If parental permission not granted, this would remain a misadministration.</p>	<p>Test misadministration. 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 marked Do Not Score and returned in the Special Handling Envelope.</p>	<p><u>Online:</u> Required</p> <p><u>Paper/Pencil:</u> Required</p>

Incident Category: Accommodation/Designated Support Issue				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	Incident Report Required/Optional
Nonstandard designated support/ accommodation provided	Nonstandard accommodation provided. See the "Nonstandard Accommodations" information in the Accommodations section 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>Do Not Score</b> across 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><u>Online:</u> Optional</p> <p><u>Paper/Pencil:</u> Optional</p>

Incident Category: Misadministration				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	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 Secure Site and the appropriate test must be given.</p> <p>Submit an Incident Report—the test will be marked Do Not Score.</p>	<p>Inform parents or guardians. Mark the Answer Document with <b>Do Not Score</b> and return in the Special Handling Envelope.</p> <p>Student must be given the correct test—material orders should be ordered on the Secure Site using the normal additional material order process.</p>	<p><u>Online:</u> Required</p> <p><u>Paper/Pencil:</u> Required</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><u>Online:</u> Optional</p> <p><u>Paper/Pencil:</u> N/A</p>

Incident Category: Prohibited Behavior				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	Incident Report Required/Optional
Electronics/ social media	Taking photos of test items, use of social media during testing.	<p>The student's test is invalidated.</p> <p>Inform parents or guardians.</p> <p>Perform internal investigation as needed and keep resulting documentation on file, as Prohibited Behaviors may be appealed during the Answer Document Verification window.</p> <p>Submit an Incident Report and use the Prohibited Behavior category.</p>	<p>Mark the student's test as Student <b>Prohibited Behavior</b> across the Answer Document.</p> <p>The student's test is 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><u>Online:</u> Required</p> <p><u>Paper/Pencil:</u> Required</p>

Incident Category: Building Emergency				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	Incident Report Required/Optional
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.	<u>Online:</u> Required  <u>Paper/Pencil:</u> Required

Incident Category: Technical Problems with Online Testing				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/ Pencil Testers	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	<u>Online:</u> Optional  <u>Paper/Pencil:</u> 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.		<u>Online:</u> Optional  <u>Paper/Pencil:</u> N/A

Incident Category: Technical Problems with Online Testing				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	Incident Report Required/Optional
INSIGHT freezing, crashing, 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	<u>Online:</u> Optional <u>Paper/Pencil:</u> N/A
TSM error	TSM Connection Error—Could Not Register TSM	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	<u>Online:</u> Optional <u>Paper/Pencil:</u> N/A
Item functionality	An item on the test is not functioning as expected.	Test Administrator may assist the student with navigating through items or the overall test. Note: Administrators may not assist the student on the test, only with navigating and remaining engaged. If the problem persists, submit an Incident Report with the test and question number (if known), and computer used for testing (Windows PC, Mac, iPad, Chromebook).	N/A	<u>Online:</u> Optional <u>Paper/Pencil:</u> N/A

Incident Category: Technical Problems with Online Testing				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	Incident Report Required/Optional
Hardware failure	Power outage, internet connection interrupted through local error, stolen computers.	<p>If the problem is with just one computer, move the student to another computer and resume testing.</p> <p>If the problem will be resolved in sufficient time to complete testing (restore power or internet connection), continue testing another time or day.</p> <p>If online testing becomes impossible, file an Incident Report.</p>	N/A	<p><u>Online:</u> Required IF it is necessary to move to emergency paper forms; otherwise optional</p> <p><u>Paper/Pencil:</u> N/A</p>
Other	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	<p><u>Online:</u> Optional</p> <p><u>Paper/Pencil:</u> N/A</p>

Incident Category: Materials				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	Incident Report Required/Optional
Answer Document transcription	<p>Student marks an Answer Document.</p> <p>The test administrator used the wrong Answer Document.</p> <p>A writing utensil other than a number 2 pencil is used on an Answer Document.</p>	N/A	<p><b>Note:</b> FI Students should mark the test Booklet only and the administrator transfers the responses to the Answer Document.</p> <p>Print and affix a new bar code label to a new Answer Document. The test administrator must transcribe all student responses onto the new answer document, and return with the scorable materials</p> <p>Original Answer Document must be marked <b>Do Not Score</b> and returned in the Special Handling Envelope.</p>	<p><u>Online:</u> N/A</p> <p><u>Paper/Pencil:</u> Required</p>
Answer Document damaged, defective, or lost	<p>Answer Document becomes damaged in such a way that will impact scanning—ripped, torn, etc; is defective upon arrival, or is lost during test administration.</p>	N/A	<p>Test administrator must transcribe all student responses exactly as recorded from the test booklet to a new answer document.</p> <p>Print and affix a bar code label to the new Answer Document and return with the scorable materials.</p> <p>Original Answer Document must be marked <b>Do Not Score</b> and be returned in the Special Handling Envelope.</p> <p><b>NOTE:</b> Biohazards should not be returned.</p>	<p><u>Online:</u> N/A</p> <p><u>Paper/Pencil:</u> Required</p>

Incident Category: Other				
Incident Sub-Category	Scenario	Response for Online Testers	Responses for Paper/Pencil Testers	Incident Report Required/Optional
Other	Use this category only if an incident occurs that does not fit into the listed categories.	Varies	Varies	<u>Online:</u> Optional  <u>Paper/Pencil:</u> Optional

## Appendix I

### Training Resources

Training resources are available on the MI-Access web page and links are provided below for quick and easy reference for some of them.

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

### Current Assessment Administration

- [2019 MI-Access List of Important dates](#)
- [Guide to State Assessments](#)
- [Assessment Integrity Guide](#)
- [Security Compliance Form](#)
- [eDIRECT Support and Documentation](#)

### Student Supports and Accommodations

- [Frequently Asked Questions](#)
- [Student Supports and Accommodations Table](#)
- [Online-Paper Pencil Supports and Accommodations](#)
- [Scribe Protocol may be found in the Supports and Accommodations Guidance Document](#)

### Functional Independence

- [FI Expressing Ideas Scoring Guides](#)

### Professional Development

- [Assessment Coordinator Training Guide](#)
- [Assessment Selection Guidance - Interactive Decision-Making Tool](#)
- [Assessment Selection Guidelines Training](#)
- [Assessment Coordinator Training Guide](#)
- [New Test Coordinator Resources](#)
- [FI Online Tools Training](#)
- [Secure Site Training and Resource Materials](#)

### General Information

- [Michigan Assessment System](#)
- [Michigan 18-19 State Assessment System](#)
- [MI-Access - What it is, What it Means, and What it Offers](#)
- [Spotlight Weekly Update](#)

## Appendix J

### March 21, 2019 - Test Window Extension updates

- Page 8: Updated Testing Schedule
- Page 91: Updated List of Important Dates (Appendix G)

**Note:** All dates in the Updated Testing Schedule and the updated List of Important Dates supersede all other dates included in this manual.



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MI-Access Functional Independence (FI) Test Administration Manual (TAM)

Office of Educational Assessment and Accountability (OEAA)

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Website: [www.michigan.gov/oeaa](http://www.michigan.gov/oeaa)

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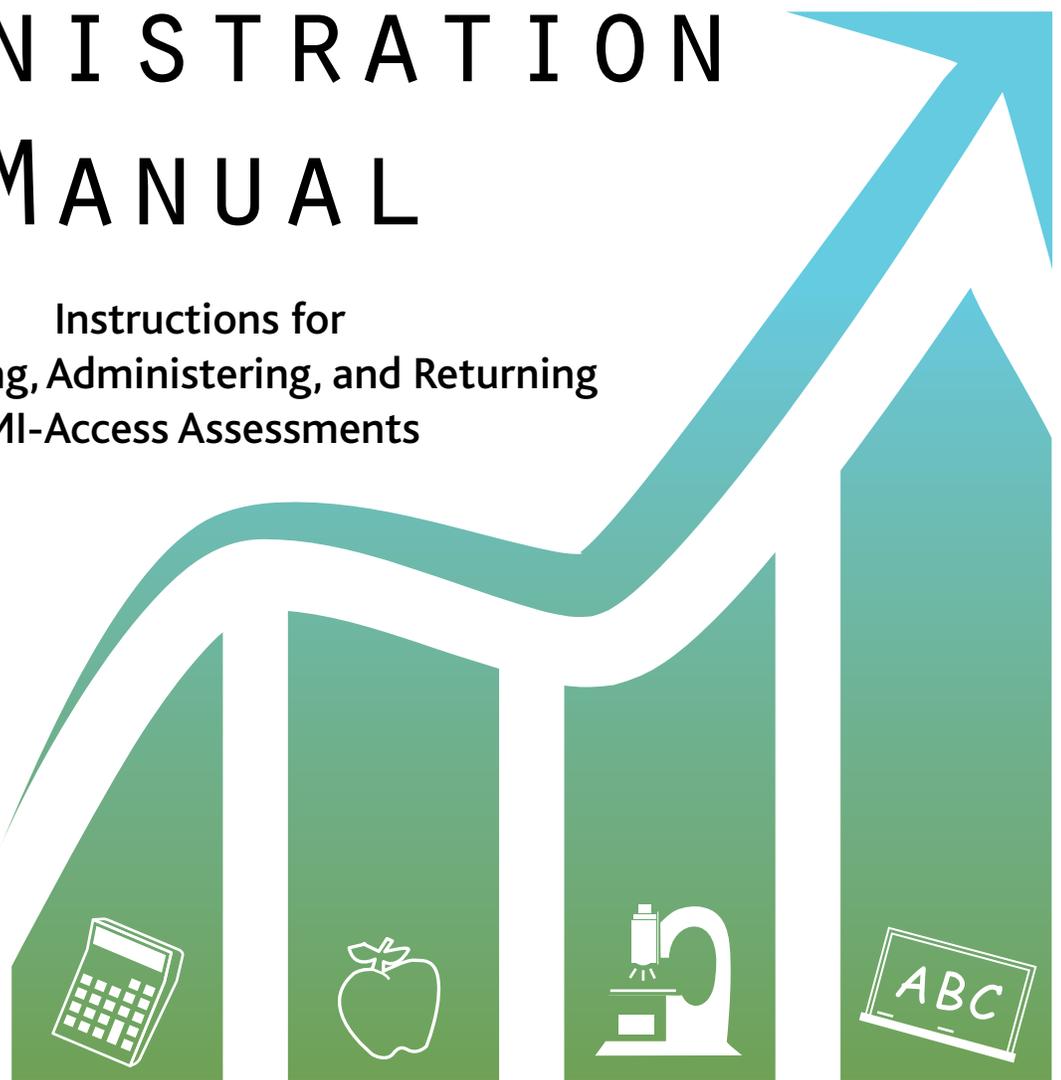
## **Appendix A.3 MI-Access Participation and Supported Independence Test Administration Manual**



## Participation and Supported Independence

# TEST ADMINISTRATION MANUAL

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



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

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

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## General Information

### How to Use This P/SI Manual

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

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

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

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

Throughout this manual we may, for brevity's sake, reference "P/SI" when referring to Participation and Supported Independence in the common areas of the assessments. The content of this manual is developed entirely for P/SI unless otherwise stated.

This manual is divided into eight sections.

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

**Overview** describes assessment information that everyone involved in the MI-Access administration process needs to know. This includes resources to prepare all staff for the testing window.

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

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

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

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

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

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

## Online Score Entry Icon

All MI-Access P/SI assessment administration activities are completed exclusively with paper/pencil materials. Once testing is completed, the students’ responses are entered online by test administrators. The Office of Educational Assessment and Accountability (OEAA) will be using the computer icon to represent online score entry to highlight parts of this manual. Sections without icons pertain to general paper/pencil administration processes.

Icon	Mode
	Online

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

Role	Required Sections	Page
<b>Assessment Administrator</b>	<ul style="list-style-type: none"> <li>• General Information</li> <li>• Assessment Overview</li> <li>• Assessment Administrators</li> <li>• Supports and Accommodations</li> </ul>	24
<b>Building /School Coordinator</b>	<ul style="list-style-type: none"> <li>• General Information</li> <li>• Assessment Overview</li> <li>• Building Coordinators</li> <li>• Assessment Administrators</li> <li>• Supports and Accommodations</li> <li>• Materials Return Instructions</li> </ul>	42
<b>District Coordinator</b>	<p>All sections:</p> <ul style="list-style-type: none"> <li>• General Information</li> <li>• Assessment Overview</li> <li>• District Coordinators</li> <li>• Building Coordinators</li> <li>• Assessment Administrators</li> <li>• Supports and Accommodations</li> <li>• Materials Return Instructions</li> </ul>	48

## Assessment Calendar

The MI-Access assessments are a part of Michigan’s overall assessment program. The calendar below provides a quick view of all the spring assessments. This single-page document may be accessed at this [link](#) or on the MI-Access web page ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)). The calendar highlights the MI-Access assessment window, which covers a seven-week period. Feel free to save, print, and distribute this calendar to your testing staff.

Spring 2019 Testing Schedule for Summative Assessments – REVISED															
Assessment	Week of														
	2/4-2/8	2/11-2/15	2/18-2/22	2/25-3/1	3/4-3/8	3/11-3/15	3/18-3/22	4/8-4/12	4/15-4/19	4/22-4/26	4/29-5/3	5/6-5/10	5/13-5/17	5/20-5/24	5/27-5/31
M-STEP Grades 5, 8, and 11								4 weeks				extended 1 week			
M-STEP Grades 3, 4, 6, and 7											4 weeks				extended 1 week
MI-Access Alternate Assessments								7 weeks							extended 1 week
College Entrance: SAT w/Essay*								4/9 only		Makeup 4/23					
Accommodated Testing Window								4/9 – 23							
Work Skills: ACT WorkKeys								4/10 only		Makeup 4/24					
Accommodated Testing Window								4/10 – 23							
PSAT 8/9 (grade 8)*								4/9	Makeup 4/10-16	Makeup 4/23-24					
Accommodated Testing Window								4/9 – 23							
PSAT 8/9 (grade 9) and PSAT 10**								4/9, 10, or 11	Makeup 4/10-16	Makeup 4/23-24					
Accommodated Testing Window								4/9 – 23							
WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs	7 weeks														

\* Schools must administer the PSAT 8/9 for 8th grade and SAT with Essay on April 9, 2019 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

\*\* Schools must administer the PSAT 8/9 for 9th grade and PSAT 10 on April 9, April 10, or April 11, 2019 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

- Schools can choose which date works best for them as the initial test day.
- The same grade must test on the same day at the same time.
- Schools can administer multiple grades in one day.

**NOTE:** Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.

## Important Dates

The window for administering the MI-Access tests covers seven weeks; however, we advise that you make every effort to complete testing as early in the window as possible. You will also notice the grades are not scheduled, as in the M-STEP assessment, which means MI-Access administrators may select an assessment based on student needs and their internal scheduling at any time during the administration window. A list of important dates may be found on the MI-Access web page [https://www.michigan.gov/documents/mde/MI-Access\\_List\\_of\\_Important\\_Dates\\_634789\\_7.pdf](https://www.michigan.gov/documents/mde/MI-Access_List_of_Important_Dates_634789_7.pdf) and in Appendix G of this manual, for the activities before, during, and after the assessment. The list of important dates is a stand-alone document and may also be saved, printed, and distributed for testing staff members.

Important Testing Activities		
<b>Pre-ID Window</b>	Opens <b>January 7, 2019</b> Remains open for new students through the test window	
<b>Initial Order Window</b>	<b>January 7–February 13, 2019</b>	
<b>Additional Order Window</b>	<b>April 2 – May 21, 2019 (at noon)</b>	
<b>Spring Coordinator Live and Taped WebEx</b>	<b>March 6, 2019</b> (live) The recorded version will be available in eDirect soon after the live production (This webex covers eDIRECT and Insight functions. Watch Spotlight for details).	
	eDIRECT opens to add/edit test sessions.	<b>March 8, 2019</b>
<b>Initial Test Materials Arrive in Districts</b>	For all grades <b>March 25 – March 27, 2019</b>	For any entities requesting alternate delivery <b>April 1 – April 3, 2019*</b>
<b>Test Administration Window</b>	<b>April 8 – May 24, 2019</b>	
<b>Return of Materials</b>	<b>May 29, 2019</b>	
<b>Accountable Students enrolled, Demographics and Answer Document Verification window</b>	<b>Date: TBA in the Spotlight</b>	
* District/schools may request an alternate delivery date for the materials to arrive between April 1-3. Schools should complete the Alternate Delivery Request on the Secure Site during initial material ordering period.		

## The Educational Entity Master (EEM)

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

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

The EEM may be accessed online at the [web page](http://www.michigan.gov/eem) (www.michigan.gov/eem). The EEM may be viewed by anyone, but it can only be updated by an authorized District EEM user. This is usually the district student pupil accounting person.

## What's New This Year

The OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the Coordinator's responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform may be found at the top of the MI-Access web page, along with a Bookmark feature that allows selection of the Guide to be imported to your computer desktop for quick reference.



Every year brings some changes or adjustments to the assessment process. Some of these changes are highlighted here.

- There has been a change in the flexibility policy within the three levels of MI-Access testing. This change allows students to be assessed using more than one level of the MI-Access tests, limited to two adjacent levels only. See the "Assessment Flexibility" section of the Assessment Overview in this manual for details.
- The Participation Administrator Assessment Booklets have been revised to include specific directions for the "Do Not Read Aloud" direction for each item. Also, these booklets now incorporate expanded clarifications of how to adapt routine classroom items to help facilitate ideas while presenting items to students with visual impairments.
- Testing schedules are required as part of the overall documentation outlined in the Assessment Integrity Guide. See the Overview section of this manual for further details.

## Call Center and Contact Information

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

Call Center number 1-877-560-8378  
 Normal Hours: 8:00 AM–5:00 PM (M–F)  
 Testing Window Hours: 7:00 AM–5:00 PM (M–F)

The table below shows the options related to MI-Access testing that can be selected by calling the OEAA Call Center.

Topic	Option
Known or suspected cheating or unethical testing practices on any state assessment	1
eDIRECT, INSIGHT, TSM, or online assessment tools	2
Secure Site, M-STEP, MI-Access, Accountability, or Reporting	3

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

For any eDIRECT or Insight question, you may also send an [email](#) to [MISupport@datarecognitioncorp.com](mailto:MISupport@datarecognitioncorp.com).

## Incident Reporting

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

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

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

Detailed information on using the Incident Report page on the Secure Site is found on the [Secure Site Training page](#) ([www.michigan.gov/secaresitetraining](http://www.michigan.gov/secaresitetraining)).

OEAA expects schools and districts to report any testing irregularities even if they are unsure of the outcome. Withholding information could present a more serious security issues if an incident is unreported and then discovered later. All incident reports should be submitted on the OEAA Secure Site under the student assessment drop-down menu (see below). An incident reporting chart may be found in Appendix I of this manual to help guide district coordinators through the process of identifying irregularities and how to respond to them.



## Security

All assessment materials that contain test questions or student responses are considered secure materials and must be handled in a way that maintains their security before, during, and after testing. This includes assessment materials, accommodated materials, test tickets, and test rosters. The following list offers more detailed information related to security that all District/School Coordinators and Assessment Administrators must keep in mind when they have secure test materials in their possession.

- Secure materials are bar-coded and recorded on the security checklists that accompany the assessment materials shipments. These materials must be returned to the scoring contractor. **Schools must account for every secure item included on the materials list.**
- Test tickets used to enter students’ scores from the PAA/SAA are secure materials and must be treated as such. Test rosters, which automatically print along with test tickets, are also secure.
- All secure materials must be kept in one secure, locked location within the school. During the test administration window, the materials must be distributed and collected daily.

- **No test materials that contain test questions may be copied at any time or retained in the schools.**
- The use of cameras or cell phones and posting pictures to social media sites during testing is a security risk. **Photographs may not be taken at any time** of any secure testing materials or the testing environment. If anyone violate this policy, an incident report must be completed in the Secure Site.
- The MDE has developed a Security Training series through Michigan Virtual to help train staff involved in any student assessment activities. The training modules are available through [Michigan Virtual](http://bit.ly/MDEAssessmentSecurity) (<http://bit.ly/MDEAssessmentSecurity>).

## OEAA Assessment Security Compliance Form

All staff who participate in the administration of MI-Access tests must read and sign an OEAA Assessment Security Compliance Form, asserting that they:

1. have accessed and read the Assessment Integrity Guide, especially the sections applicable to security, preparation, and administration
2. have read the manuals and been trained for the assessment they are helping to administer
3. understand their obligation concerning security and confidentiality of the tests
4. are aware of the range of penalties that may result from not following procedures as described

OEAA Assessment Security Compliance Forms are sent to schools and districts with their initial materials shipment and are also available on the MI-Access web page. Compliance Forms must be retained by the District/Building MI-Access Coordinator and kept on file for three years.

## OEAA Communications with Schools and Districts

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

- Spring 2019 WebEx Administration presentation is scheduled for March 6, 2019 (10:00 AM) and will have a focus on P/SI score entry in the Online Answer Document (The recorded session will be posted to the web page)
- the weekly OEAA newsletter "Spotlight," which is available to the public. Subscribe to receive the newsletter and/or read archived copies on the [MI-Access web page](#)



- An administration presentation will also be recorded and posted to the MI-Access web page. Watch Spotlight for details on availability.
- the [MI-Access web page](#) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access))
- [eDIRECT](https://mi.drcedirect.com) (<https://mi.drcedirect.com>)
- the "Announcement" page on the [Secure Site](#) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure))
- presentations at state conferences, including the Michigan School Testing Conference each February
- [MI-Access web page](#) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)) - contains all necessary materials and training resources for a successful administration

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

## P/SI Assessment Overview

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

### Students Tested with MI-Access

MI-Access assessments are available at three student levels.

- The Functional Independence (FI) assessments are for students who have, or function\* as if they have, significant, yet more **mild** cognitive impairment. FI assessments are for students whose IEP goals and objectives and course of instruction align most closely with the “**High**” range of complexity of the Essential Elements or Extended Grade Level Content Expectations/Benchmarks. These students typically can, with assistance, assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence.
- The Supported Independence (SI) assessments are for students who have, or function as if they have, **moderate** cognitive impairment. SI assessments are for students whose IEP goals and objectives and course of instruction align most closely with the “**Medium**” range of complexity of the Essential Elements or Extended Grade Level Content Expectations/Benchmarks. These students may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.
- The Participation (P) assessments are for students who have, or function as if they have, a **severe** cognitive impairment. Participation assessments are for students whose IEP goals and objectives and course of instruction align most closely with the “**Low**” range of complexity of the Essential Elements or Extended Grade Level Content Expectations/Benchmarks. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus makes determining their actual abilities and skills difficult.

It is up to the student’s IEP team to determine which MI-Access assessment is most appropriate for the student based on his or her cognitive functioning level, curriculum, and instruction. MI-Access is designed for students working toward the alternate achievement standards. Students whose instruction is based on Michigan’s general content standards should be assessed using the general assessments appropriate for the student’s grade level. Students with disabilities publicly placed in private schools as a means of providing special education and related services are required to be included in the statewide assessment system.

Students with a Section 504 Plan are not eligible to take MI-Access under federal law, since these students have a disability condition but are not receiving specialized instruction under the Individuals with Disability Education Act.

Note: This manual is designed for the P/SI assessments only. A separate FI manual is posted on the MI-Access web page.

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

## Consequences of Assessment Decisions

When deciding whether a student should participate in an alternate assessment based on alternate state standards, IEP teams must consider some important consequences.

- If a student participates in a MI-Access assessment, it is assumed that the student is receiving instruction based primarily on Essential Elements with the Medium or Low Range of Complexity, Extended Grade Level Content Expectations, Extended Benchmarks, and/or Extended High School Content Expectations. **Note:** Functional Independence receives instruction in the High range of complexity.
- Being directed onto an alternate/divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan’s General Grade Level Content Expectations as needed to meet all the requirements of the Michigan Merit Curriculum.

Decisions that place students in an alternate assessment should **not** be made on the perceived notion that the student will perform better there. This is an IEP decision and should center around the instructional norms for the student. IEP teams must follow the state guidelines when making decisions on state assessments ([MI-Access guidelines](https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf) at [https://www.michigan.gov/documents/mde/Should\\_My\\_Student\\_Take\\_the\\_Alternate\\_Assessment\\_556705\\_7.pdf](https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf)).

## Content Areas Assessed

Currently, the P/SI assessments cover three content areas: English language arts (ELA), mathematics, and science. As required by federal law, the assessments reflect Michigan’s state standards Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and/or Benchmarks in these content areas. Alternate content standards, reflecting the previously mentioned general content areas, exist as an option for students with the most significant cognitive disabilities. The Essential Elements with Michigan’s range of complexity (EEs), Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the P/SI assessments are based can be downloaded from the [MI-Access web page](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

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

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

### P/SI ELA Assessments

The P/SI ELA assessments focus on the four claim areas of: Comprehending Text in Increasingly Complex Ways, Writing (text types and purposes), Communicating for a Range of Purposes and Audiences, and Investigating Topics and Presenting Information. There are 15 items on each Participation ELA assessment and 20 items on each Supported Independence ELA assessment.

### P/SI Mathematics Assessments

The P/SI mathematics assessments focus on the four mathematics claim areas of: Number Sense, Geometry, Measurement Data and Analysis, and Algebraic and Functional Reasoning. There are 15 items on each Participation mathematics assessment and 20 items on each Supported Independence mathematics assessment.

### P/SI Science Assessments

The P/SI science assessments focus on five areas or strands:

1. Constructing New Scientific Knowledge
2. Reflecting on Scientific Knowledge
3. Using Life Science
4. Using Earth Science
5. Using Physical Science

There are 20 items on each Participation science assessment and 22 items on each Supported Independence science assessment.

### Social Studies Assessment

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

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

See the [Secure Site training page](http://www.michigan.gov/secaresitetraining) (www.michigan.gov/secaresitetraining) for detailed entry information.

### Participation and Supported Independence: ELA, Mathematics, and Science

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

- The administrator booklets are designed to be used by the Primary and Shadow Assessment Administrators (PAA and SAA), not by the student. The administrators should write their names on the cover of their booklets and use them in preparation for testing students.
- The student picture cards are provided with the booklets and should be used to help plan the administration of the test. While the cards are designed for use by the students, in certain situations, the PAA may choose to substitute the cards with items the student is familiar with as part of their daily routine.
- The Scoring Documents will be provided for the PAA and SAA with the material orders and may also be copied or printed from the MI-Access web page to meet assessment needs.

- The Scoring Documents are non-scannable tally sheets used during observations; they are also used when student scores are entered after testing.
- The P/SI Answer Document is an online document only—no paper answer documents are produced for P/SI.
- The student responses will be transferred from the Scoring Documents into the online answer document by the PAA for all the content areas; this transfer will require a test ticket for the PAA to enter the student responses.
- The entry directions may be viewed/downloaded from the MI-Access P/SI Online Answer Document Instructions located on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

MI-Access Assessment Materials		
Assessment Administrator Booklets		
	Participation	Supported Independence
<b>Content Areas</b>	ELA, mathematics, and science are covered in one administrator booklet for the appropriate grades.	ELA, mathematics and science are covered in one administrator booklet for the appropriate grades.
<b>Grades</b>	There is one booklet per grade for ELA, mathematics and science (grades 4, 7, and 11).	There is one booklet per grade for ELA, mathematics and science (grades 4, 7, and 11).
<b>Colors</b>	The ELA/mathematics booklet is blue.	The ELA/mathematics booklet is green.
Student Picture Cards		
<b>Content, Grades, and Color</b>	Same as booklets, but the picture cards are printed in black and white. Two cards are provided for each selected response item.	Same as booklets, but the picture cards are printed in black and white. Three cards are provided for each selected response item.
Scoring Documents		
<b>Content Areas</b>	<b>P/SI Scoring Documents used to record student responses</b>	
<b>Grades</b>	No paper answer documents, since the responses are entered in the online answer document	
<b>Colors</b>		

## Assessment Flexibility

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

Beginning with 2018–2019 school year, this assessment program flexibility has been expanded to include adjacent levels of the MI-Access assessments. This new flexibility:

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

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

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

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

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

## Testing Schedule

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

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

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

## Item Formats

The P/SI assessments use two item formats.

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

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

## Ungraded Students

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

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

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

## Roles and Responsibilities

### Technology Coordinators

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

**Assessment Administrators (see AA section for further details)**

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

**Building/School Coordinators (see BC section for further details)**

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

**District Coordinators (see DC section for further details)**

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

## Supports and Accommodations

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

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

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

### Assessment Accommodation Decisions

All decisions about which accommodations a student needs must:

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

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

### Assessment Accommodations for P/SI

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

#### Group vs. One-on-One Administration

There are some activity-based observation items where the activities take place in the context of a group. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus

their full attention on the student being assessed. Similarly, because selected-response items require the use of picture cards and specific presentation styles, these items must be administered in a one-on-one situation, even though some students may be able to read the items and mark their own responses in the assessment booklet.

### Modifying Items for Students with Physical Limitations

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

### Adaptations and Do Not Read Aloud items (P)

For administrators assessing students with Participation-level tests, the booklets have been revised to include some helpful hints. Adjacent to each selected response item is included:

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

An example of what this will look like in the booklets (Sample Items Booklets) may be found on the MI-Access web page under the Participation and Supported Independence section or at this [link](#).

### Readers

The only time readers may be needed for the P/SI assessments is on selected-response items. For these items, a reader is considered a standard assessment accommodation; this means that both the item stem and the words that accompany the picture answer choices may be read aloud to the student, except when specifically noted in the administrator assessment booklet. Do Not Read Aloud Tables have been included at the front of each Supported Independence administrator assessment booklet, indicating which item stems and/or answer choices may not be read aloud. The Participation administrator booklets provide Do Not Read Aloud instructions under each selected response questions.

### Timing, Setting, and Response Modes

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

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

### Timing/Scheduling

Among other actions, the PAA may:

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

### Setting

Among other actions, the PAA may:

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

### Presentation

Among other actions, the PAA may:

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

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

### Response

Among other actions, the PAA may:

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

# Assessment Administrator

Assessment Administrators are responsible for working together to prepare for administration of the P/SI assessments. The lead responsibility is with the Primary Assessment Administrator to coordinate the activities leading up to, during, and after the administration.

## Administrator Quick List

### BEFORE

Mark when complete

- Read this entire section to learn how the assessments are designed and should be administered
- Read the "Assessment Integrity Guide" found on the MI-Access web page
- Complete the MI-Access P/SI Scoring Rubrics Online Learning Program [link](http://video1.resa.net/mde/PSI/module1.html) (http://video1.resa.net/mde/PSI/module1.html) (best used in the Internet Explorer browser)
- Complete and return an OEAA Assessment Security Compliance Form
- Inventory the materials received
- Be sure to get the test tickets from the Building Coordinator that will be used after testing to enter scores
- Review the assessment booklets with the SAA, along with scoring documents, scoring rubrics, and picture cards, to prepare for assessment administration
- Meet to clarify roles and responsibilities of PAAs and SAAs and determine student response modes as well as assessment strategies
- Schedule the assessments

### DURING

Mark when complete

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

### AFTER

Mark when complete

- PAAs must transfer both PAA and SAA scores to the online answer document by 4:00 P.M. on May 24, 2019.
- Use the test ticket provided by the coordinator to log into the online answer document for score entry.
- Assemble all student picture cards and place the original cover sheet with the security barcode listed on top for return.
- Return all used and unused materials to the Building/School MI-Access Coordinator.
- Complete the online feedback survey on the MI-Access web page.

## About the Assessment

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

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

## Assessment Administrators

The P/SI assessments are designed to be administered by two school staff members:

- one certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who will act as the Primary Assessment Administrator (PAA)
- another certified staff member (as described above) or other school personnel (such as a highly qualified\* paraprofessional) who will act as the Shadow Assessment Administrator (SAA)

Both the PAA and SAA must be familiar with the student and aware of the student's unique instructional needs.

The PAA and SAA must not impede or influence the outcome of any particular assessment item.

All decisions about when to provide the student with assistance and with what type of assistance should be made by the PAA.

The SAA is present only to simultaneously and independently provide a second score for the student.

PAAs and SAAs must be sure to complete the MI-Access P/SI Scoring Rubrics Online Learning Program available in the [Professional Development section](http://www.mi.gov/mi-access) (www.mi.gov/mi-access) prior to testing.

*\* Footnote: A "highly qualified" paraprofessional is a school employee who performs the duties and meets the requirements of a noncertified district employee providing instructional support under Title 1, Part A of the No Child Left Behind Act. (For more information on highly qualified criteria, go to [www.mi.gov/mde](http://www.mi.gov/mde)).*

## Administration Process and Assessment Materials

This section describes the administrative steps that need to be taken before, during, and after assessment administration. Keep in mind that the PAA is responsible for making sure that these steps are carried out. Some steps—such as inventorying materials, scheduling and planning for the assessment, completing the score entry for the online answer document, determining when and what types of assistance to provide to students during the assessment, and returning assessment materials to the School MI-Access Coordinator—are the sole responsibility of the PAA. Other steps—such as signing Assessment Security Compliance forms, reviewing the assessment booklets and picture cards, scoring the students, and reading the online administration manual that explains how to administer the assessments—must be completed by both PAAs and SAAs.

### Before Testing

#### Receiving Assessment Materials

The MI-Access contractor ships all assessment materials to District/School Coordinators based on their order delivery selection in the Secure Site. District/School Coordinators are then responsible for distributing the materials to School Coordinators/Administrators.

Materials provided to ALL assessment administrators include:

- student picture cards (one set for each PAA, based on the assessment[s])
- OEAA Assessment Security Compliance Forms (one for the PAA, one for the SAA, and extras for any accommodations providers and/or proctors)
- Assessment Administrator booklets
- scoring documents provided for PAA and SAA for P/SI observations in preparation for online entry  
NOTE: the scoring documents may be copied or printed from the MI-Access web page

#### Completing and Returning Assessment Security Compliance Forms

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

#### Inventorying Assessment Materials

Keeping in mind the number of PAAs and SAAs, an inventory must be conducted to make sure that the correct assessment materials have been provided in sufficient quantities. If any materials are missing, the School MI-Access Coordinator should be notified, so that he or she may go through the appropriate channels to obtain the missing materials. (See the General Information section of this manual for more information on which content areas must be assessed and at which grades.)

**NOTE:** It is permissible to use the same test administrator booklet and picture cards for different students in the same grade and content areas.

#### Understanding Assessment Design

Before completing any other steps, be sure to read “About the Assessments” section at the beginning of this section. It explains how the P/SI assessments are designed and should be administered.

## Reviewing Booklets, Picture Cards, and Scoring Rubrics

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

### Preparing for Assessment Administration

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

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

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

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

If there are any questions or concerns about the assessments, refer them to the School MI-Access Coordinator. If the coordinator cannot answer the questions or concerns, they may be referred to the District MI-Access Coordinator for follow-up.

## Preparing the Administration Environment

Prior to administering the MI-Access P/SI assessments, there are several factors that PAAs and SAAs need to take into consideration and steps they need to complete.

### Anticipated Response Modes

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

### Group vs. One-on-One Administration

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

While some students may be capable of reading selected-response items and of marking their own answers in their assessment booklets, the use of picture cards and required presentation styles means that these items MUST be administered in a one-on-one situation. Thus, group administration is not allowed for the P/SI assessments.

### **Physical Assistance**

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

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

### **Positioning**

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

### **Preparing the Environment**

Some mathematics and science activity-based observation items call for the use of real-world objects, such as manipulatives, sorting blocks, or natural materials. The descriptions of the assessment activities typically contain examples of common objects or materials that may be appropriate for use by the student being tested. Nevertheless, the PAA is responsible for (1) determining which materials will be used, and (2) making sure they are on hand before the assessment item is administered.

Similarly, because some activity-based observation items and all selected-response items rely on pictures (often paired with words), the PAA is responsible for (1) determining which pictorial program (or actual photographs) should be used, and (2) generating the materials, if needed, for use during assessment administration.

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

### Instructional Tip

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

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

## During Testing

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

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

Each of the scoring documents will contain the rubric in the header of the sheet. This is designed for easy reference during the observations.

## Administering P/SI Selected Response Items

Selected Response items have three components:

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

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

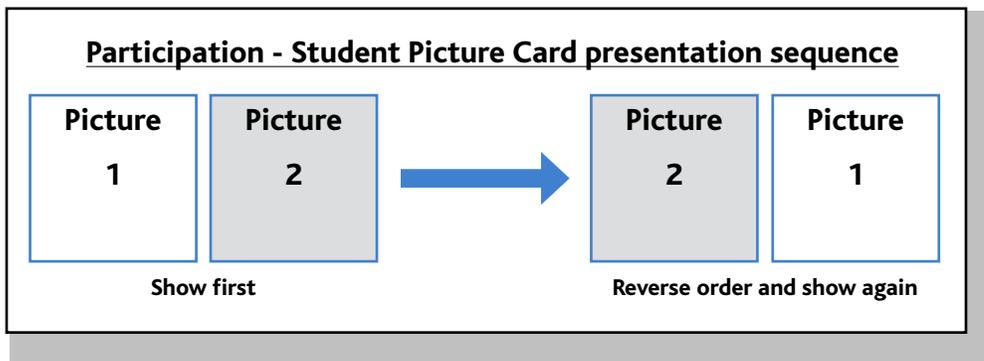
### Reading Selected-Response Answer Choices Aloud

In most cases, the picture answer choices are accompanied by labels that should be read aloud to the student along with the item stems. There are, however, some instances where reading the labels that accompany the pictures would give the answers away; therefore, in these instances, the labels have been omitted and students must respond to the questions without verbal assistance. (The only exception is for Word Recognition items where the labels remain because students need to see the actual words.) There is a Do Not Read Aloud Table at the front of each student assessment booklet, indicating which items, or parts of items, should not be read aloud.

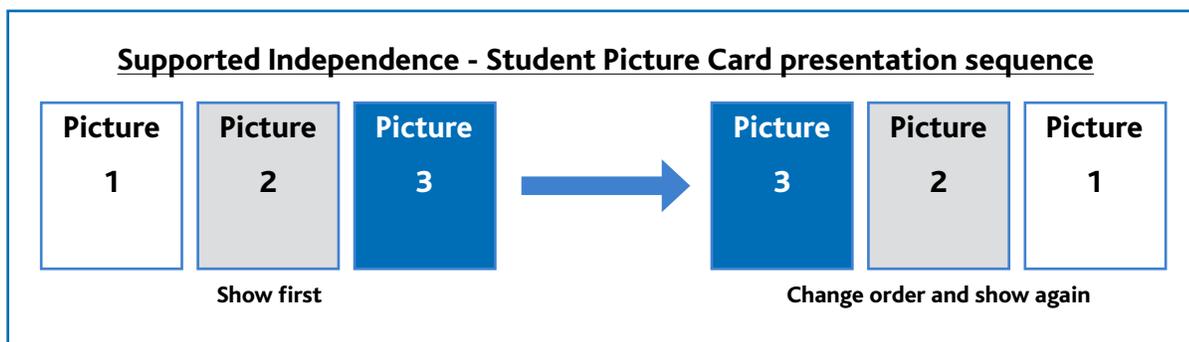
## Using Picture Cards

While the student picture answer choices are included in the administrator's assessment booklet, the MI-Access contractor will also provide separate picture cards that **MUST** be presented to the student during assessment administration. The administrator booklet is not intended for direct use by the student being assessed. PAAs may decide whether to use the picture cards "as is" or to reproduce them in a format (such as real photographs), size, or pictorial program that is more familiar to the student. The reproduced images, however, must **NOT** change the nature of the question or elicit a different response. Actual objects may also be used if needed.

When the picture cards are used, there are specific presentation styles that **MUST** be followed. On the Participation assessments, where there are two answer choices, both picture cards must be presented at the same time in one order, then immediately presented to the student again with the positions of the cards reversed (see below).



On the Supported Independence assessments, where there are three answer choices, all three picture cards must be presented to the student at the same time in one order, then immediately presented to the student again in a different order (see next page). The purpose of these presentation styles is to ensure that the student is intentionally selecting the correct answer and not merely responding to a dominant side or selecting the picture by chance. You may want to explain this presentation style to students before testing so they do not presume you are asking the question again because they answered incorrectly the first time.



If a student is unable to select his or her answer using these presentation styles due to physical limitations, the answer choices may be presented to the student for "yes/no" selection. The PAA must show the student all the cards in one order and ask if each card is a correct or incorrect choice; then, the PAA must show the cards again in a different order and ask if each card is a correct or incorrect choice. The student must identify the correct picture answer choice by indicating "yes" both times. If the student indicates "yes" for a wrong answer choice or "no" for a correct answer choice, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all cards.

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

### Presenting Introductory Art

Some selected-response items have introductory art that appears before the item stem. For these items, the MI-Access contractor will provide picture cards for the introductory art, as well as for the answer choices. For more information on how to administer these types of items, please review the [MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

## Administering P/SI Activity-Based Observation Items

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

### Scoring Documents

The P/SI assessment administrators will use the accompanying “Scoring Documents” that:

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

**MI-Access** MI-Access Participation Scoring Document- SPRING 2019 **MICHIGAN Education**

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

Student Name \_\_\_\_\_

Directions: Use this guide to record the student's responses for each item based on the scoring rubric. The primary assessment administrator will then transfer the scores into the online answer document found at <https://surveysdrc.com/mi/mi2019/ogon.aspx> using a test ticket. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student online answer document.

Note: this document will not be returned with secure materials.

Select One:  Primary Assessment Administrator  Shadow Assessment Administrator

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

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

X \_\_\_\_\_  
Assessment Administrator Circle one:  Primary Assessment Administrator  Shadow Assessment Administrator  
(Sign and keep on file in your district. DO NOT RETURN)

**MI-Access** MI-Access Participation Scoring Document- SPRING 2019 **MICHIGAN Education**

Content Area: Mathematics Fill in Form Number: P-Math-\_\_\_\_\_

Student Name \_\_\_\_\_

Directions: Use this guide to record the student's responses for each item based on the scoring rubric. The primary assessment administrator will then transfer the scores into the online answer document found at <https://surveysdrc.com/mi/mi2019/ogon.aspx> using a test ticket. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student online answer document.

Note: this document will not be returned with secure materials.

Select One:  Primary Assessment Administrator  Shadow Assessment Administrator

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

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

X \_\_\_\_\_  
Assessment Administrator Circle one:  Primary Assessment Administrator  Shadow Assessment Administrator  
(Sign and keep on file in your district. DO NOT RETURN)

## Item Components

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

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

The second item component is the scoring focus, or a short statement that (1) links the item to Michigan's EE or EBs, and (2) is what the PAA and SAA will look for when observing and scoring the student. In the sample item described in the paragraph above, the scoring focus might be:

Using language to communicate effectively for different purposes

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

Most items also include an example, which is intended to further clarify the activity and show what an assessment administrator might do with the student in order to administer the item. Please keep in mind that this is only an example; assessment administrators may need to modify the example to better suit their students or what they have available in the classroom.

### Student Directions

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

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

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

It is important for PAAs and SAAs to review all assessment items prior to administration to (1) check for specific directions, and (2) ensure the directions are planned for and followed.

### Preparing the Environment

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

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

Keep in mind that any aids or materials used must (1) be chronologically age appropriate, (2) reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration), and (3) be documented in the student's IEP.

### Administering ELA Words-Paired-with-Picture Items

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

## Using the P/SI Scoring Rubrics for Selected-Response and Activity-Based Observation Items

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

### Participation Scoring Rubric (3-Point Rubric)

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

### Supported Independence Scoring Rubric (2-Point Rubric)

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

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

### Scoring Rubric Terms and Definitions

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

### Scoring Rubric Online Learning Program

To learn more about scoring the MI-Access P/SI assessments, PAAs and SAAs **MUST** complete the MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program, found in the [Professional Development section](#) of the MI-Access web page. The program includes a detailed explanation of the scoring rubrics and shows classroom video clips of assessment administrators applying the rubric when scoring students on sample activity-based observation and selected-response assessment items.

**Note:** This program has not yet been updated to reflect the change in ELA and mathematics alternate content standards to Essential Elements; however, the contents of this program are still very relevant to the administration of the assessment.

### After Testing

#### Completing the Online Student Answer Document

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

There are a few things to watch for in this process.

- In some cases, based on individual needs, students may not be able to complete testing, for a variety of reasons. In these cases, enter all responses as marked on the Scoring Documents.
- The PAA and SAA scores may not always concur with each other—this is often true and somewhat expected. Administrators are asked to independently score the student as they observe their responses, and some adjacent scores (and even non-adjacent scores) are to be expected.
- Be sure the form number is marked on each of the scoring documents.
- Prohibited Behavior or cheating by students in the P/SI assessments is extremely rare. However, should it occur, it should be noted on an incident report submitted in the Secure Site. The assessment coordinator should be consulted when submitting this report.
- Homeschooled status should also be marked in Michigan Student Data System (MSDS) and in the Secure Site.
- The PAA will use the Scoring Documents to enter the student responses on the online answer document. See the directions in the following section.
- All scores must be entered by **May 24, 2019 at 4:00 PM (ET)**.

**Note:** The P/SI assessments use Administrator Assessment Booklets and Scoring Documents (provided with test materials) during test observation to document the student responses. There are no paper answer documents for P/SI, since the student responses will be entered in an online Answer Document. The online Answer Document is designed for the primary administrator to enter the PAA and SAA scores directly, using a student test ticket.

## Entering Student Responses on the Online Student Answer Document

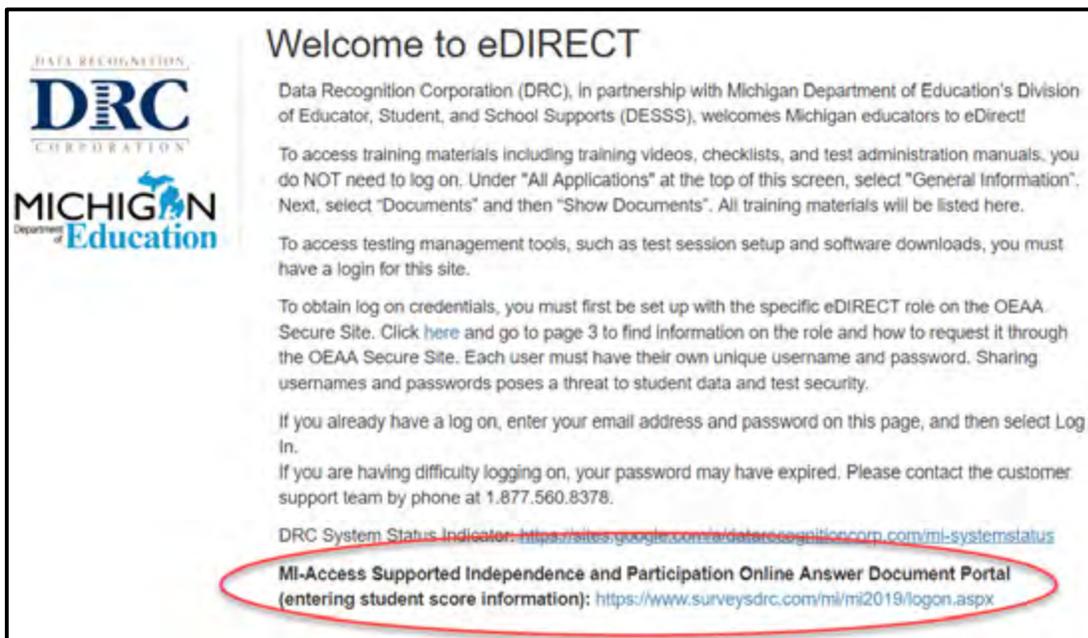
Once the student has completed testing, the PAA must gather the scoring documents used during testing, along with the SAA's scoring documents, and enter the observation scores for the student online. The following steps will guide the PAA through the process of entering the scores.

The PAA will use the student's test ticket to log into the online answer document and then enter both PAA and SAA scores from the scoring documents.

- Chrome is the preferred browser.
- INSIGHT is not used for the online answer document process.
- The online answer document will only be available **from April 9 through May 24, 2019 at 4:00 PM**

**Step 1:** Log into the [site](https://surveysdrc.com/mi/mi2019/logon.aspx) (<https://surveysdrc.com/mi/mi2019/logon.aspx>).

A link is also available on the DRC Welcome page and the MI-Access web page under the Current Assessment Administration section.



**Welcome to eDIRECT**

Data Recognition Corporation (DRC), in partnership with Michigan Department of Education's Division of Educator, Student, and School Supports (DESSS), welcomes Michigan educators to eDirect!

To access training materials including training videos, checklists, and test administration manuals, you do NOT need to log on. Under "All Applications" at the top of this screen, select "General Information". Next, select "Documents" and then "Show Documents". All training materials will be listed here.

To access testing management tools, such as test session setup and software downloads, you must have a login for this site.

To obtain log on credentials, you must first be set up with the specific eDIRECT role on the OEAA Secure Site. Click [here](#) and go to page 3 to find information on the role and how to request it through the OEAA Secure Site. Each user must have their own unique username and password. Sharing usernames and passwords poses a threat to student data and test security.

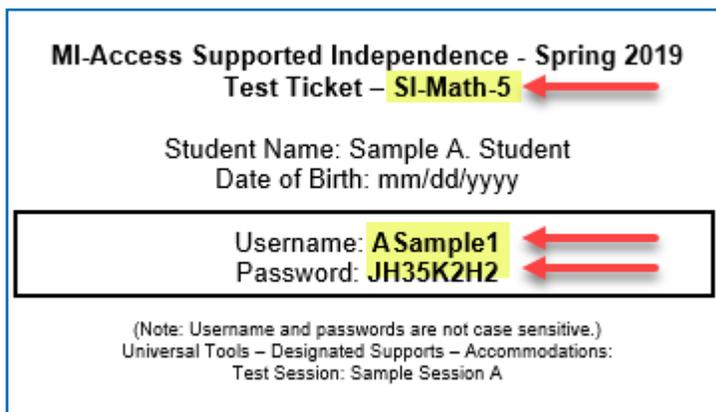
If you already have a log on, enter your email address and password on this page, and then select Log In.

If you are having difficulty logging on, your password may have expired. Please contact the customer support team by phone at 1.877.560.8378.

DRC System Status Indicator: <https://sites.google.com/site/datarecognitioncorp.com/mi-systemsstatus>

**MI-Access Supported Independence and Participation Online Answer Document Portal (entering student score information): <https://www.surveysdrc.com/mi/mi2019/logon.aspx>**

**Step 2:** Use the student test ticket to log into the online Answer Document.

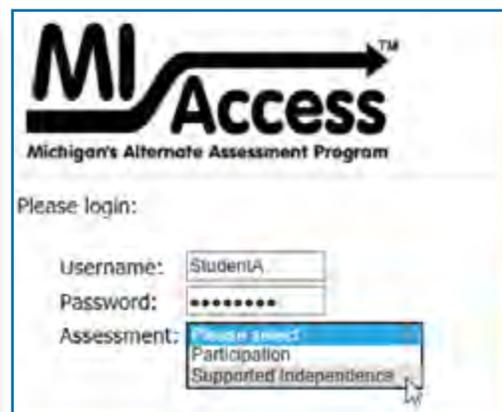


**MI-Access Supported Independence - Spring 2019**  
Test Ticket – **SI-Math-5**

Student Name: Sample A. Student  
Date of Birth: mm/dd/yyyy

Username: **ASample1**  
Password: **JH35K2H2**

(Note: Username and passwords are not case sensitive.)  
Universal Tools – Designated Supports – Accommodations:  
Test Session: Sample Session A



**MI Access**  
Michigan's Alternate Assessment Program

Please login:

Username: StudentA  
Password: \*\*\*\*\*  
Assessment: **Supported Independence**

**Step 3:** Once the PAA has logged into the online Answer Document and entered the assessment type (see arrows in the graphic above), a welcome screen will ask the administrator to confirm student/assessment information. Once the information is confirmed, click "Continue."

MI-Access  
Michigan Alternate Assessment Program

Welcome to the MI-Access Online Answer Document.

You are about to enter Primary (PAA) and Shadow Administrator (SAA) assessment scores for [redacted] Before you begin, please ensure that the PAA and SAA Scoring Documents you have in front of you are for the student listed above and for the content area listed below.

Student name:	[redacted]
Content Area:	MATH
Grade:	3
Assessment:	G3S1

By clicking below, you are agreeing to the following statement:

"I verify that the student whose information is being entered into this online answer document matches the PAA and SAA scoring documents completed at the time each item was administered to [redacted]."

If the student listed above does not match the scoring documents you are trying to enter, please [click here to return to the login screen.](#)

**Step 4:** The answer document will appear (see sample below).

- The Participation answer document is highlighted in blue for the PAA, and in gray for the SAA.
- The Supported Independence answer document is highlighted in green for the PAA, and in gray for the SAA.
- The PAA will select the form number from the drop-down menu that matches the the form number on the cover of the administrator booklet (see red arrows below).
- The answer documents are displayed in a stacked format with the PAA entries at the top; it will be necessary for the user to scroll down the PAA section of the screen to complete the form.
- The SAA answer document is displayed immediately below the PAA answer document and also has the scrolling feature.
- The PAA will transfer his or her own scoring information in the PAA fields, then enter the SAA's information on the SAA section of the answer document.

The online answer documents are separated for the PAA and the SAA in a stacked format. This enhanced display mirrors the Scoring Documents and is designed to make entry easier. The scrolling feature locks the rubric header in place for both the PAA and SAA fields.

## Sample Participation Online Answer Document

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

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

**ENTER PAA SCORES IN BLUE AREA**

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

**ENTER SAA SCORES IN GRAY AREA**

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

Submit Clear Responses Save and Return Later

## Sample Supported Independence Online Answer Document

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

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

**ENTER PAA SCORES IN GREEN AREA**

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

**ENTER SAA SCORES IN GRAY AREA**

Item number	3 Responds correctly, no assistance	2 Responds correctly, verbal/physical cues	1 Responds correctly, modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1						
2						
3						
4						
5						
6						
7						
8						

Submit Clear Responses Save and Return Later

Some important administrative instructions to note:

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

**There are some PAA and/or SAA score entries missing for this student. A valid score for each item requires both a PAA and SAA score for each student response. You may continue to enter scores or click "Submit" to enter the scores as is.**

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

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

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

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

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

### Submitting the Online Answer Documents

The answer document provides fields to enter all responses and buttons to submit the answer document.

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



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

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

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

Upon receiving this request, the OEAA will:

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

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

### Helpful Tip

When entering scores on the online answer document, you may find it much easier to use an iPad with stylus. The functionality is more precise and significantly faster than using a mouse or touchpad. Use of the iPad during the administration of the tests is not recommended; instead use the paper Scoring Documents.

ENTER PAA SCORES IN BLUE AREA			
Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	Response short of
8	<input type="radio"/>	<input checked="" type="radio"/>	
9	<input type="radio"/>	<input checked="" type="radio"/>	
10	<input type="radio"/>	<input type="radio"/>	
11	<input type="radio"/>	<input type="radio"/>	
12	<input type="radio"/>	<input type="radio"/>	

ENTER SAA SCORES IN GRAY AREA			
Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	Response short of
2	<input checked="" type="radio"/>	<input type="radio"/>	
3	<input type="radio"/>	<input checked="" type="radio"/>	
4	<input type="radio"/>	<input checked="" type="radio"/>	
5	<input type="radio"/>	<input type="radio"/>	
6	<input type="radio"/>	<input type="radio"/>	

### Returning Materials to the Building/School Coordinator

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

## Completing the Coordinator/Assessment Administrator Feedback Survey

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

## P/SI Assessment Process Flowchart

A flowchart has been developed for the administration process. It is designed as a quick reference tool to help administrators view the entire process from beginning to end, highlighting the uniqueness of the paper/pencil and the online features for P/SI. You may print this page as a training tool and/or a reminder sheet (The flowchart is posted in Appendix A).

## Building/School Coordinators

### Introduction

In each school building involved with administering MI-Access, a School MI-Access Coordinator must be designated. Staff members new to this role should consult the “New Administrator and Coordinator Primer” document, found on the [MI-Access web page](#). This a helpful resource for anyone starting in a new role and/or a refresher for experienced staff.

The OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the Coordinator’s responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform may be found at the top of the MI-Access web page, along with a Bookmark feature that allows selection of the Guide to be imported to your computer desktop for quick reference.



### Roles and Responsibilities

Building/School MI-Access Coordinators are responsible for:

- informing school administrators, special education teachers, related services providers, and others in the school about MI-Access, which is the one component of the Michigan statewide assessment programs that is available for IEP consideration
- participating in the professional development sessions organized by the District MI-Access Coordinator, to show Building/School MI-Access Coordinators and assessment administrators how to administer the MI-Access assessments
- making sure that all assessment materials received from the contractor or District Coordinator are disseminated to appropriate school staff and returned as directed
- reading the District Coordinator section of this manual if the decision has been made to order, receive, and return all assessment materials directly at the school
- making sure that assessment administrators have been provided with the [Assessment Integrity Guide](#) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) and [www.mi.gov/oeaa](http://www.mi.gov/oeaa))
- distributing, collecting, and retaining signed OEAA Assessment Security Compliance Forms
- making sure all students are loaded to eDIRECT sessions and that test tickets are produced for the PAA score entries on the online answer document after testing

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

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

## Building/School Coordinator Checklist

### BEFORE

Mark when complete

- Watch the District/Building Coordinator Online WebEx (presented live **March 6, 2019** – the recording will be posted on eDIRECT under General Information >Documents >Document type: Training Presentations & FAQs and [www.michigan.gov/baa](http://www.michigan.gov/baa)).
- Read the "Assessment Integrity Guide" found on the [MI-Access web page](#).
- Ensure the test materials have been ordered and pre-identification completed.
- Complete an OEAA Assessment Security Compliance Form.
- Create a testing schedule for all students. NOTE: these schedules must be retained by the school/district for 3 years.
- Inventory and prepare materials for distribution to assessment administrators.
- Provide Test Administration Manual and assessment training for all staff involved in student testing. Check the Appendix section and web page for detailed training resources.
- Use eDIRECT to set up sessions, print tickets and roster, and distribute materials to the PAA.
- Distribute materials to primary administrators as soon as possible to help them prepare for the testing.
- Reminder that materials must be returned daily and remain in a locked secure location per instructions in the Assessment Integrity Guide.
- Collect the completed and signed OEAA Assessment Security Compliance forms from all assessment staff (keep in building or district for three years).

### DURING

Mark when complete

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

### AFTER

Mark when complete

- Confirm with the PAA that all the student responses have been entered on the Online Answer Document and submitted before returning materials.
- Collect Assessment Administrator Booklets and student picture cards; all secure materials must be returned.
- Review the returned assessment materials for accuracy.
- Complete the Special Handling Envelope if it is used, otherwise destroy it.
- Prepare and return materials to the District MI-Access Coordinator if the district is handling the return shipment (except manuals, scoring documents); if the Building/School Coordinator is returning materials directly to the contractor, follow the materials return instructions.
- Do not return Scoring Documents and OEAA Assessment Security Compliance forms. These documents must be retained at the school or district for 3 years.
- Assemble the all student picture cards and place the original cover sheet with the security barcode listed on top for return.
- Complete the administration feedback survey found on the [MI-Access web page](#).

## Before Testing

### Pre-Identification (Pre-ID) Information

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

- unassign and move the students from the general assessment to the correct MI-Access assessment
- identify which type of MI-Access assessment will be given (FI, SI, or P); this can be done using the Mass Update; specific instructions for this process can be found on the [Secure Site Training web page](http://www.michigan.gov/seuresitetraining) ([www.michigan.gov/seuresitetraining](http://www.michigan.gov/seuresitetraining))

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

### Ordering Assessment Materials

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

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

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

## Initial Material Orders

The initial orders sent to schools are automatically populated based on the pre-ID of students entered into the Secure Site through February 13, 2019. Coordinators are reminded to review the materials orders in the Secure Site before this date to confirm the data is correct. The OEAA also has implemented a sequence of measures that will correct orders to make sure the proper number of materials are ordered for the administration. If you require more materials, these may be ordered during the additional materials order window.

## Additional Material Orders

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

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

When materials are shipped, school packing lists and security lists are included, indicating which assessment materials are enclosed and in what quantity. If the number of materials shipped does not match what is stated on the packing list and/or the security list, District/ School Coordinators will need to submit an additional order.

In addition, it is important to report missing materials because many materials are considered "secure" and will be tracked for assessment integrity purposes. If there is a discrepancy in the materials received, contact the OEAA call center. (NOTE: there is an "Order Summary" screen on the MDE Secure Site that shows what materials districts have ordered.)

## Receiving Assessment Materials

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

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

## Inventorying Materials

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

If any materials are missing, or if additional materials are needed, you may place an additional material order or contact the District MI-Access Coordinator to place the order in the Secure Site.

### Managing Administrator Login Tickets

Even though the assessment is conducting using the paper version of the test, the student responses are entered directly into an online answer document by the primary administrators. This entry process requires the PAA to have a test ticket for each student tested. For detailed information on printing login tickets, refer to the **Test Sessions – Adding, Editing, Printing Login tickets** mini-tutorial. This document can be found at <http://mi.drccedirect.com> under General Information > Documents > Document Type: Mini-Modules.

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

### Online Software

The answer document is an online function. Because this component is online, it is important for those coordinating the P/Sl to become familiar with [eDIRECT](http://mi.drccedirect.com) (<http://mi.drccedirect.com>), which is the web application of the MI-Access contractor (DRC). eDIRECT allows Michigan users to:

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

### INSIGHT and Testing Site Manager (TSM)

The INSIGHT Online Learning System is used by the student-facing version of MI-Access Functional Independence and is not used for P/Sl.

### Completing and Collecting OEAA Assessment Security Compliance Forms

Before assessment administrators begin distributing any testing materials, each staff member must sign and return the OEAA Assessment Security Compliance Form to the District/Building Coordinator. These forms must be held by the district for at least three years. The OEAA Assessment Security Compliance Form may be found in the materials order and is also posted on the [MI-Access web page](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

## During Testing

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

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

## After Testing

### Inventorying Returned Materials

Once the assessments are complete, Coordinators collect all the administrator booklets and picture cards. The Building Coordinator must collect test tickets and rosters and destroy them; the Coordinator must also return OEAA Assessment Security Compliance Forms and Scoring Documents must be retained in the district for three years. Check with your district coordinator whether to store these at the building level or district.

### Preparing the Special Handling Envelope

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

### Returning Materials

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

### Completing Coordinator Feedback Survey

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

## District Coordinators

### Introduction

In recent years, the OEAA has made changes to allow districts to determine if the district would handle all the testing materials for each of their schools, or opt to have the materials delivered directly to the schools, as is done with the M-STEP assessments. This practice is now a permanent option in the Secure Site and requires Coordinators to make this decision for their district. If no decision about the handling of materials is made and recorded, the materials will by default ship to the districts. See the “Overview” section of this manual for ordering instructions or to review the [training available](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining).

District MI-Access Coordinators have numerous responsibilities, including:

- informing administrators, teachers, related services providers, school psychologists, and others in the district about MI-Access, which is one component of Michigan’s statewide assessment program
- making sure that all School MI-Access Coordinators and assessment administrators in the district receive training on how to administer the MI-Access assessments
- making arrangements for those involved with MI-Access to watch the administration training videos on the MI-Access web page, during which viewers receive important information from the OEAA staff about the assessment administration process (<http://video1.resa.net/mde/PSI/module1.html>) (this link is operational with Internet Explorer only)
- making sure that all assessment materials received from the MI-Access contractor are disseminated to appropriate school staff, and returned as directed
- making sure that all those involved with administering the MI-Access assessments have been provided the State Board of Education (SBE)-approved [Assessment Integrity Guide](http://www.mi.gov/mi-access) (www.mi.gov/mi-access and www.mi.gov/oeaa)
- distributing, collecting, completing, and keeping on file all signed and returned OEAA Assessment Security Compliance Forms and scoring documents

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

The following is information on the materials district coordinators will receive and what to do before, during, and after the assessments are administered.

The OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the Coordinator’s responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform may be found at the top of the MI-Access web page, along with a Bookmark feature that allows selection of the Guide to be imported to your computer desktop for quick reference.



## District MI-Access Coordinator Quick List

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

### BEFORE

Mark when complete

- Read the Test Administration Manual and the Assessment Integrity Guide found on the MI-Access web page; these contain specific information and directions for individuals based on their assessment responsibilities.

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- Complete all pre-identification of students by assigning students to MI-Access and the appropriate type.

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- Manage Secure Site and eDirect access and permissions.

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- Ensure all student information is accurate in the Michigan Student Data System (MSDS).

---

- Develop and provide training to Building/School Coordinators (who in turn will provide training to staff in schools).

---

- Manage the distribution, collection, and storage of all signed OEAA Assessment Security Compliance Forms.

---

- Inventory materials received (if handled by district).

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- Determine whether Reporting or Research Codes will be used (reporting codes will only be entered on the Secure Site).

---

- Prepare and distribute testing material orders to schools (unless materials are shipped directly to schools).

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- Contact school coordinators to make sure materials have been received.

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- Establish an internal district return date for schools and district, if district is handling the returns; return kits are part of each school's initial order-the district should retain these if it is handling distribution and return.

### DURING

Mark when complete

- Report all testing irregularities by submitting an incident report in the Secure Site.

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- Assist school coordinators and assessment administrators as needed.

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- Be available to answer questions.

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- Remind building coordinator/administrators to have all student responses entered in the online Answer Document as the last part of the administration.

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- Monitor the status of online score entry to ensure all scores are entry prior to the posted deadline.

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- Relay questions to the OEAA as needed.

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- Ensure that professional assessment administration practices are followed.

### AFTER

Mark when complete

- Review the returned assessment materials for accuracy.

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- Prepare used and unused administrator booklets and student picture cards for return shipment (except manuals, OEAA Assessment Security Compliance forms, and scoring documents for P/SI); be sure to include the picture cards' original cover sheet with the security barcode listed on top for return.

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- Ship materials to the MI-Access contractor as needed.

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- Complete the administration feedback online survey.

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- Check "Accountable Students and Test Verification" window when it opens in June 2019.

## Pre-Testing Activities

### Pre-Identification (Pre-ID) Information

The OEAA requires that all students taking state-level assessments be pre-identified. The OEAA will automatically pre-ID all students from the fall MSDS general collection to the general assessment (i.e. M-STEP and MME components). It is the responsibility of the school or district to:

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

When completing the Pre-ID process, be sure to indicate which type of MI-Access assessment (Participation, Supported Independence, or Functional Independence) each student will take and in which content area(s).

Once the pre-ID is completed, you may then place test material orders.

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

### Ordering Assessment Materials

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

- If Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their District Administrator, who has responsibility for maintaining the site at the district level.
- A user must have a Michigan Education Information System (MEIS) Login to log onto the Secure Site system.
- The Secure Site Login screen contains a link to the Request MEIS ID Process.
- If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen where the user can request access after logging on with a MEIS login.
- Each year, enhancements are made to the Secure Site to streamline and improve the ordering process; therefore, be sure to review the “Material Ordering” section in the [Secure Site Training web page](http://www.michigan.gov/seuresitetraining) ([www.michigan.gov/seuresitetraining](http://www.michigan.gov/seuresitetraining))
- Districts have the option to have all the materials delivered directly to each building or to the district (default). Keep in mind that, based on the size of your district, this could be a great time saving feature to consider. Be sure to mark this designation in the Secure Site.

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

## Initial Material Orders

The initial orders sent to schools are automatically populated based on the pre-ID of students entered into the Secure Site through February 13, 2019. Coordinators are reminded to review the materials orders in the Secure Site before this date to confirm the data is correct. The OEAA also has implemented a sequence of measures to correct orders to make sure the proper number of materials are ordered for the administration. If you require more materials, these may be ordered during the additional material order window.

## Additional Material Orders

If the initial material orders arrive and are sufficient for your testing needs, additional materials should not be needed. However, the Building/School Coordinators may need to make an additional order in the OEAA Secure Site if:

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

When materials are shipped, school packing lists and security lists are included, indicating which assessment materials are enclosed and in what quantity. If the number of materials shipped does not match what is stated on the packing list and security list, District/School Coordinators will need to submit an additional order.

In addition, it is important to report missing materials because many are considered "secure" and will be tracked for assessment integrity purposes. If there is a discrepancy in the materials received, please contact the OEAA call center. NOTE: There is an "Order Summary" screen on the MDE Secure Site that shows what materials districts have been ordered.

## Receiving Assessment Materials

MI-Access assessment materials will arrive in boxes with purple MI-Access labels for each school. The boxes will include the following materials (NOTE: All materials may or may not be included in orders):

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

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

- one copy each of the security lists, packing lists, or box lists for use in inventorying returned materials
- Special Handling Envelopes (green)
- standard print assessment booklets and picture cards (all assessment types and content areas as ordered)
  - the student picture cards will include a security reminder sheet, packaged together and shrink-wrapped

### Completing OEAA Assessment Security Compliance Forms

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

### Inventorying Materials

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

If any materials are missing, or if additional materials are needed, you may place an additional material order in the Secure Site.

### Ordering Missing and Additional Materials

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

### Using Reporting Codes

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

Reporting codes must be entered in the Secure Site before the end of Accountable Students and Test Verification window.

### Using Assessment Administrator Booklets with Student Picture Cards

Because different student populations and different content areas are being assessed, it is important for Coordinators and Administrators to understand how the test booklets and picture cards are organized. The OEAA has color-coded the materials by assessment type (Participation and Supported Independence) and content area. (See the table in the following section for a summary of the following written information age.)

### Preparing Materials for Distribution

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

- **School Materials**

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

- **Security Barcode Numbers**

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

• **Establishing an Internal District Return Date**

If your district decides to process all returns, it is important to establish a return date for all materials. While the MI-Access assessment window is seven weeks long, District and Building/School Coordinators are strongly encouraged to have a discussion about establishing realistic deadlines for the return of assessment materials after testing. Before distributing materials to schools, determine the date by which materials must be returned to the district to ensure they will be shipped to the MI-Access contractor no later than May 29, 2019.

Reminder: All the P/SI student online score entries must be made by May 24, 2019 at 4:00 PM (ET).

Consequences of Late Return and Missing Pre-ID Labels					
Consequence	Description	Shipment Dates			
		On or before deadline	1–7 days after deadline	8–14 days after deadline	15+ days after deadline
Fee(s) Charged	Late shipment (per school)	—	\$250	\$250	Not scored
	Late processing (per FI answer document)	—	—	\$25	Not scored
	Missing barcode (per FI answer document)	\$10	\$10	\$10	Not scored
Reports	Data files provided	Yes	Yes	Yes	No
	Electronic reports provided	Yes	Yes	Yes	No
	Paper reports provided	Yes	Yes	Yes	No
	Results included for Accountability calculations	Yes	Yes	Yes	No

**Informing Others about Professional Practices**

District MI-Access Coordinators must inform School MI-Access Coordinators and assessment administrators about the Assessment Integrity Guide available on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access). The Guide must be reviewed by all those involved with MI-Access prior to assessment administration and the signing of the OEAA Assessment Security Compliance Forms. See the Security section of this manual for more information on professional practices and security.

**Distributing Assessment Materials to Schools**

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

## Testing Activities

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

- answer questions from School MI-Access Coordinators
- relay any questions they cannot answer to the OEAA staff (see contact information section of this manual)
- file Incident Reports for any testing irregularities that occur before, during, or after testing

Reports are filed in the OEAA Secure Site as soon as possible. Detailed information on Incident Reporting is available through the [Secure Site Incident Reporting tool](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) ([http://www.michigan.gov/documents/mde/Incident\\_Reporting\\_520328\\_7.pdf](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf))

District Coordinators should periodically check in with Building/School MI-Access Coordinators to make sure they have the materials and information they need to accurately administer the MI-Access assessments and that administrators are entering student responses on the online answer document.

## Post-Testing Activities

### Inventorying Returned Materials

All MI-Access materials should be returned together. Here is a quick reminder of what is involved in the returns process.

- Return all picture cards, assessment administrator booklets, and accommodated versions.
- Materials can be returned by the district or the school. If your district is shipping materials back to the scoring contractor, give the district your school's Return Materials Kit if they do not already have it.
- If materials are being returned to the contractor by the school directly, locate the Return Materials Kit and follow the Instructions for Materials Return.
- Fill out the Special Handling Envelope and insert documents requiring special handling (e.g. word-processed or damaged pages), if you have any. Include the envelope with the other materials. If it is not used, the envelope does not need to be returned.
- Ensure materials are free of paper clips, sticky notes, rubber bands, and other extraneous items.

### Checking Special Handling Envelopes

District Coordinators will check that the information was accurately completed on the label of each green Special Handling Envelope that contains any materials requiring special handling (e.g., damaged documents, Do Not Score items).

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

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

## Preparing Materials for Return Shipment

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

## Instructions for Returning via FedEx Express®

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

## Completing the Coordinator/Assessment Administrator Feedback Survey

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

## Checking Accountable Students and Test Verification

Information collected during the Accountable Students & Test Verification window identifies the answer documents that were entered in the online answer documents and the demographic information in MSDS. While this verification window is open (during the month of June), district/schools must verify that:

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

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

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

The Accountable Students & Test Verification window also provides a list of enrolled students and demographic information that will be used for accountability purposes. For more information, see the **instructions** ([https://www.michigan.gov/mde/0,4615,7-140-22709\\_57003---,00.html](https://www.michigan.gov/mde/0,4615,7-140-22709_57003---,00.html)).

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

## Materials Return Instructions

Districts and/or schools may choose to return testing materials directly after testing is completed, so a Return Kit is included in every order. Please note that your returns may include any MI-Access materials as mentioned below.

### How to Process MI-Access Test Materials After Testing

The table below shows what to do with each material once testing is complete.

Test Materials	Return to Scoring Contractor	Schools Keep	Schools Destroy
Student Test Tickets and Test Rosters			√
Green Special Handling Envelope(s) with contents	√		
Used and Unused Test Booklets (grades 3–8 & 11)	√		
FI Accommodated versions of the test (braille, enlarged print, audio CD, and AABBs)	√		
P/SI Scoring Documents		3 years	
P/SI Student Picture Cards	√		
OEAA Security Compliance Form(s)		3 years	
Biohazardous material (usually caused by student illness/accidents)			√*

\* If the material is secure, please call the Call Center with the numeric portion of the secure bar code to report it is destroyed. This will alert the contractor who tracks all secure materials.

## Return Materials Diagram

A Return Materials Diagram has been designed to provide a graphic aid for coordinators while packaging MI-Access materials for return to the vendor. The flowchart also appears in the Appendix E section of this manual.

### Return Tools

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

- green Special Handling Envelopes
- FedEx Express airbills for shipping
- yellow Materials Return stickers for the outside of return boxes

Districts and schools are encouraged to complete and return test materials as soon as testing is completed. Fees may be assessed for the late return of scorable materials.

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

### Instructions for Materials Return

Materials may be returned by district or school coordinators directly and may include both P/SI materials as well as any Functional Independence if used.

- Collect all used and unused assessment materials. Inventory all materials using the school packing lists and school security lists.
- Obtain any missing secure materials.
- Do NOT return Assessment Security Compliance forms, unused answer documents, or Scoring Documents for Participation and Supported Independence.

Assemble answer documents (FI if returned) following this process:

- Ensure that no answer documents have been tucked inside of a test booklet.
- Separate used answer documents from unused/blank answer documents.
- Make sure that all used answer documents are free of sticky notes, paper clips, or other extraneous materials and that the front covers are accurately completed.
- Ensure that responses for students who received FI accommodations have been transcribed, if appropriate, onto the regular scannable answer document.
- Verify that each FI answer document being returned for scoring has a correct Pre-ID student barcode label. If any barcode labels are missing or incorrect, you may print them from the [Secure Site](http://www.michigan.gov/oeaa-secure) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure)). A \$10 fee may be charged for each scored answer document returned without a barcode label.
- Group all mathematics answer documents together, all ELA: Expressing Ideas & Using Language documents together, and so forth. If you have any answer documents with word processed pages or any that require special handling, separate them from the other answer documents and follow the instructions for Special Handling below.

- SPECIAL HANDLING: Some FI answer documents you return may require Special Handling.
  - These are used secure documents that have been damaged, should not be scored for some reason, or include word-processed pages, etc.
  - Use the green Special Handling Envelope to return these materials.
  - Complete the front of the envelope as directed by the instructions on the envelope.
  - Ensure that any answer document that should not be scored is clearly marked “Do Not Score” at the top of the document.
  - Make sure the student and item information is written on any word-processed pages and that the pages are inserted into the student’s answer document.
  - Do not return blank or unused answer documents in the envelope. The envelope itself does not need be returned if it is not used.
- Use the original shipping boxes to return your materials to Measurement Incorporated. If the original boxes are not available, use other sturdy boxes. Do not use copier paper boxes.
- Pack materials into the box(es) in the following order. Note that all secure items must be returned. A packing diagram is listed in the beginning of this section and also available in Appendix E of this manual. District coordinators may return materials for more than one school in the same box.
  - Begin by placing all used and unused assessment booklets and other test materials—such as used or unused picture cards, listening scripts, and used or unused accommodated versions (CDs, enlarged print, or braille)—in the bottom of the box. Place the gold divider sheet on top of these materials. DO NOT return Assessment Security Compliance forms, P/SI Scoring Documents or unused answer documents.
  - If all your materials will not fit into one box, make sure that the used answer documents are in Box 1 of your return shipment. If there are too many used answer documents to fit into one box, proceed by packing the remainder into Box 2.
  - Green Special Handling Envelopes being returned by your school(s) should be placed at the top of Box 1 on top of other regular used answer documents.
- Do not return the OSA Assessment Security Compliance Form to Measurement Incorporated. The state requires districts to keep these forms on file for three years following the assessment administration.
- The Scoring Documents sheets that were used during the Participation and Supported Independence observations and online score entry should be retained by the school and do not need to be returned.
- After all your materials have been placed into the box(es), fill any excess space with crumpled paper or cardboard to keep the contents protected during transit.
- Remove or black out any old shipping labels on the box(es). Then, adhere a yellow Materials Return label to the top of each box. Fill in the district name and district code and the “Box # of #” fields for each box. Securely seal each box with three strips of plastic shipping tape on both the top and bottom.

- Lastly, complete the “from” or sender’s section on the FedEx Express airbill and attach it to Box 1 of your shipment. You only need one airbill on Box 1 of your entire shipment. Follow the instructions below to arrange your FedEx pickup. If you do not have enough yellow Materials Return labels and/or FedEx Express airbills, place an order for more on the Secure Site.

**NOTE:** Do not mark in any other section on the airbill. They have been preprinted with the accurate shipping destination and billing information.

### FedEx Return Instructions

- Place the boxes where the FedEx driver normally delivers or picks up packages.
- To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt— “Welcome to FedEx. In a few words, tell me what you’re calling about.”—you can press 9 or say, “Premier Customer Service Program.”
- When prompted, enter 999-999-933 as the nine-digit FedEx account number. You should be transferred to a specialized Premier Customer Service Representative. If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative. A Premier Customer Service Representative will be able to answer MI-Access-specific shipping questions more accurately than a regular Customer Service Representative, but either will be able to help you schedule your MI-Access pickup if you specify that you need to schedule a FedEx Express pickup for the MI-Access project.
- Have the following information on hand when you call:
  - your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system; otherwise, this information will have to be provided)
  - the pickup date
  - the total number of boxes you are returning
  - the average box weight (you can use 30 pounds per box as an average weight)
- For “multiple-piece shipments,” the FedEx driver will produce individual labels for each box linking it to the airbill on Box 1. Retain the sender’s copy of the airbill for your records, as it contains the master tracking number for your return shipment.
- After returning ALL your MI-Access materials for the 2019 administration, destroy any remaining FedEx Express airbills, as these are year-specific.

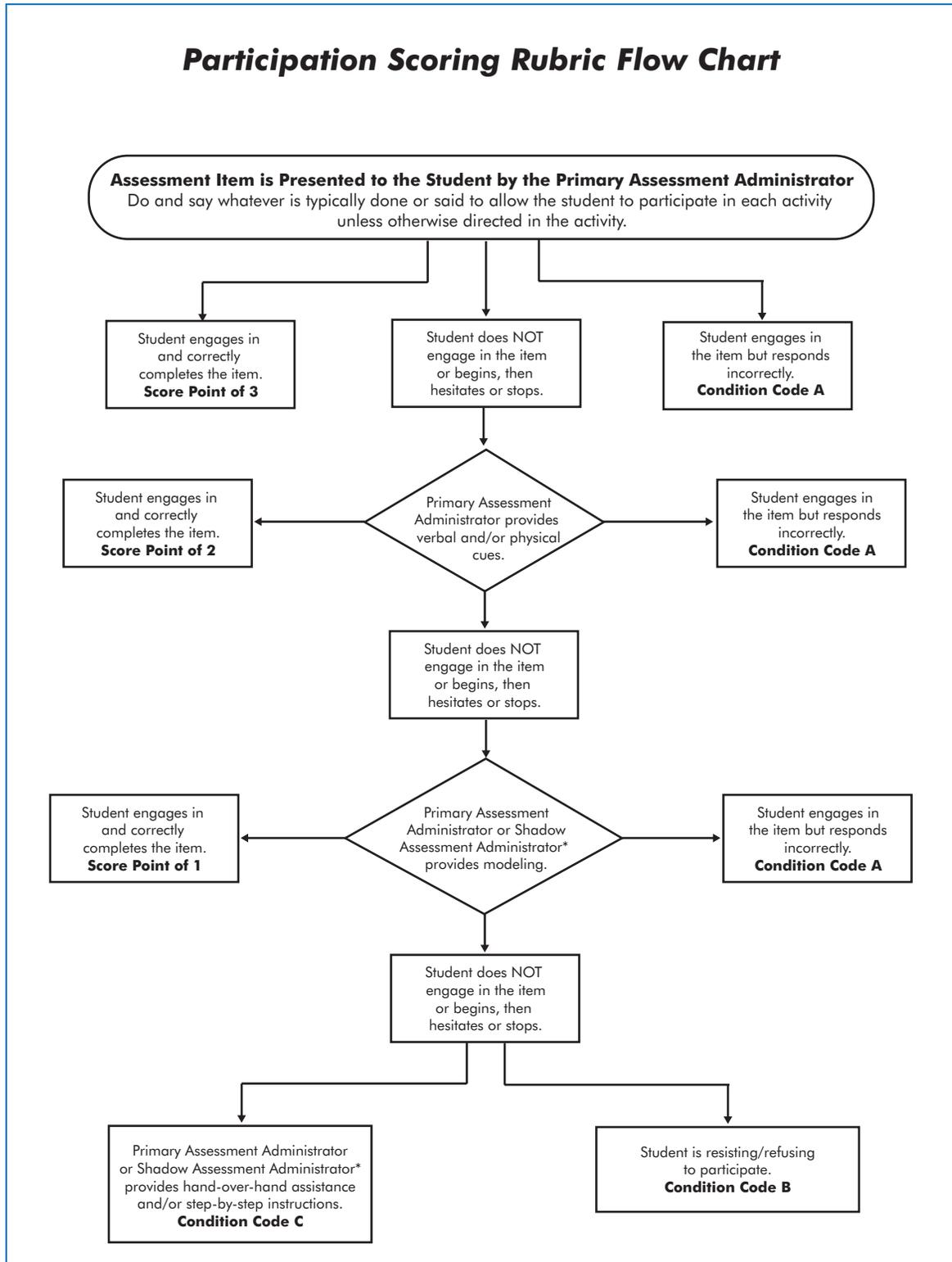
### Consequences of late returns

If the materials are not shipped by May 29, 2019, there could be financial consequences. It may be necessary to charge districts/schools for the cost of processing late returns and/or missing labels on testing documents. This table outlines those charges and fees.

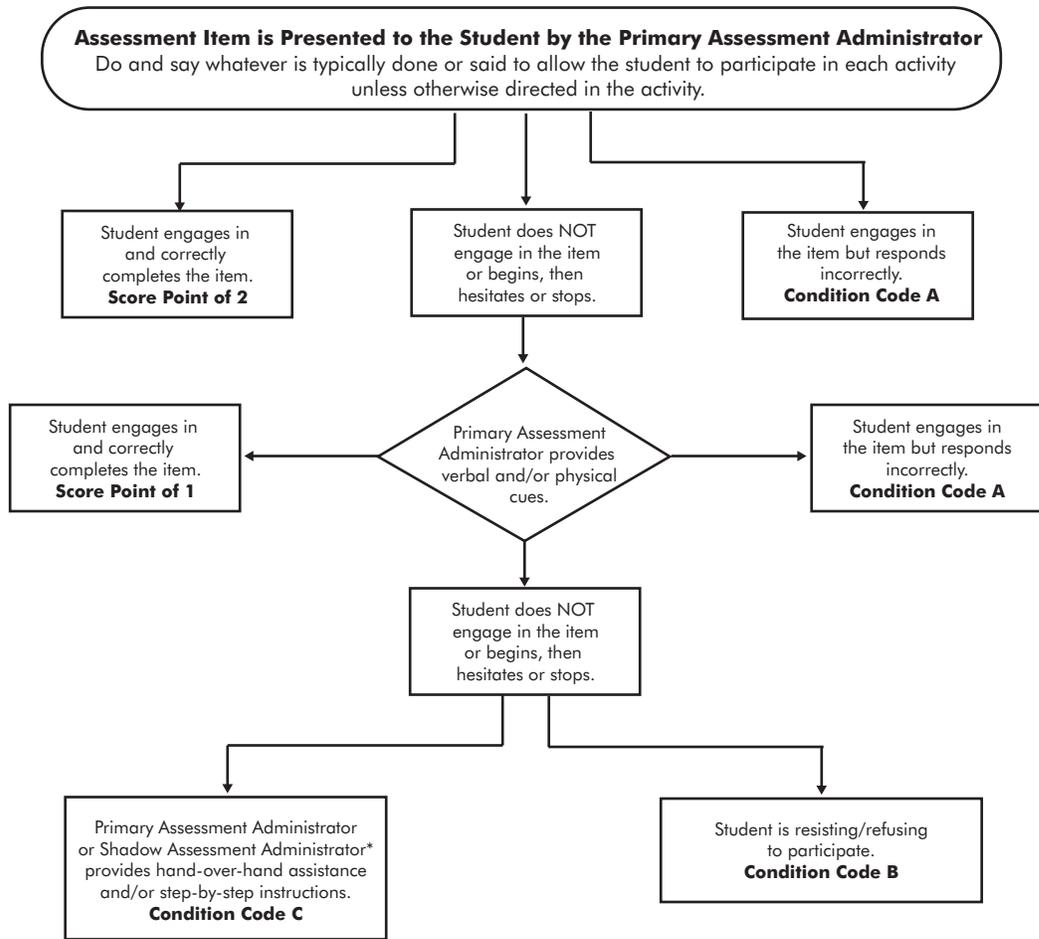
# Appendices

## Appendix A

### P/SI Administration and Scoring Rubric Flow Charts



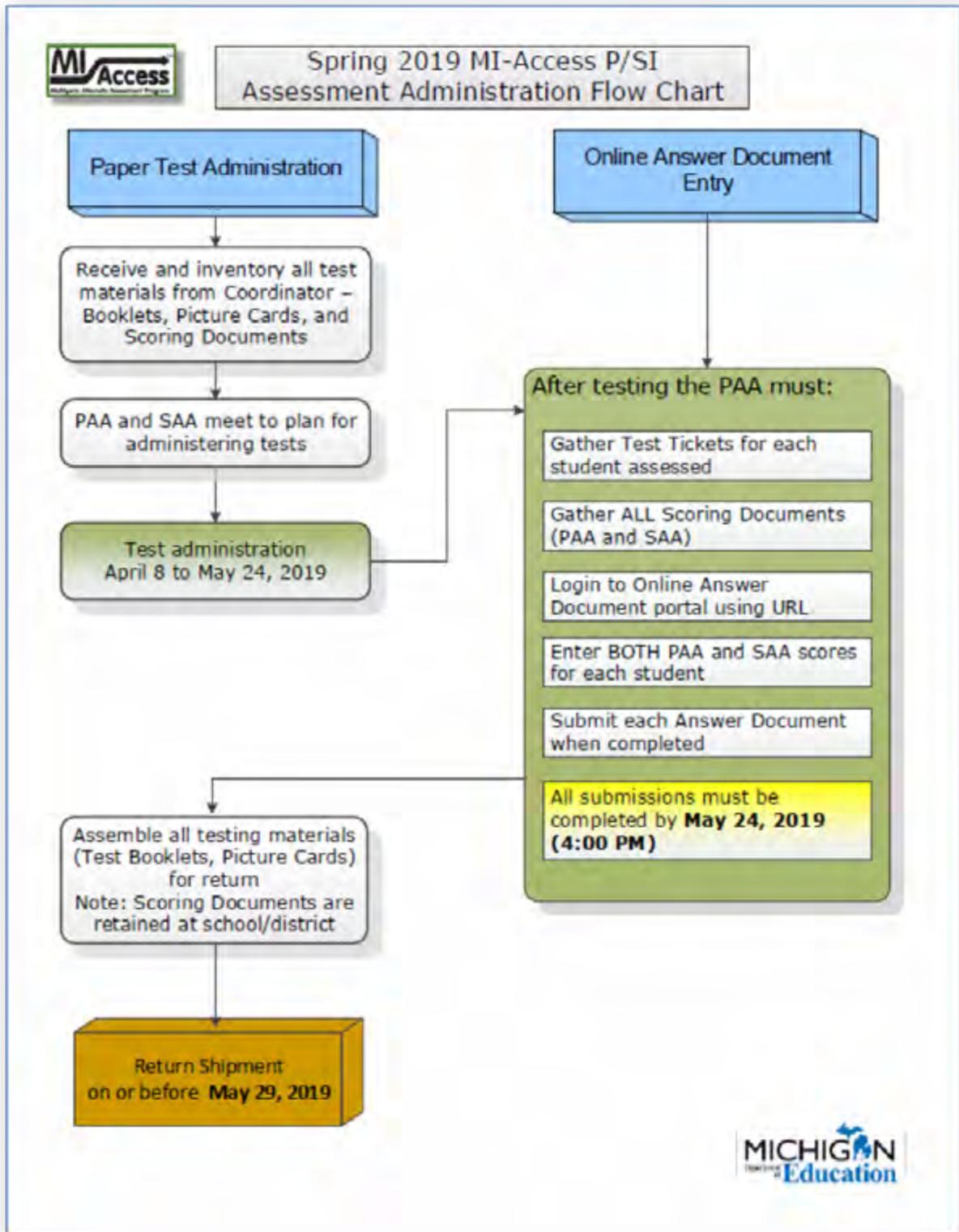
## Supported Independence Scoring Rubric Flow Chart



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

**P/SI Assessment Administration Flow Chart**

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



## Spring 2019 MI-Access List of Important Dates



### Spring 2019 MI-Access List of Important Dates

Updated March 21, 2019

Start	End	Task/Activity	Mode
10/22/18	11/20/18	Online waiver window – request waiver to administer paper/pencil <b>by 5:00 PM</b>	PP
11/05/18	01/11/19	Off-site Test Administration Request (for building or district-wide requests)	Both
01/07/19	02/13/19	Pre-identification of students for barcodes labels <b>by 5:00 PM</b>	PP
01/07/19	02/13/19	Initial Material Order window (all grades) <b>by 5:00 PM</b>	PP
01/07/19	02/25/19	Online test session setup in the Secure Site <b>by 5:00 PM</b>	OL
01/07/19	<b>05/30/19</b>	Pre-identification of students <b>by 5:00 PM</b>	Both
1/14/19	<b>5/30/19</b>	Off-Site Test Administration Request (for individual students such as homebound or expelled with service students)	Both
01/14/19	03/07/19	Alternate Insight Availability Request	OL
03/06/19	03/06/19	Online District and Building Coordinator Training WebEx - eDIRECT & Test Setup ( <b>10:00 AM</b> ) - recording available 03/07/19	OL
03/08/19	<b>05/31/19</b>	eDIRECT available for online test administrative tasks	OL
03/25/19	03/27/19	Materials arrive in schools - alternate delivery date <b>not</b> requested	Both
04/01/19	04/03/19	Materials arrive in schools - alternate delivery date requested	Both
04/02/19	<b>05/28/19</b>	Additional Material Order ( <b>closes at noon</b> )	PP
<b>04/08/19</b>	<b>05/31/19</b>	<b>Test Administration</b>	Both
04/08/19	<b>05/31/19</b>	Final entry for P/SI Online Answer Documents by <b>4:00 PM</b> (Paper to Online)	Both
04/10/19	TBD	Preliminary Reports (within 48 hours of online test submission)	OL
05/29/19	<b>06/04/19</b>	Return of materials deadline	PP
June 2019		Accountable Students Enrolled and Demographics - watch Spotlight for details	Both
June 2019		Answer Documents Received - watch Spotlight for details	Both
June 2019		Submitted Issues for Answer Documents - watch Spotlight for details	Both
June 2019		Students Not Tested – watch Spotlight for details	Both
TBD		Final Reports - watch Spotlight for details	Both



3/21/19 – Dates highlighted in blue have been updated to reflect test window extensions.

## Appendix B

### General Directions for “Do Not Read Aloud” Items

Although readers are a standard assessment accommodation on all MI-Access assessments, there are several items, or parts of items, that cannot be read aloud because doing so would give the answer away, thus changing the construct of the test items. Therefore, Do Not Read Aloud Tables have been developed and included at the front of each MI-Access assessment booklet.

For the Participation tests we have also included reminders for each of the selected response items to help guide the administrators with making choices for “Do Not Read Aloud” items, and adaptations especially for students with visual impairments. For an example, you may reference the sample item booklet at this [link](#).

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

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

Please note that the Do Not Read Aloud table should be considered the final and correct reference for a given test.

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

- All the MI-Access ELA items have been developed in such a way that they do not have specific limitations for reading aloud. The Do Not Read Aloud table on the inside cover should show N/A.
- For items where picture answer choices are NOT accompanied by labels, the answer choices usually cannot be read aloud.

#### Mathematics

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

*Example:* What numeral represents the number seventeen?

**A** 7

**B** 17

**C** 27

- For FI sequencing items with numbers (e.g., 8, 10, BLANK, 14, 16), the numbers in the stem usually cannot be read aloud. Reference the Do Not Read Aloud tables for exceptions.
- For sequencing items comprised of pictures/ symbols (e.g., heart, circle, square, heart, circle, \_\_\_\_\_), the pictures/symbols in the stem and the answer choices usually cannot be read aloud.
- Chart/map keys cannot be read aloud.
- Picture answer choices that are NOT accompanied by labels usually cannot be read aloud.

**Science**

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

## Appendix C

### Participation Scoring Rubric Score Point and Condition Code Definitions

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

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

#### Score Point 3

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

#### Score Point 2

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

#### Score Point 1

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

#### *Examples of Modeling*

##### English Language Arts

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

## Mathematics

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

## Science

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

### Condition Code A

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

### Condition Code B

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

### Condition Code C

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

#### *Examples of Step-by-Step Directions*

## English Language Arts

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

## Mathematics

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

## Science Selected Response

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

### Science Activity-Based Observation

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

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

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

#### *Examples of Hand-over-Hand Assistance*

##### English Language Arts

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

##### Mathematics

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

##### Science Selected Response

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

### Science Activity-Based Observation

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

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

## Appendix D

### Supported Independence Scoring Rubric Score Point and Condition Code Definitions

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

#### Score Point 2

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

#### Score Point 1

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

#### Condition Code A

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

#### Condition Code B

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

#### Condition Code C

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

#### *Examples of Step-by-Step Directions*

##### English Language Arts

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

## Mathematics

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

## Science

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

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

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

### *Examples of Hand-over-Hand Assistance*

#### English Language Arts

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

## Mathematics

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

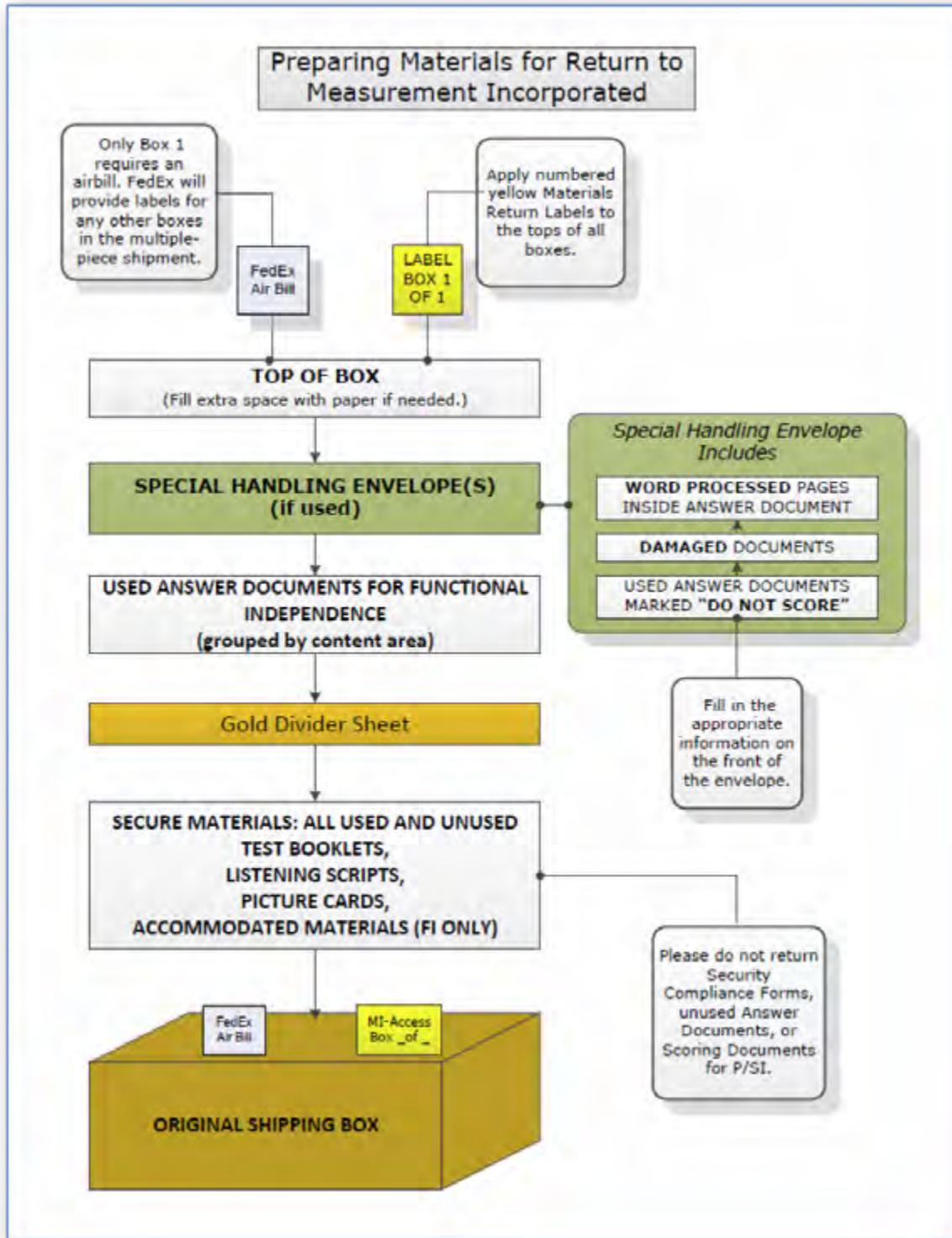
## Science

- The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student’s response mode is pointing, the PAA might say, “The correct answer is turtle.” He/she would then pick up the student’s hand and use it to point to the turtle.

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

# Appendix E

## Return Materials Packing Diagram



## Appendix F

### Materials Handling Instructions

#### Return Cover Letter

**MI-Access  
Spring 2019  
Return Materials Kit**

**IMPORTANT! Please save the contents of this kit!**

This kit contains materials needed for the return of:

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

Enclosed in this kit:

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

If you do not have enough of any of these items, a district-level user may order more on the Secure Site.

#### Special Handling Envelope




**Special Handling Envelope**

**INSTRUCTIONS:** Please fill out all the applicable information below, insert the documents requiring special handling, and return this envelope with the rest of the testing materials. Please do not return unused answer documents or non-scorable materials.

District Code \_\_\_\_\_ District Name \_\_\_\_\_  
 School Code \_\_\_\_\_ School Name \_\_\_\_\_

**CHECK THE REASON(S) FOR USING THIS ENVELOPE:**

Word-processed document(s)       Damaged answer document(s)

Misadministration

Other \_\_\_\_\_

CHECK THIS BOX IF ANY ANSWER DOCUMENT INCLUDED IS NOT TO BE SCORED. PLEASE EXPLAIN.

\_\_\_\_\_

\_\_\_\_\_

**WRITE "DO NOT SCORE" ACROSS THE TOP OF EACH ANSWER DOCUMENT THAT IS NOT TO BE SCORED.**

**WORD-PROCESSED PAGES:**  
 All word-processed paper used by students as an accommodation must be inserted into the student's answer document AND properly identified with student identification and assessment information to be scored. Proper identification of EACH page can be accomplished two ways:

<p><b>Option A</b></p> <p>Place the following information on each page:</p> <ol style="list-style-type: none"> <li>1. Student's barcode label;</li> <li>2. Content area and item number;</li> </ol>	<p><b>Option B</b></p> <p>Write the following information on each page:</p> <ol style="list-style-type: none"> <li>1. Student name and birth date;</li> <li>2. School code;</li> <li>3. Grade, content area, and item number.</li> </ol>
---	--

# Appendix G

## Assessment Security Compliance Form



MICHIGAN DEPARTMENT OF EDUCATION  
**Office of Educational Assessment and Accountability**

OEAA ASSESSMENT SECURITY COMPLIANCE FORM

All staff who participate in a state assessment or handle secure assessment materials must be fully trained and sign this OEAA Assessment Security Compliance Form.

### Directions

**TO COMPLETE:**

1. Mark the corresponding box(es) next to your role(s) for the current assessment administration (for example, District Coordinator, Building Coordinator, etc.).
2. In the area under Educational Entity, district coordinators print district name only. All others print both district name and school name on the lines provided. If known, please provide school and district codes.
3. Date and sign the bottom of this page.

**IMPORTANT:**

Districts must keep all completed Security Compliance Forms on file at their district for a period of three years following the assessment window. Do NOT return completed forms to the testing contractor.

#### Roles

- |  |  |
|--|--|
| <input type="checkbox"/> District Coordinator  | <input type="checkbox"/> Proctor                 |
| <input type="checkbox"/> Technology Coordinator  | <input type="checkbox"/> School Administrator    |
| <input type="checkbox"/> Building Coordinator, Test Supervisor, or Back-Up Test Supervisor | <input type="checkbox"/> District Administrator  |
| <input type="checkbox"/> Accommodations/SSD Provider or Test Accommodations Coordinator    | <input type="checkbox"/> Accommodations Provider |
| <input type="checkbox"/> Assessment Administrator or Room Supervisor                       | <input type="checkbox"/> Other: _____            |

#### Building Information

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_  
District Name: \_\_\_\_\_ District Code: \_\_\_\_\_



## Assessment Security Compliance Form (continued)



MICHIGAN DEPARTMENT OF EDUCATION

## Office of Educational Assessment and Accountability

## OEAA ASSESSMENT SECURITY COMPLIANCE FORM

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

1. I have access to and have read the AIG, especially the sections applicable to assessment security, preparation, and administration.
2. I have received training on the appropriate administration of the state assessments.
3. I have read the information and applicable instructions provided in the Test Administration Manual and I agree to administer assessments according to these procedures.
4. I understand my obligations concerning the security and confidentiality of these tests.
5. I am aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and am aware of the range of penalties that may result from a violation of test security and confidentiality.
6. I am aware of my obligation to report any suspected violations of test security.
7. I have not and will not keep, copy, reproduce, paraphrase, distribute, review, or discuss any test materials that have not been released via posting on the web by the MDE.
8. I will not use test items, test booklets/answer sheets, or any of the information contained in an assessment to review/prepare students for a test unless and until it is released via posting on the web by the Department.
9. I will not alter or influence students' responses in any manner (indicate answers, point out rationale, prompt, etc.)
10. I will not disclose individual student test scores or test performance data to unauthorized persons.
11. I will keep embargoed data secure until the public release of testing data by the Department.

Date: \_\_\_\_\_ School Year: \_\_\_\_\_

Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

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

## Appendix H

### Training Resources

Training resources are available on the MI-Access web page and links are provided below for quick and easy reference for some of them.

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

#### Current Assessment Administration

- [2019 MI-Access List of Important dates](#)
- [Guide to State Assessments](#)
- [Spring 2019 Testing Schedule](#)
- [Guidelines for Participation in MI-Access](#)
- [Assessment Integrity Guide](#)
- [Security Compliance Form](#)
- [eDIRECT Support and Documentation](#)

#### Student Supports and Accommodations

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

#### Participation and Supported Independence

- [Sample Item Booklets](#)

#### Professional Development

- [Assessment Coordinator Training Guide](#)
- [MI-Access Selection Guidance - Interactive Decision-Making Tool](#)
- [Assessment Selection Guidelines Training](#)
- [Assessment Coordinator Training Guide](#)
- [New Test Coordinator Resources](#)
- [FI Online Tools Training](#)
- [Secure Site Training and Resource Materials](#)

#### General Information

- [Michigan Assessment System](#)
- [Michigan 18-19 State Assessment System](#)
- [MI-Access Michigan's Alternate Assessment - What it is, What it Means, and What it Offers](#)
- [Spotlight Weekly Update](#)

## Appendix I

### MI-Access Incident Reporting Guide for P/SI

If any testing irregularities occur before, during, or after testing, the District MI-Access Coordinator must report them to the Office of Educational Assessment and Accountability (OEAA) as soon as possible. The PAA and Building Coordinator should be familiar with these situations and be ready to notify the District Coordinator to submit a report as needed. This table is designed to identify categories and scenarios that might be considered to be incidents, then provide appropriate responses to each one.

You will find detailed information on how to access and use the **Secure Site Incident Reporting tool** here ([http://www.michigan.gov/documents/mde/Incident\\_Reporting\\_520328\\_7.pdf](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf)).

Incident Category: Test Not Completed			
Incident Sub-Category	Scenario	Response	Report Required/ Response
Student was removed from school	Student is removed from class by parent or guardian during the test administration.	Collect test materials and resume testing when/if student returns.	<u>Online Answer Document:</u> Any student responses should be entered and select "Save and Return Later" <b>No Incident Report Necessary</b>

### Incident Category: Test Not Completed

Incident Sub-Category	Scenario	Response	Report Required/ Response
Student moved from school	<p>Student transfers or moves from school with an incomplete content area test.</p> <p><b>NOTE:</b> Be prepared to accept a phone call from student's receiving school requesting information on test completion.</p>	Collect test materials and resume testing when/if student returns.	<p><u>Online Answer Document:</u> Any student responses should be entered and select "Save and Return Later"</p> <p><b>No</b> Incident Report Necessary</p>
Student became ill	Student becomes ill and goes home before finishing a test.	Collect test materials and resume testing when/if student returns.	<p><u>Online Answer Document:</u> Any student responses should be entered and select "Save and Return Later"</p> <p><b>No</b> Incident Report Necessary</p>

### Incident Category: Misadministration

Incident Sub-Category	Scenario	Response	Report Required/ Response
Wrong test administered	Student is administered the incorrect test (for example, FI test instead of a SI test).	<p>Inform parents or guardians.</p> <p>Student must be given the correct test which may include a regeneration of the Answer Document or FI test.</p> <p>(New test ticket required).</p>	<p>Incident Report Required</p> <p>Regenerate as needed to allow PAA to enter scores correctly.</p>

<b>Incident Category: Misadministration</b>			
<b>Incident Sub-Category</b>	<b>Scenario</b>	<b>Response</b>	<b>Report Required/Response</b>
Wrong test ticket used	Administrator entered scores using a different or wrong test ticket.	PAA must submit an incident report detailing the error. OEAA will regenerate Answer Documents to allow for correction. (New test ticket required).	Incident Report Required  Regenerate as needed to allow PAA to enter scores correctly.
Student scores entered on the wrong content area	The PAA may have entered the ELA scores on the math online Answer Document, for example.	PAA will need the OEAA to regenerate Answer Documents to allow for proper entry of scores. (New test ticket required).	Incident Report Required  Regenerate as needed to allow PAA to enter scores in correct content area.

### Incident Category: Building Emergency

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

### Incident Category: Prohibited Behavior

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

<b>Incident Category: Technical Problems while entering student scores</b>			
<b>Incident Sub-Category</b>	<b>Scenario</b>	<b>Response</b>	<b>Report Required/Response</b>
Connectivity	Since score entry is internet-based there may be a time when connectivity issues prohibit entry of scores.	Contact your local IT staff.  The PAA may enter scores on a different day or switch to another device since this is an internet-based entry outside of the test site manager system.	Incident report may be required if there are chronic internet connectivity issues.

<b>Incident Category: Other</b>			
<b>Incident Sub-Category</b>	<b>Scenario</b>	<b>Response</b>	<b>Report Required/Response</b>
Other	Use this category only if an incident occurs that does not fit into the listed categories.	Responses may vary by incident or irregularity. Gather as much information related to the situation as possible.	Incident should be filed if uncertain. The processing will provide a resolution as warranted.

## Appendix J

### Change Log

March 21, 2019 - Test Window Extension updates

- Page 8: Updated Testing Schedule
- Page 63: Updated List of Important Dates (Appendix A)

**Note:** All dates in the Updated Testing Schedule and the updated List of Important Dates supersede all other dates included in this manual.



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

Office of Educational Assessment and Accountability (OEAA)

Phone: 1-877-560-8378

Website: [www.michigan.gov/oeaa](http://www.michigan.gov/oeaa)

Email: [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov)

## **Appendix A.4 Student Supports and Accommodations Table**

# Supports and Accommodations Guidance Document

Universal Tools • Designated Supports • Accommodations

**M-STEP**

**MI-Access**

**WIDA**

**PSAT**

**SAT**

**ACT WorkKeys**

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# Introduction



This guidance document provides the vast majority of all information related to making decisions for any student about appropriate universal tools, designated supports, and accommodations for assessments; the documents also provide specific guidelines for the use of many of these accessibility options. This document is a must-have for any educator looking for more information about options and requirements for state summative assessment accessibility options.

## Legislation

The Every Student Succeeds Act (ESSA) 2015 and additional legislation and guidance from the United States Department of Education requires that all English Learners (ELs) and Students with Disabilities (SWDs) take assessments that measure their English language acquisition and/or their content knowledge in the core subject areas of mathematics, English language arts (ELA), science, and social studies. The federal legislation not only includes these testing requirements, but also aims to ensure equal access to these assessments, by requiring states to offer appropriate supports and accommodations that do not violate the constructs of the assessments for the inclusion of the widest possible range of students.

### Title III

Title III of the Every Student Succeeds Act (ESSA) 2015 mandates that all ELs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to ESSA, ELs are required to participate in statewide assessments that measure students' English language and academic progress. Educators must ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of the students. For ELs, supports and accommodations

are provided during instruction and on assessments to guarantee equal access to grade-level content.

### IDEA Description

The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997 and 2004. It is designed to protect the rights of SWDs by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to SWDs, but also to provide additional special education services and procedural safeguards for these students.

Special education services are individualized to meet the unique needs of SWDs and are provided in the least restrictive environment. Special education may include individual or small group instruction, curriculum or teaching modifications, assistive technology, and transition services; other specialized services include physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Program (IEP), specifically tailored to the unique needs of each student.

## Michigan's Conceptual Model for Assessment Supports

Michigan meets these legislative requirements by offering a wide array of supports and accommodations for students across all of its assessments. The conceptual model for understanding Michigan's assessment supports and accommodations is now broken down into three levels:

- Universal Tools – available for all students
- Designated Supports – available when indicated by an adult or team
- Accommodations – available as needed; requires documentation by an IEP or section 504 plan

This model portrays the additive and sequentially inclusive nature of these three aspects. Universal Tools are available to all students, including those receiving Designated Supports and those receiving Accommodations. Designated Supports are available only to students who an adult or team has indicated has need for these accommodations; these supports are available as well for students for whom the need is documented. Accommodations are available only to those students who have documentation of the need through a formal plan (i.e., IEP or 504). These students also may use designated supports and universal tools. Universal Tools and Designated Supports are not intended to limit what is included in a student’s IEP or section 504 plan. Such plans outline student need and how those needs are met. If a student, based on need, requires any support (Universal Tool, Designated Support, or Accommodation), it should be listed on the student’s plan, so the student is assured of receiving such support or accommodation.

It’s important to note that something designated as a “universal tool” for one content area (for example, a calculator) may be designated as an “accommodation” for another content area. Similarly, a designated support may also be an accommodation, depending on the content target (for example, use of a scribe). This approach is consistent with the emphasis that Michigan’s assessment programs have placed on the validity of assessment results coupled with access. Allowable universal tools, designated supports, and accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the guidelines in this document.

## Selecting Appropriate Universal Tools, Designated Supports, and Accommodations

### Making Decisions on an Individual Student Basis

For all students, the selection of appropriate universal tools, designated supports, and accommodations must be done for students’ experience in the classroom as well as for the assessment. The tools, designated supports, and accommodations used on the assessments should be ones the student is already familiar with using or are

used during regular instruction. A mismatch in the types of supports offered can cause significant difficulties for students at the time of testing and potentially could negatively impact students’ test scores. For example, if a student is given the opportunity to take a mathematics assessment in Spanish but does not have sufficient literacy skills in the Spanish language, the student may struggle more than if he or she had taken the English version of the assessment. It would also be inappropriate for districts to make blanket decisions about assessment supports for particular student groups. Again, because all students have different needs, this could have a similar negative impact on test scores.

### Making Team-Based Decisions

#### Considerations for English Learners (ELs)

Although there is no mandatory planning document for EL students’ needs, the act of planning needed supports for an assessment is certainly necessary. Michigan strongly recommends the following individuals be included in when decisions are made about supports EL students may need:

- General education teachers (mathematics, science, etc.)
- Language educators (ESL/bilingual teachers, etc.)
- School and district staff such as counselors, reading specialists, school administrators
- Parents or guardians
- Students

It is particularly important for general education teachers to work with English as a Second Language staff to meet the linguistic needs of this student group.

To ensure that ELs are receiving appropriate accommodations for the classroom and the assessment, school personnel should consider the following when making decisions:

- Student characteristics such as:
  - » oral English language proficiency level
  - » English language proficiency literacy level
  - » formal education experiences
  - » native language literacy skills

- » current language of instruction
- Instructional tasks expected of students to demonstrate proficiency in grade level content in state standards
- Appropriateness of accommodations for particular content areas

### Considerations for Students with Disabilities (SWDs)

For SWDs, it is important for IEP teams to identify what tools, supports, and accommodations are necessary to address a specific student need, and to document those supports and accommodations on the student's IEP.

When selecting tools, supports, and accommodations for students, care must be taken to ensure that what is chosen for use on state summative assessments mirrors what the student requires in order to access their instructional program. Not using a required support or accommodation could disadvantage a student who needs such a support to access the material presented on an assessment. Likewise, introducing a new tool, support, or accommodation (one not used otherwise during the student's educational experience), could disadvantage a student by adding a learning curve at the time their skills are being assessed.

Decisions regarding the tools, supports, and accommodations needed for instruction and assessment for students with disabilities are made by the IEP team. Note that many accommodations must be outlined as a need on the student's IEP in order for the accommodations to be accessed and used at the time of the state assessment. It is also important to note that while it is not required for some tools and supports to be listed on an IEP in order for the student to access them, if they are required to meet a student's need based on disability, it is important to document this on the IEP.

### Considerations for 504

Similar to students with disabilities who have an IEP, some students who have a disabling condition that affects a major life function might require supports and accommodations to appropriately access their educational experience (including assessment), but do not otherwise

qualify for or require special education services. Supports for these students should be determined by a team and documented in the student's Section 504 plan, which should be revisited and updated at least annually.

## Preparing for the Assessments

Once the appropriate supports and accommodations for students have been selected, additional steps have to be completed.

### Mode Options for Individual Students

#### In schools testing online:

- Some supports and accommodations require specific tools within the online delivery system to be turned on, so that the supports and accommodations are available for individual students. Schools may be required to download materials from a secure website or to order additional materials.
- In the case of some supports and accommodations, students would be required to take a paper/pencil version of the assessment (e.g. braille or enlarged print). A request for a paper/pencil version of the assessment can be made through the Office of Educational Assessment and Accountability (OEAA) Secure Site.

#### In schools offering paper/pencil testing:

- Paper/pencil schools may need to order specific materials for students, such as a braille form or an enlarged print form. Refer to the appropriate content and assessment table in this document to determine how to access these materials.
- Some supports and accommodations require that a student take the computer-based version of the test (e.g. video sign language). Identifying individual students to take the online version of the assessment can be done through the Secure Site. For more information on accommodated materials, call 877-560-8378 and select the appropriate menu option, or send an e-mail to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov).

## Selected Universal Tools, Designated Supports, and Accommodations

To ensure proper administration of the assessments is provided, it is strongly recommended that districts create a list of students and their needed supports (e.g. ordering, turning on supports, etc.). To aid districts in their organizational efforts, the OEAA has created a Tracking Sheet available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) under **Student Supports and Accommodations**.

## Evaluating the Use of Universal Tools, Designated Supports, and Accommodations

After completion of the testing, schools should plan to evaluate their experience with the universal tools, designated supports, and accommodations used on assessments. The evaluation can be done in a variety of ways. A few ideas are listed below:

- Observation notes from a test administrator about a student’s use of these supports and accommodations to inform future use
- A student interview conducted after the assessment ([see page 16](#))

## Support Descriptions

This document contains in-depth descriptions of all supports and accommodations provided to students. However, to make appropriate decisions about what supports and accommodations can be offered to students for each assessment, educators must refer to the Supports and Accommodations Table available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

## Non-Standard Supports and Accommodations

Both the Supports and Accommodations Table and this document only include lists of allowable and standard supports and accommodations for students. Supports and accommodations that are not listed are likely to be considered non-standard, and should be marked as such in eDIRECT or bubbled on the student answer documents. If a particular support or accommodation not identified in these documents is needed, contact the OEAA for directions on the potential use of the support/accommodation by sending an e-mail to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov).

## Universal Tools

### Breaks

The number of assessment items a student will address in each testing session can be flexibly defined within the same day per test session, based on the student’s need. For online testers: if a student takes a break lasting less than 20 minutes, the student will not need his/her original login ticket to restart online test session. If the student’s break lasts longer than 20 minutes, the student must use the original login ticket to resume his/her test session. Refer the assessment’s Test Administrator Manual for more information about system time-out rules. **Please note:** There is no limit on the number of breaks that a student might be given in a single day. The use of this universal “break” tool may result in the student needing additional overall time to complete the assessment.

### Administration of the assessment in an alternate education setting (in school) with appropriate supervision

- Bilingual/English as a Second Language setting
- Special education setting
- In a distraction-free space or alternate location, such as a separate room or location within the room

Many students might attend classes in specially designated classrooms within the school. Because of familiarity or other logistical scheduling considerations by schools, these rooms may also be used for testing students.

### Administration of the assessment individually or in a small group (no more than five students)

Some students may benefit from testing in a small group or may be using additional supports that would cause a distraction for other students. For example, students utilizing the read-aloud option for the M-STEP paper/pencil assessments or MI-Access Functional Independence (FI) assessments can have appropriate portions of the test read aloud to them in a small group of no more than five students, or in one-on-one assessment situations.

### Assessment directions

- Teacher may emphasize key words in directions
- Teacher may repeat directions exactly as worded in administrator manual
- Student may restate directions in his/her own words
- Student may ask for clarification of directions

To ensure that students are not disadvantaged on the actual test questions, students may have directions repeated or restated; also, students may ask for clarification if needed.

### Highlighter

Depending on the mode of the assessment being administered (online or paper/pencil), the highlighter may be a digital or physical tool for marking desired text, item questions, or item answers with a yellow color. When taking the paper/pencil assessment, students may use a non-embedded highlighter only in the test booklets and never on the answer documents. This tool may help students retain focus on a particular segment of text, or can be used to mark specific text in order to return to it later.

### Cross-Off (Answer Eliminator)

Used in online assessments, this digital tool allows students to cross out answer options. This can help students more easily narrow their options for answering a test question. Students taking the paper/pencil tests have the option to mark on their test booklets, simulating the online tool's functionality (stray marks on a student's Answer Document can present an unintended response).

### Sticky Notes

This digital tool can be used by students taking the online assessment to make digital notes about a test question.

### Scratch Paper

Students can use scratch paper during the assessment, whether they are taking paper/pencil or online tests. This scratch paper must be collected by the Test Administrator and securely destroyed after each testing session. For students taking a paper/pencil form of the M-STEP ELA assessment, space for planning has been built into the structure of the booklets.

### Graph Paper

Students in grades 6 and 7 taking the online M-STEP mathematics assessments will be provided with graph paper to use as they are taking that test (the graph paper will be shipped to online-testing schools). This tool can aid students in their calculations for determining elements such as coordinates on an axis. Graph paper is considered scratch paper and must be collected by the Test Administrator and securely destroyed after each testing session.

### Mark for Review (Flag)

Students may want to return to an item at a later point during the testing session. For online testers, this tool may not be available for all parts of an assessment. Its availability is dependent on the adaptive nature of the assessment. This support allows students to mark an item in the online test or to mark a test item with their pencil on the paper/pencil form. Students taking paper/pencil tests should be very careful not to mark on their answer document bubbles. Such marks may interfere with the scanning process, potentially indicating an unintended response. It is recommended that students make any review notations in the Test Booklets.

### Use of Page Flags and Reading Guides on test booklets

Students may want to return to an item at a later point during the testing session or may want to use a manipulative as a reading guide to aid in reading text.

### Line Guide

This is an embedded digital tool students taking the online assessment may use to read text line-by-line. Students may use it at their discretion, by sliding it vertically across the text within a test item.

### Writing Tools (bold, italic, etc.)

These selected writing tools are available on the Passage-based Writing Prompt responses in the online M-STEP ELA assessments. Students taking a paper/pencil test have full control with their own writing utensils to enhance their writing responses in similar ways.

### **Use of special adaptive writing tools such as pencil grip or larger pencil**

Due to a physical disability or injury, some students may need adaptive writing tools for taking notes or for taking the paper/pencil form of the assessments.

#### **Magnifier**

In online testing, students may use this embedded tool to enlarge all assessment content on the computer screen (one- or two-times magnification). This support may meet the needs of students with visual impairments and other print disabilities. Use of the magnifier tool is controlled by the student; the student would need to re-select it on each test question for which they would like to use it. Students must be comfortable navigating the screen once the magnification option is selected. The frequent use of this tool may result in the student needing additional overall time to complete the assessment.

Another method of magnifying the image is for students to use a larger computer screen. The test engine will adjust the image to the screen being used. If a student uses a larger screen in the classroom due to a visual or cognitive disability, and the team determines that the student should be assessed using this equipment, the image will adjust to the size of that screen when the test engine is loaded. Educators having difficulty selecting appropriate magnification or enlargement options for students should contact the OEAA by sending an e-mail to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov).

For paper/pencil testers, students have the option to have an Enlarged Print form of the assessment ordered for them. See [Enlarged Print](#) under **Accommodations** (page 13).

## **Designated Supports**

### **Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., in the home when student is homebound or in a care facility when it is medically necessary)**

The very small number of students who currently spend the majority of their instructional time outside of the regular school environment may be tested with a

paper/pencil form of the assessment, with appropriate supervision, by a trained administrator.

### **Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)**

The very small number of students who currently spend the majority of their instructional time outside of the regular school environment may be tested with a paper/pencil form of the assessment, with appropriate supervision, by a trained administrator. For some assessments, this may require a formal off-site request.

### **Noise Buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)**

Noise buffers are appropriate for the small number of students who need to wear equipment to reduce environmental noise. Students may have this support if they regularly use such equipment in the classroom. Students will need headphones for this support unless they are tested individually in a separate setting.

### **Qualified translator to provide oral translations of test directions for students in language appropriate for student**

This support is intended for use with students who need directions read in another language. This option is available for all M-STEP and MI-Access assessments, for both online and paper/pencil testers. Refer to the Recommended Qualifications for Translators section of this document for more information. For ELA, translators may only provide directions that are not specific to test items (general orientation directions to begin testing, etc.). Translating ELA items, answer options, or passages is not allowed. For students taking the SAT and ACT WorkKeys, particular attention must be paid to whether or not the student receives a college-reportable score or National Career Readiness Certificate (NCRC) if utilizing this support. Refer to the Supports and Accommodations Table for more information on this topic.

### Qualified translator to provide oral translations of test items for students in language appropriate for student

This support is intended for use with students who are fluent in a language other than English. Students with Spanish fluency should take the Spanish form of the assessment (when available) but may have the Spanish form read aloud to them. Use of the Spanish form ensures greater uniformity in the test translation and therefore ensures greater reliability of the resulting assessment of students using this support. A Spanish read-aloud support in small groups of no more than five students may be provided for the paper/pencil assessment only. Students utilizing the online stacked Spanish translation may also use the Spanish read-aloud, but **must** have the assessment individually administered. Schools wanting to provide oral translations in one language to multiple students may do so using the paper/pencil assessment (in small groups of no more than five students) or may provide the support as an individual test administration for online test-takers.

This support is intended for students who may be in bilingual programs or who have more fluency in their native language than in English. Use of this support assumes that a student is better able to show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

Refer to the Recommended Qualifications for Translators section of this document for more information. The use of this support may result in the student needing additional overall time to complete the assessment. District and building coordinators should ensure translators have also reviewed the M-STEP Spanish Read-Aloud Guidelines or the M-STEP Arabic Read-Aloud Guidelines.

For the M-STEP Science and Social Studies assessments, test administrators **must** use the Reader Script in order to provide an oral translation if a paper/pencil assessment and corresponding DVDs are not used (Arabic DVD and Spanish DVD). **Please note:** Reader Scripts are not available for all assessments and content areas. See the Reader Script section in this document for more information on ordering and use of Reader Scripts. Translators for students

taking MI-Access should use the Do Not Read Aloud table in the inside front cover of the test booklet to aid in translating correct portions of the assessment.

### Text-to-Speech (TTS)

**Please note:** There are two different types of Text-to-Speech options. One is a Designated Support and the other is an Accommodation and is therefore **ONLY** available to students whose IEP or 504 plan identify that as a need for a student. The support described here is a Designated Support.

With this support, text is read aloud to the student through the use of embedded text-to-speech technology. The student is able to control the speed of the audio and can stop or start the audio at will. The follow-along feature additionally provides students a read-along guide (follow along) with words being highlighted on the screen as they are read aloud to the student. This option is defaulted to “on” but may be disabled by students who do not find this part of the TTS features useful.

**Please note:** For M-STEP assessments, TTS must be enabled for students in eDIRECT. This support may be needed by students who are struggling readers and need assistance to access the assessment, by having all or portions of the assessment read aloud. TTS support may also be needed by a variety of other students, including students with reading-related disabilities, or students who are blind and do not yet have adequate braille skills. This support will likely impede the performance of students who do not regularly have the support during instruction. Students who use TTS will need headphones unless tested individually in a separate setting. TTS is available for all M-STEP questions and answer options. TTS is a universal support for all MI-Access FI assessments.

### Read-aloud (human reader)

**Please note:** There are two different types of Read-aloud options. One is a Designated Support and the other is an Accommodation and is therefore **ONLY** available to students whose IEP or 504 plan identify that as a need for a student. The support described here is a Designated Support. This option does **NOT** include the reading aloud of Reading passages for the M-STEP ELA test.

Text is read aloud to the student by a trained and qualified person (human reader) who follows the security and administration guidelines provided in the M-STEP Read-Aloud Guidelines. Students who struggle with reading for a variety of reasons (visual disabilities, cognitive disabilities, etc.) may need assistance accessing the assessment, by having all or portions of the assessment read aloud. If read aloud is not used regularly during classroom instruction, this support is likely to be confusing and may impede the performance on assessments.

**For online test takers:** this support is meant to be provided to students on an individual basis and not to a group of online test takers.

**For paper/pencil schools that have students needing this support AND would like to group-administer:** The support may be provided to students in groups of no more than five students. Follow the directions outlined in the [Supports and Accommodations Table](#) in this document.

A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment. For M-STEP mathematics and ELA, using read aloud as a Designated Support means the questions and answer options may be read aloud to students. Reading aloud the reading passages for the M-STEP ELA assessment is allowable as an Accommodation **only in grades 6 and 7** (see [Read-aloud for M-STEP ELA Reading Passages](#) under **Accommodations** on page 13). Educators should refer to the [M-STEP Mathematics and ELA Read-Aloud Guidelines](#) chapter of this document for more information .

### **Reader Script (human reader)**

The purpose of this support is detailed above in the description for Read-Aloud. M-STEP science and social studies assessments utilize a paper document called a Reader Script to better ensure the accuracy and reliability of what is read to students. Paper/pencil test takers may use this support in an individual setting or as a part of a small group of no more than five students. Students will use a Form 1 test booklet while the test administrator reads aloud from the Reader Script. **Please note:** The

school may be taking another form of the test. This Form 1 test booklet will automatically be ordered when an order is placed for a Reader Script (be sure to provide the correct student count when ordering materials).

### **English Audio CD**

The purpose of this support for paper/pencil testers is detailed above in the description for Read-Aloud. Some Michigan assessments and content areas offer an English Audio CD to better ensure the accuracy and reliability of what is read to students. This support may be used in an individual setting or as a part of a small group of no more than five students. Students may need headphones if the support is administered in an individual setting; the student should have personal control over the equipment. Students may be assisted in playing the CD but may not be given help with the answer to any test item.

Students using this support must also have a printed copy of the Form 1 test booklet to use during testing, even though the school may be taking another form of the test. This Form 1 test booklet will automatically be ordered when an order is placed for a CD (be sure to provide the correct student count when ordering materials).

### **Spanish or Arabic DVD**

This support is available to paper/pencil testers for some state assessments and is intended for use with students who are fluent in Spanish or Arabic. Moreover, it is intended for use by students who may be in bilingual programs or whose native language fluency is greater than their English fluency, with the assumption the student is able to better show knowledge of the content in a language other than English. Use of this support with students with lower fluency in a language other than English may result in less valid assessment results. Also, the use of this support may result in the student needing additional overall time to complete the assessment. This support may be used in an individual setting or as a part of a small group of no more than five students.

DVDs are designed to be used with a television and DVD player, as this equipment will produce the highest quality results. Video DVDs correspond to a Form 1 test booklet (even though a school may be taking another form of the

test) and will use a standard answer document. This Form 1 test booklet will automatically be ordered when an order is placed for a DVD (be sure to provide the correct student count when ordering materials). Each test question is marked on the DVD. This assists the students in returning to the appropriate place on the DVD if necessary.

### English DVD

This support is available to paper/pencil testers for M-STEP science and social studies state assessments. It is intended for use with students who may be struggling readers and may need support in tracking the content of the information presented to them. This support may be used in an individual setting or with a small group of no more than five students.

DVDs are designed to be used with a television and DVD player, as this equipment will produce the highest quality results. Video DVDs correspond to a Form 1 test booklet (even though a school may be taking another form of the test) and will use a standard answer document. This Form 1 test booklet will automatically be ordered when an order is placed for an English DVD (be sure to provide the correct student count when ordering materials). Each test question is marked on the DVD. This assists students in returning to the appropriate place on the DVD if necessary.

### Use of translated Spanish form

- Paper/pencil: Spanish and English text
- Online: Stacked translation, split screen with Spanish and English test items

This language support for the M-STEP mathematics assessments is intended for students whose primary language is not English and who use dual language supports in the classroom. **Students using the translated form of the assessment must still respond in English for constructed response items.**

Not only should this type of support be used on a regular basis in the classroom for these students, but ideally students using this support should be proficient and have high Spanish literacy skills. Students may use this support in conjunction with an oral translation, which effectively provides a read-aloud support to students who need it. Use of this support will increase reading load and cognitive

load and may result in the student needing additional overall time to complete the assessment. As a reminder, students must participate in the M-STEP mathematics assessments regardless of the language they speak, the country they come from, or their length of residence in the United States. For students who have a stacked Spanish form, both English and Spanish test directions will be presented, with the complete English version first and then the complete Spanish Version

### Use of L1 (1st language) glossary reference sheets

- available in Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese

Translated glossaries are a language support. This support is intended for students who have some proficiency in one of these languages; the use of the glossary will help them show their knowledge on the M-STEP mathematics assessments. The translated glossaries are provided for selected construct-irrelevant terms for mathematics. Students taking the paper/pencil form of the assessment have access to this support by utilizing the printable L1 Glossary Reference Sheets. This use of this support may result in the student needing additional overall time to complete the assessment. Refer to the **M-STEP Test Administration Manual** for more information on accessing this material.

### Use of non-electronic word-to-word bilingual dictionaries

This support is intended for students who use such dictionaries on a regular basis in the classroom to aid in their understanding of content in their core subject areas. Students may use this designated support if they are taking the paper/pencil or online tests for the M-STEP mathematics, science, or social studies assessments. Use of this support may result in the student needing additional overall time to complete the assessment. Refer to the **M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance** document for additional information. This document must be requested by sending an e-mail

to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov). Because of security issues, students can only use a paper-based form of these dictionaries.

### **Use of auditory amplification devices or special sound systems**

Students may utilize this support if they need it to properly hear the directions or questions.

### **Use of visual aids (e.g. closed-circuit television, magnification devices)**

Some students may need additional supports for visual enhancements due to specific vision disorders. The supports allow students to properly see the assessment directions and questions.

### **Masking**

Masking involves blocking off content that is not immediately needed by the student to answer the question or that may be distracting to the student. With masking, students with attention difficulties are better able to focus their attention on a specific part of a test item during the assessment. This support may also be needed by students with a variety of disabilities (including learning disabilities) or visual impairments. In the online testing system, students must have this feature enabled for them. Refer to the **Test Administration Manual** for more information.

### **Use of a Page Turner**

Some students with limited hand function, or disabilities affecting reach, dexterity, fine motor, or other upper extremity functions, may use this support to aid in turning pages of books.

### **Use of a non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)**

Special surfaces may be used for administration of the assessment. However, great care must be taken in utilizing alternative surfaces, so as to not affect the paper of the answer documents themselves and to ensure proper scanning.

### **Color Choice**

On the online test screen, the color chooser gives multiple background color options. Students with attention difficulties may need this support for viewing test content online. The color chooser also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision to utilize the color selection option in eDIRECT for a student should be informed by evidence that color selections meet the student's needs. This feature must be enabled for students to use it. Refer to the **Test Administration Manual** for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor will then assist the student at the beginning of testing session in selecting the appropriate color.

### **Contrasting Color**

The contrasting text option gives multiple background colors with contrasting text color options for the online test screen. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision for the color selection option for a student in eDIRECT should be informed by evidence that color selections meet the student's needs. Students must have this feature enabled for them. Refer to the **Test Administrator Manual** for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor will then assist a student at the beginning of testing session in selecting the appropriate color.

### **Scribe – Non-writing (non-constructed response) Items**

With this support, students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified as a test administrator, and must follow the OEAA Scribing Protocol. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm). Specifically, a scribe is an adult who writes down verbatim what a student dictates through speech, American Sign Language, or an

assistive communication device. The use of this support may result in the student needing additional overall time to complete the assessment.

### Multi-day Testing

For some state assessments, students may have the option to test across multiple days. If a student will require more than one day to complete any single section of an assessment, their test may be paused and exited at any point in the test. The student will be able to log back into their 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. Refer to the [Student Supports and Accommodations Table](#), **Testing Schedule for Summative Assessments**, and **Test Administration Manuals** for more information.

## Accommodations

### Braille

Students with visual impairments may read text via braille. Students who use a braille form must have their answers transcribed onto a regular scannable answer document for the appropriate grade/subject area. When an M-STEP and MI-Access braille test is ordered for a student, the district will be shipped a Braille Kit that will include the Assessment Administrator Booklet for Braille (AABB). The Print to Braille Correspondence is available on the [M-STEP](#) ([www.michigan.gov/mstep](http://www.michigan.gov/mstep)) and [MI-Access](#) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)) web pages. For some content areas a contracted and uncontracted form of the braille assessment are available.

### Text-To-Speech Passage for M-STEP ELA

If selected for students in grades 6 and 7, this accommodation will give the students an opportunity to hear test questions, answer options, and Reading passages. This accommodation is appropriate for a very small number of students (estimated to be approximately up to two percent of students with disabilities participating in a general assessment). However, this percentage is not intended as a cap for the number of students who may utilize this support. It is available as an accommodation for students whose need is documented in an IEP or 504 plan.

Students who use text-to-speech will need headphones, unless tested individually in a separate setting. Students will also have the follow-along feature enabled if this option is turned on for them in eDIRECT.

### Read-aloud for M-STEP ELA Reading Passages

Students in grades 6 and 7 may have Reading passages within the M-STEP ELA assessment read aloud to them. They could use this in conjunction with having test questions and answer options read aloud to them. Having **Reading passages read aloud is appropriate only for a very small number of students (estimated to be up to two percent of students with disabilities participating in a general assessment)**. However, this percentage is not intended as a cap for the number of students who may utilize this support. It is available as an accommodation for students whose need is documented in an IEP or 504 plan.

**NOTE:** For online test takers, this accommodation is intended to be provided to students on an individual basis and not in group settings. For paper/pencil schools that have students needing this support AND would like to group-administer, the accommodation may be provided to students in groups of no more than five students. Refer to the [M-STEP Mathematics and ELA Read-aloud Guidelines](#) chapter for more information.

While using this support, a student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.

### Enlarged Print

Students with visual impairments and other print disabilities may use an enlarged version of the paper/pencil assessment. The use of this support may result in the student needing additional overall time to complete the assessment. Refer to the Test Administrator Manual for information related to transcribing and returning these materials.

Form 1 is used as the basis for the enlarged print version of the M-STEP and MI-Access assessments. Students who use this form of the assessment must have their answers transferred onto a regular answer document. If a student uses an enlarged print version as an accommodation, a

test administrator, proctor, or accommodations provider may need to transcribe the student’s response from the enlarged print test booklet onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as presented in the student’s original response.

Once student responses have been transcribed to a regular answer document, the original document can be returned in a non-scorable box. See the relevant **Test Administration Manuals** for additional details.

### **Use of OEAA’s Multiplication Table (grade 4 and above only)**

This table is allowed for use by online or paper/pencil M-STEP mathematics test takers in grades 4 – 7. For some assessments, this paper-based single digit (1-9) multiplication table will be available for students who have a documented need in their IEP or 504 Plan, such as a persistent calculation disability (i.e., dyscalculia).

### **Abacus**

Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper during the assessment.

### **Non-embedded Calculator (grades 6 and 7 only)**

While taking the online test, students in grades 6 and 7 with visual or other impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the device they typically use, such as a braille calculator or talking calculator. Calculators **ARE NOT** allowed as a Designated Support or Accommodation for students taking the M-STEP mathematics tests in grades 3 – 5.

**NOTE:** Test administrators must ensure that the calculator is available for students to use only for designated calculator items.

### **Directions provided using American Sign Language (ASL) or Signed Exact English (SEE)**

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this accommodation when accessing directions in the assessment. Additionally,

for many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally if they are provided with appropriate amplification and are in a setting where extraneous sounds do not interfere with the clear presentation of the audio in a listening test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

### **Test content provided in American Sign Language (ASL) or Signed Exact English (SEE)**

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this accommodation when accessing text-based content in the assessment or when accessing content testing Listening. Additionally, for many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally if they are provided with appropriate amplification and are in a setting where extraneous sounds do not interfere with the clear presentation of the audio in a listening test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

For students taking the M-STEP mathematics or ELA tests for which this support might be needed, one option is to enable the embedded sign language videos (VSL – Video Sign Language) for all mathematics items or for ELA Listening items. These students could also use a human signer for mathematics items. It is possible that due to regional differences in signing, a student may come across a word in the VSL with which they are unfamiliar. Students may ask for an interpreter to sign individual words that they may not have understood for this reason. Interpreters **MUST** not include additional descriptions or explanations, but must provide an appropriate and equal term-to-term sign. A human signer could also use the Listening Script for ELA listening items only for paper/pencil testers.

### **Closed captioning**

Students with hearing disabilities may benefit from having the content of the ELA listening passages and questions captioned. This support functions by displaying text on the screen for students.

### **Scribe – Writing test questions (constructed responses)**

With this accommodation, students dictate their responses to a human scribe who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the OEAA Scribing Protocol. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult for them to produce responses. The use of this support may result in the student needing additional overall time to complete the assessment.

### **Use of adapted paper, additional paper, lined or grid paper for recording answers**

Students with visual or perceptual disabilities may require the use of adaptive paper for recording answers or expressing ideas in writing. This might include specially lined paper or tactile paper with raised lines or line cues. When additional paper is used, the student should only be allowed to write the equivalent of what could be written in the original space provided.

### **Alternative Communication Device**

- switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses

Online testing schools with students needing these supports must contact the Office of Assessment and Accountability at [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov) or 877-560-8378 and select the appropriate menu option.

### **Speech-to-Text**

This is a type of software that takes audio content and transcribes it into written words in a word processor or other display. This may be useful for some students with disabilities who may have difficulties writing by hand or using a keyboard. This support may be used with paper/pencil assessments. At this time, third-party software is not compatible with Michigan's current online testing engines.

### **Use of counters, coins, base-10 blocks or other manipulatives for solving mathematics problems.**

Some students may find that visual or physical objects are helpful for them in providing concreteness of mathematical concepts.

### **Use of word processors for constructed-response items**

Students who ordinarily use a word processor in conjunction with other tools (such as JAWS) for their written communication needs may do so for the paper/pencil assessments. Use of this accommodation requires that word prediction, autocorrect, and other grammatical software is not activated.

## Questions for Post-Testing Supports and Accommodations Student Interview

After an assessment, use this form to interview a student about the support(s) provided, to determine if the support was useful and if the student would use it again. Also note any adjustments or difficulties the student experienced, either in how the accommodation was administered or when using the accommodation during the assessment.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Support(s) Used: \_\_\_\_\_

Questions	Assessment Taken			
Was the support/accommodation useful?	Yes/No  Comments:	Yes/No  Comments:	Yes/No  Comments:	Yes/No  Comments:
Did you have any difficulties while using this support?	Yes/No  Comments:	Yes/No  Comments:	Yes/No  Comments:	Yes/No  Comments:
Would you want use this/these support(s) again?	Yes/No  Comments:	Yes/No  Comments:	Yes/No  Comments:	Yes/No  Comments:

# Text-to-Speech and Read-Aloud Decision Guidance for M-STEP



Grade: \_\_\_\_\_ Student Name: \_\_\_\_\_ UIC: \_\_\_\_\_

Use this checklist to help determine which students may need text-to-speech (TTS), text-to-speech passage (TTSPASSAGE) Designated Support or Accommodation, or the read-aloud Designated Support or Accommodation for the M-STEP assessments. Keep this checklist up to date in a student’s permanent record file so it can be used to assist in making the best possible assessment decisions from year to year. Keep in mind that any student in grades 6–7 using the TTS Passage Accommodation or Read-Aloud Passage MUST have the need for this Accommodation identified in their IEP/504 plan.

A **preponderance of evidence** should exist in the appropriate section rather than a few marks in boxes for the student to be provided this level of support. Educators writing IEPs/504s may still find questions 4-9 helpful in determining supports for students. For more information on TTS and read-aloud, refer to the [Student Supports and Accommodations Table](#) on page 55 of this document.

Student has an IEP/504 section	Yes	No
1. Does the student’s disability or disabling condition impact the student’s ability to access printed text?		
a. Is this represented as a need on the student’s IEP or Section 504 plan?		
b. Is this student blind or have a significant visual impairment?		
2. If the student is blind or has a significant visual impairment, is the student learning to read braille?		
3. Does this student have an identified reading-based disability that affects the student’s decoding, fluency, or comprehension skills?		
Student does NOT have an IEP/504 section (these students are not eligible to use the TTS Passage or Read-Aloud Passage Accommodations)	Yes	No
4. Does the student currently use text-to-speech, assistive technology software, or audio books support during instruction to access digital print?		
5. Does the student belong to Bookshare (or similar organization)?		
6. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional support?		
7. Have interventions been used to improve the student’s decoding, fluency, or comprehension skills? Please describe.		
8. Does the student currently use text-to-speech or receive a read-aloud support during state assessments or other class/district assessments?		
9. When given the choice, does the student indicate he or she would prefer to read tests to himself/herself?		

# Read-Aloud Guidelines M-STEP

## Mathematics and English Language Arts



The Read-Aloud support is administered by a person (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** presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

Readers are allowed across all grades as a **Designated Support** for M-STEP mathematics and ELA assessment test questions and answer options. Readers are also allowed for ELA reading passages as a **documented Accommodation** in grades 6-7. This means that **ONLY** students who have a need to have reading passages read out loud to them on their IEP or 504 Plan can use this Accommodation. Note that this Accommodation is appropriate for a very small number of students (estimated to be approximately 1-2 percent of students with disabilities participating in a general assessment; this number is not a cap but an anticipated percentage of student need). For information on documentation requirements and decision-making criteria for using readers, see the [Text-to-Speech and Read-Aloud Decision Guidelines](#) provided in this document.

**Please note:** There are no Reader Scripts for the M-STEP mathematics and ELA assessments, which means that educators must review and use these guidelines. For students taking the science and social studies M-STEP, a read-aloud option is allowable for the paper/pencil form of the assessment using the Reader Script **ONLY**.

The M-STEP mathematics, English language arts (ELA), science, and social studies assessments have a text-to-speech designated support and accommodation option for online test administrations. Students who take a paper/pencil test may utilize the Read-Aloud designated support.

For additional questions, contact the Office of Educational Assessment and Accountability (OEAA) at 877-560-8378.

### Reader Qualifications

Readers must be:

- an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments
- trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication
- trained in accordance with M-STEP state administration and security policies and procedures, as articulated in Michigan's test administration manuals, guidelines, and related documentation

### Preparation

Readers must:

- read and sign the OEAA Assessment Security Compliance Form prior to test administration; this form is packaged with assessment materials but is also available on the OEAA Secure Site and M-STEP web page
- familiarize themselves with the test environment and format in advance of the testing session; having a working familiarity with the test environment and format will help facilitate reading of the test
- have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments

- be familiar with any assistive technology or approved supports the student requires; in addition to having a reader, the student may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table
- have extensive practice in providing read-aloud support and must be familiar and comfortable with the process before working directly with a student
- be knowledgeable of procedures for reading aloud text by content area (see Tables 1-3: Reader Guidance to Mathematics)

The reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test preparation script is included at the end of these M-STEP Read-Aloud Guidelines.

Unless otherwise specified by a student’s IEP or 504 plan, the reader does not have a role in manipulating the test or assisting with any other support tools.

## General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Each question should be read exactly as written, as clearly as possible.

### Throughout the exam, readers should:

- strive to communicate in a neutral tone and maintain a neutral facial expression and posture
- spell any words requested by the student
- adjust the reading speed and volume if requested by the student
- avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text
- avoid conversing with the student about test questions, as this would be a violation of test security; respond to the student’s questions by repeating the item, words or instructions verbatim as needed

### Readers should not:

- paraphrase, interpret, define, or translate any items, words, or instructions, as this would be a violation of test security

## Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with M-STEP mathematics and ELA state policies and procedures. Refer to the Test Administrator Manual for more information related the administration requirements of the assessments.
- The test reader must not discuss any portion of the test with others.

## English Usage/Conventions

### Punctuation: (Read all text as punctuated)

- Ellipses: When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as “dot, dot, dot.”
- Quotations: Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material, respectively.
- Emphasis: When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. So as not to provide an unfair advantage to students receiving this support, test readers should be cautious and not emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or boldface is used in the prompt, question, or answers.
- Misspellings: In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words, test readers should not attempt to read the word(s) aloud, as pronunciation is somewhat subjective.

## Images / Graphics

- Before describing a picture or graphic, the reader should determine whether the details of the picture are necessary to the student’s understanding of and response to the item(s). In many cases, an image accompanying a passage or reading excerpt is included as a piece of visual interest and is not essential in the understanding of/response to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignore the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read aloud the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student’s needs. The reader may move along the text in images from top to bottom, left to right, or from general to specific in accordance with teaching practices.

## Passages

For students in grades 6-8 whose IEP has “read-aloud” as an accommodation for the M-STEP ELA test, the following guidelines must be followed when reading passages are read aloud.

- Read the passage in its entirety as punctuated (e.g., pauses at periods, raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks, as noted above.
- If the student asks for a specific section of the source material passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines of the source material passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a source material or passage, read the lines referenced as though they are part of the stem.

## Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific, as indicated by the visual components of the document.
- The reader should read the terms exactly as presented in the graphic organizer. No other information should be articulated. For example, the reader should not create sentences if information is bulleted or appears in a title or label.
- Common grade-appropriate language should be used throughout the reading of the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

## Mathematical Expressions

- Mathematical expressions must be read precisely and with care for a student who has no visual reference, to avoid misrepresentation. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Readers should read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student’s grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Abbreviations and acronyms should be read as full words. For example, “10 cm” needs to be read as “ten centimeters.” Some abbreviations may be read differently by different readers. For example, “cm<sup>3</sup>” may be read as “cubic centimeters” or “centimeters cubed”.
- Additional examples may be found in Tables 1-3.

**Table 1: Test Reader Guidance for Mathematics - Numbers**

Description	Example(s):	Read as:
Large whole numbers	632,407,981	“six hundred thirty-two million, four hundred seven thousand, nine hundred eighty-one”
	45,000,689,112	“forty-five billion, six hundred eighty-nine thousand, one hundred twelve”
Decimal numbers	0.056	“zero point zero five six”
	4.37	“four point three seven”
Fractions – common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	“one-half, one-fourth, two-thirds, four-fifths” Other common fractions include “sixths, eighths, tenths”
	$\frac{14}{25}$	“fourteen over twenty-five”
	$\frac{487}{6972}$	“four hundred eighty-seven over six thousand nine hundred seventy-two”
Mixed numbers – read aloud “and” between whole numbers and fractions	$3 \frac{1}{2}$	“three and one-half”
	$57 \frac{3}{4}$	“fifty-seven and three-fourths”
Percent	62%	“sixty-two percent”
	7.5%	“seven point five percent”
	0.23%	“zero point two three percent”
Money - if the amount contains a decimal point, read as “dollars AND cents”	\$4.98	“four dollars and ninety-eight cents”
	\$0.33	“thirty-three cents”
	\$5,368.00	“five thousand, three hundred, sixty-eight dollars”
Negative numbers - do NOT read negative sign as “minus”	-3	“negative three”
	$-\frac{5}{8}$	“negative five-eighths”
	-7.56	“negative seven point five six”
Dates (years)	1987	“nineteen eighty-seven”
	2005	“two thousand five”
Roman Numerals	I II III IV	“Roman Numeral one” “Roman Numeral two” “Roman Numeral three” “Roman Numeral four”
Ratios	x:y	“x to y”

**Table 2: Test Reader Guidance for Mathematics - Operations**

Description	Example(s):	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$	"thirteen plus twenty-seven equals"
	$13 + 27 = ?$	"thirteen plus twenty-seven equals question mark"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$	"four hundred eighty-seven minus one hundred fifty-nine equals"
	$487 - 159 = ?$	"four hundred eighty-seven minus one hundred fifty-nine equals question mark"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$	"sixty-three times forty-nine equals"
	$63 \times 49 = ?$	"sixty-three times forty-nine equals question mark"
Division – Vertical or Horizontal	$\begin{array}{r} \underline{120} = 8 \\ 15 \end{array}$ $120 \div 15 = 8$	"one hundred twenty divided by fifteen equals eight"
Operations with boxes	$3 + \square = 8$	"three plus box equals eight"

**Table 3: Test Reader Guidance for Mathematics - Expressions**

Description	Example(s):	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	“‘N’ plus four”
	$8x - 3$	“eight ‘x’ minus three”
	$4(y - 2) + 5 = 7$	“four open parenthesis ‘y’ minus two close parenthesis plus five equals seven”
	$V = \frac{4}{3} \pi r^3$	“‘V’ equals four-thirds pi ‘r’ cubed”
	$t - 2$ $t + 8$	“‘t’ minus two (pause) over ‘t’ plus eight”
	$x^2 y^3 = -36$	“‘x’ squared ‘y’ cubed equals negative thirty-six” or “‘x’ to the second power times ‘y’ to the third power equals negative thirty-six”
	$156x \geq 4$	“one five six ‘x’ is greater than or equal to four”
Coordinate pairs answer choices with no other text	the point $(-1, 2)$	“the point (pause) negative one comma two”
	the point A is at $(6, 3)$	“the point ‘A’ is at (pause) six comma three”
	A. $(-3, -4)$	“‘A’ (pause) negative three comma negative four”
Parallels	$\overline{AB} \parallel \overline{CD}$	“line segment AB is parallel to line segment CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“line segment AB is perpendicular to line segment CD”

## Suggested Test Preparation Script

(used with student in advance of the day of testing)

Hi, \_\_\_\_\_,

I will be reading your test to you when you take your M-STEP Assessment next week in [mathematics/English language arts]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything on the screen.<sup>1</sup>
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [or on your booklet if braille or print on demand], and continue to read.
- I can still help you with your [list any assistive technology that the student may require that would need support].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "Do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

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<sup>1</sup> A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

## References

### Educational Testing Service (2002)

[Guidelines for a Test Reader](https://www.ets.org/disabilities/test_reader/) (https://www.ets.org/disabilities/test\_reader/)

Retrieved from the [ETS web page](https://www.ets.org/disabilities) (https://www.ets.org/disabilities)

### Oregon Department of Education Office of Student Learning and Partnerships (2012, December)

[Guidelines for the Read Aloud Accommodation](http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf) (http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)

### State of Washington Office of Superintendent of Public Instruction (2013, September)

[Access Supports and Accommodations Guidelines for State Assessments](http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

(http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

### West Virginia Department of Education (December, 2013)

[Guidelines for Participation in State Assessments, 2013-2014](http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) (http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

# Recommended Qualifications and Guidelines for Use of Translators (non-ASL)



The Michigan [Student Supports and Accommodations Table](#) (see page 55) provides information regarding allowable second language supports for many students. This document is intended to help districts in selecting highly-qualified translators to administer the Michigan assessments.

The following is a list of available supports related to the use of interpreters and translators.

## M-STEP

**Mathematics:** Directions, questions, and answer options may be translated. Students needing a Spanish form of the assessment (even if someone is orally translating into Spanish) should be provided the Stacked Spanish test booklet or have the Stacked Spanish form turned on in eDirect. Use of the Stacked Spanish form of the assessment can allow translators to use the translations as their reader script. Educators must refer to and utilize the Spanish Read-Aloud Guidelines included in this document, if translating into Spanish; or the Arabic Read-Aloud Guidelines document, if translating into Arabic.

**ELA:** Directions only may be translated (that is, general test orientation directions; no content related to test questions or answer options themselves may be translated).

**Science:** Directions, questions, and answer options may be translated. However, students must take the paper/pencil form of the assessment. Students needing a Spanish or Arabic form of the assessment should be provided the Spanish or Arabic DVD. Translators must use the Reader Script for the oral translation.

**Social Studies:** Directions, questions, and answer options may be translated. However, students must take the paper/pencil form of the assessment. Students needing

a Spanish or Arabic form of the assessment should be provided the Spanish or Arabic DVD. Translators must use the Reader Script for the oral translation.

## PSAT 8/9, PSAT 10, and SAT

Refer to the Supports and Accommodations Table to find out if the supports listed below result in college-reportable scores.

Directions may be translated into a second language used by the students. Directions cannot be elaborated upon. Languages offered in 2019 include Albanian, Arabic, Bengali, Bosnian, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. Additional languages are being considered.

Go to the [College Board Michigan website](http://www.collegeboard.org/Michigan) ([www.collegeboard.org/Michigan](http://www.collegeboard.org/Michigan)) to:

- see a final list of all languages being offered in 2019
- download the translated directions when available

The translated directions may be printed for distribution to students on test day as needed. No accommodation request is required. Scores will be college and scholarship reportable.

For students whose language is not one of these provided, the content and questions of the mathematics section may be translated into the student's most familiar language, but may not be college reportable. Refer to the Supports and Accommodations Table for more information. Students receiving a translation should be administered the test individually or may have the assessment administered in small groups of no more than five students, if all students are receiving the same language of translation.

## MI-Access Functional Independence

Only items or portions of items designated as “readable” may be translated. Refer to the Do Not Read Aloud tables for each content area.

**Mathematics:** Directions and items may be translated.

**ELA:** Directions only may be translated.

**Science:** Directions and items may be translated.

**Social Studies:** Directions and items may be translated.

## WIDA

WIDA assessments (W-APT, ACCESS for ELLs, Alternate ACCESS for ELLs) directions and content **MUST NOT** be translated.

## ACT Workkeys

Refer to the Supports and Accommodations Table for more information on appropriate content areas and assessment parts that may be translated for these assessments. However, these recommended guidelines may be followed for use with those appropriate sections and parts.

**ALL students using this support type must have this bubbled on their answer document or have it identified as a support used within eDIRECT.**

## Recommended Qualifications for Translators and Language Interpreters (non-American Sign Language)

Preference should be given to individuals who have bachelor’s degrees in languages other than English or who hold a formal certification in either translation or interpretation. When this is not possible, interpreters should have the following qualifications:

1. mastery of the target language and dialect
2. familiarity with both American culture and the culture of the target language

3. extensive general and academic vocabulary in both languages
4. ability to express thoughts clearly and concisely in both languages
5. familiarity with the Michigan education system
6. attendance at school/district/statewide trainings regarding how to administer the assessments
7. a signed OEAA Assessment Security Compliance Form

Individuals selected as interpreters must also adhere to all aspects of Michigan’s test security guidelines.

## Guidelines for Translators and Language Interpretation (non-ASL)

Test directions, questions, and answer choices should be read to students using direct interpretation. Care should be taken not to alter the intended meaning of the text.

## Common False Assumptions and Risks

1. **Many people incorrectly assume that a bilingual person can also be an effective interpreter by virtue of knowing two languages.**

Research shows that bilingual individuals who have not received interpreter-specific training are more likely to add or omit information, as well as interject their own opinions and assumptions, which has the result of changing the actual content of the assessment. They may also speak too quickly, making the content too difficult to process. These actions would affect the validity of the student’s assessment results.

2. **Parents for the student and family members of the students are not the best choice to help administer the assessment.**

Using interpreters or translators with whom the student has familiar relationships may pose a risk in by creating a situation where the translator or interpreter is more willing to provide additional,

non-authorized help to the student for the test.

Often in districts where there is a low population of language-speaking students, districts may believe it would be acceptable to use a student's older sibling to aid in the translation process. This would actually result in a security breach as no students should be involved in the testing of other students.

### **3. Side conversations**

It is possible that because of the one-on-one nature of this testing scenario, coupled with the potential relief some students may feel by having someone speak to them in their native language, additional topics may arise for discussion between the student and the interpreter. Although it is acceptable for the student to ask for clarification on directions, other non-test related topics should be avoided.

## **References**

Bridging the Gap: A Basic Training for Medical Interpreters. Interpreter's Handbook, Third Edition, Jan. 1999.

ITC Guidelines for Translating and Adapting Tests, International Test Commission, Jul. 2005.

Medical Interpreter Training. Arlington Free Clinic, Arlington, VA, Jan., 2000.

National Health and Nutrition Examination Survey (NHANES) Interpretation Guidelines, Center for Disease Control (CDC), Nov. 2006.

Standards for Educational and Psychological Testing, American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 2014.

# Arabic Read-Aloud Guidelines

## M-STEP Mathematics



Some students may benefit from an in-person oral translation of the online or paper/pencil M-STEP mathematics assessment. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

For M-STEP mathematics, this option is **ONLY** available for students testing online as an individual administration option. This is necessary because of the computer adaptive nature of the test. Each student may be on a different question with no way for the test administrator to provide the same question-by-question translation to multiple students. Doing so would result in unnecessary distractions for students. Students testing paper/pencil may be administered the assessment with an oral translation individually or in small groups of no more than five students.

### Reader Qualifications

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a read-aloud support in Arabic during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.

- Test readers must be trained in accordance with Michigan's state administration and security policies and procedures as articulated in Michigan's test administration manuals, guidelines, and related documentation.

### Preparation

- Test coordinators should know in advance of testing the students' language for mathematics instruction and what the students' comfort level is with receiving the assessment content in a language other than English. For example, many Arabic-speaking students, depending on their country of origin, may have learned mathematics in French or in English.
- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test. Increased knowledge of the test format can be gained through review of the practice tests.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments. This includes having a strong working knowledge of designated support options specific to English Learners (ELs).

- Test readers should be familiar with the student’s Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers in Arabic should have extensive practice in providing read aloud support in Arabic and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area.
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of this guidance.
- Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words, or instructions verbatim as needed.
- Do not paraphrase, explain, or define any items, words, or instructions as this would be a violation of test security. However, you may spell any words requested by the student or write the translated word in Arabic.
- Adjust your reading speed and volume if requested by the student. In order to lessen the impact of different Arabic dialects on student’s understanding, it is important to read clearly to the student at a slow to moderate pace.

## Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Michigan Department of Education state policies and procedures.
- The test reader must not discuss any portion of the test with others.

## Arabic Usage / Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘طاقن ثالث’.
- **Quotations:** Quotation marks should be verbalized as “سابتقا ةمالع” at the beginning and end of quoted material, respectively.

## General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.

- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about the graphic organizer, test question, or terms should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.

- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

## Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

## Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Arabic usage for the student's grade level.
- Additional examples may be found in the tables on the following pages.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "تارت ميتينس ١٠ شخ". Some abbreviations may be read differently by different readers. For example, cm3 may be read as "بَعك م رت ميتينس".

## Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information.

**Table 1: Test Reader Guidance for Mathematics - Numbers**

Description	Example(s):	Read as:
Large whole numbers	632,407,981	"ست مائة واثنان وثلاثون مليون، وأربع مائة وسبعة آلاف، وتسع مائة وواحد وثمانون"
	45,000,689,112	"خمسة وأربعون مليار (بليون)، وست مائة وتسعة وثمانون ألفاً، ومائة وإثنا عشر"
Decimal numbers	0.056	"صفر فاصلة صفر خمسة ستة" OR "صفر علامة عشرية صفر خمسة ستة"
	4.37	"أربعة فاصلة ثلاثة سبعة" OR "أربعة علامة عشرية ثلاثة سبعة"
Fractions – common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	"واحد على إثنين، واحد على أربعة، إثنان على ثلاثة، أربعة على خمسة"
	$\frac{14}{25}$	"أربعة عشر على خمسة وعشرين"
	$\frac{487}{6972}$	"أربع مائة وسبعة وثمانون على ستة آلاف وتسع مائة واثنان وسبعون"
Mixed numbers – read aloud "and" between whole numbers and fractions	$3 \frac{1}{2}$	"ثلاثة ونصف"
	$57 \frac{3}{4}$	"سبعة وخمسون وثلاثة أرباع"
Percent	62%	"إثنان وستون بالمائة"
	7.5%	"سبعة فاصلة خمسة بالمائة" OR "سبعة علامة عشرية خمسة بالمائة"
	0.23%	"صفر فاصلة إثنان ثلاثة بالمائة" OR "صفر علامة عشرية إثنان ثلاثة بالمائة"
Money - if the amount contains a decimal point, read as "dollars AND cents"	\$4.98	"أربع دولارات وثمانية وتسعون سنت"
	\$0.33	"ثلاثة وثلاثون سنت"
	\$5368.00	"خمسة آلاف وثلاث مائة وثمانية وستون دولار فقط"
Negative numbers - do NOT read negative sign as "minus"	-3	"ناقص ثلاثة" OR "سالِب ثلاثة"
	$-\frac{5}{8}$	"ناقص خمسة على ثمانية" OR "سالِب خمسة على ثمانية"
	-7.56	"ناقص سبعة فاصلة ستة وخمسون" OR "سالِب سبعة علامة عشرية ستة وخمسون"
Dates (years)	1987	"ألف وتسع مائة وسبعة وثمانون"
	2005	"ألفان وخمسة"
Roman Numerals	I	"الرقم الروماني واحد"
	II	"الرقم الروماني إثنان"
	III	"الرقم الروماني ثلاثة"
	IV	"الرقم الروماني أربعة"
Ratios	x: y	"x إلى y"

**Table 2: Test Reader Guidance for Mathematics - Operations**

Description	Example(s):	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array} \quad 13 + 27 =$	"ثلاثة عشر زائد سبعة وعشرون تساوي"
	$13 + 27 = ?$	"ثلاثة عشر زائد سبعة وعشرون تساوي ماذا"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array} \quad 487 - 159 =$	"أربع مائة وسبعة وثمانون ناقص مائة وتسعة وخمسون تساوي"
	$487 - 159 = ?$	"أربع مائة وسبعة وثمانون ناقص مائة وتسعة وخمسون تساوي ماذا"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array} \quad 63 \times 49 =$	"ثلاثة وستون ضرب تسعة وأربعون تساوي"
	$63 \times 49 = ?$	"ثلاثة وستون ضرب تسعة وأربعون تساوي ماذا"
Division – Vertical or Horizontal	$\frac{120}{15} = 8 \quad 120 \div 15 = 8$	"مائة وعشرون قسمة خمسة عشر تساوي ثمانية"
Operations with boxes	$3 + \square = 8$	"ثلاثة زائد مربع تساوي ثمانية"

**Table 3: Test Reader Guidance for Mathematics - Expressions**

Description	Example(s):	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	"N زائد أربعة"
	$8x - 3$	"ناقص ثلاثة x ثمانية"
	$4(y - 2) + 5 = 7$	"ناقص إثنتان، أغلق القوس، زائد خمسة تساوي سبعة y، أربعة، افتح القوس"
	$V = \frac{4}{3} \pi r^3$	"مكعب $\pi r$ تساوي أربعة على ثلاثة V"
	$\begin{array}{l} t - 2 \\ t + 8 \end{array}$	"ناقص إثنتان t"
	$x^2 y^3 = -36$	"زائد ثمانية t"
	$156x \geq 4$	"مكعب تساوي ناقص 36 y مربع x" OR "مكعب تساوي سالب 36 y مربع x"
Coordinate pairs answer choices with no other text	the point $(-1, 2)$	"أكبر أو تساوي أربعة x واحد خمسة ستة"
	the point A is at $(6, 3)$	"(النقطة) ناقص واحد وإثنتان" OR "(النقطة) سالب واحد وإثنتان"
	A. $(-3, -4)$	"على (سته وثلاثة A النقطة)"
Parallels	$\overline{AB} \parallel \overline{CD}$	"(على) ناقص ثلاثة وناقص أربعة A." OR "(على) سالب ثلاثة وسالب أربعة A."
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"CD موازية للقطعة المستقيمة AB القطعة المستقيمة CD عمودية على القطعة المستقيمة AB القطعة المستقيمة"

## Suggested Test Preparation Script

(used with student in advance of the day of testing)

مرحبا بكم \_\_\_\_\_،

الأسبوع القادم في مادة الرياضيات. أريدكم أن تعرفوا كيف سنعمل سوية. حين أقرأ الإمتحان لكم، سوف يكون ذلك مختلفاً كثيراً عما قرأته M-STEP سوف أقرأ لكم الإختبار حين تأخذون امتحان لكم أثناء الصف. عليّ أن أتبع بعض القواعد

- لا يمكنني مساعدتكم في أية إجابات
- لا يمكنني نقر أي شيء على الشاشة
- لن أغير نبرة صوتي أثناء القراءة. سوف أستعمل نفس نبرة الصوت بغض النظر عن أحداث القصة أو السؤال المطروح
- إذا كان هناك صورة مرفقة بكلمات، سوف أقرأ تلك الكلمات. إذا طلبتم مني إعادة قراءة تلك الكلمات، سأفعل ذلك
- أحياناً، بعض الكلمات أو العبارات قد تدل على الإجابة. في تلك الحالات لن أقرأ تلك الكلمات بل سأشير إليها على الشاشة ثم أكمل القراءة
- يمكنك أن تطلب إعادة قراءة أجزاء من الإختبار إذا لم تسمعني جيداً أو تريد وقتاً إضافياً للتفكير
- يمكنك أن تطلب مني أقرأ بشكل أبطأ أو أسرع، أو بصوت أعلى أو أخفض، إذا كنتم تواجهون صعوبة في فهم ما أقرأه
- سوف أقرأ بعض أحرف التنقيط (مثل الفاصلة والنقطة)، لكن إذا كنتم بحاجة إلى أن أعيد قراءة الجملة وأخبركم كيف تم تنقيطها، سأفعل ذلك
- "إذا سألتني سؤالاً حول الإختبار، كل ما سأقوله هو "إفعل أفضل ما تستطيع. لا يمكنني أن أساعدك
- هل لديك أية أسئلة تود أن تسألني حول طريقة عملنا سوياً خلال الإختبار؟
- ذلك
- "إذا سألتني سؤالاً حول الإختبار، كل ما سأقوله هو "إفعل أفضل ما تستطيع. لا يمكنني أن أساعدك
- هل لديك أية أسئلة تود أن تسألني حول طريقة عملنا سوياً خلال الإختبار؟

## References

### Educational Testing Service (2002)

[Guidelines for a Test Reader](https://www.ets.org/disabilities/test_reader/) (https://www.ets.org/disabilities/test\_reader/)

Retrieved from the [ETS web page](https://www.ets.org/disabilities) (https://www.ets.org/disabilities)

### Oregon Department of Education Office of Student Learning and Partnerships (2012, December)

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### West Virginia Department of Education (December, 2013)

[Guidelines for Participation in State Assessments, 2013-2014](http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) (http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

## Special Thanks

A special thanks to these Michigan educators for their help in the creation of this document:

Manal Assi

Khalil El-Saghir

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# Guidelines

## M-STEP Mathematics



Some students may benefit from an in-person oral translation of the stacked Spanish test form available for online and paper/pencil M-STEP mathematics. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

This option is available for students in small groups of no more than five students or to students testing individually. Students receiving a Spanish read-aloud from an in-person translator cannot take the assessment with students not receiving this support. The oral translation will create unnecessary distraction for students not needing this support.

### Reader Qualifications

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a read-aloud support in Spanish during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Michigan's state administration and security policies and procedures as articulated in Michigan's test administration manuals, guidelines, and related documentation.

### Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments.
- Test readers should be familiar with the student's Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers in Spanish should have extensive practice in providing read aloud support in Spanish and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area.

- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included on [page 41](#).
- Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

test administrator in accordance with Michigan Department of Education state policies and procedures.

- The test reader must not discuss any portion of the test with others.

## General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words, or instructions verbatim as needed.
- Do not paraphrase, interpret, or define any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

## Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the

## Spanish Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘punto, punto, punto.’
- **Quotations:** Quotation marks should be verbalized as “comillas” and “fin de comillas” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

## Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing

necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.

- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student’s needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

## Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

## Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers should read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student’s grade level.
- Additional examples may be found in the following tables.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as “diez centímetros.” Some abbreviations may be read differently by different readers. For example,  $cm^3$  may be read as “centímetros cúbicos” or “centímetros al cubo”.

**Table 1: Test Reader Guidance for Mathematics - Numbers**

Description	Example(s):	Read as:
Large whole numbers	632,407,981	"seiscientos treinta y dos millones cuatro cientos siete mil novecientos ochenta y uno"
	45,000,689,112	"cuarenta y cinco mil millones seis cientos ochenta y nueve mil ciento doce"
Decimal numbers	0.056	"cero punto cero cinco seis"
	4.37	"cuatro punto tres siete"

**Table 1: Test Reader Guidance for Mathematics - Numbers**

Description	Example(s):	Read as:
Fractions – common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	“un medio, un cuarto, dos tercios, cuatro quintos”
	$\frac{14}{25}$	“catorce sobre veinticinco”
	$\frac{487}{6972}$	“cuatrocientos ochenta y siete sobre seis mil novecientos setenta y dos”
Mixed numbers – read aloud “and” between whole numbers and fractions	$3 \frac{1}{2}$	“tres y un medio”
	$57 \frac{3}{4}$	“cincuenta y siete y tres cuartos”
Percent	62%	“sesenta y dos por ciento”
	7.5%	“siete punto cinco por ciento”
	0.23%	“cero punto dos tres por ciento”
Money - if the amount contains a decimal point, read as “dollars AND cents”	\$4.98	“cuatro dólares y noventa y ocho centavos”
	\$0.33	“treinta y tres centavos”
	\$5,368.00	“cinco mil tres cientos sesenta y ocho dólares”
Negative numbers - do NOT read negative sign as “minus”	-3	“negativo tres”
	$-\frac{5}{8}$	“negativo cinco octavos”
	-7.56	“negativo siete punto cinco seis”
Dates (years)	1987	“mil novecientos ochenta y siete”
	2005	“dos mil cinco”
Roman Numerals	I	“número romano uno”
	II	“número romano dos”
	III	“número romano tres”
	IV	“número romano cuatro”
Ratios	$x:y$	“x a y”

**Table 2: Test Reader Guidance for Mathematics - Operations**

Description	Example(s):	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$	"trece más veintisiete es igual a"
	$13 + 27 = ?$	"cuatro cientos ochenta y siete menos ciento cincuenta y nueve es igual a signo de interrogación"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$	"cuatro ocho siete menos uno cinco nueve es igual a"
	$487 - 159 = ?$	"cuatro ocho siete menos uno cinco nueve es igual a signo de interrogación"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$	"sesenta y tres por cuarenta y nueve es igual a"
	$63 \times 49 = ?$	"sesenta y tres por cuarenta y nueve es igual a signo de interrogación"
Division – Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	"Ciento veinte dividido entre quince es igual a ocho"
Operations with boxes	$3 + \square = 8$	"tres más casilla es igual a ocho"

**Table 3: Test Reader Guidance for Mathematics - Expressions**

Description	Example(s):	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	"'N' más cuatro"
	$8x - 3$	"ocho 'x' menos tres"
	$4(y - 2) + 5 = 7$	"cuatro abre paréntesis 'y' menos dos cierra paréntesis más cinco es igual a siete"
	$V = \frac{4}{3} \pi r^3$	"'V' es igual a cuatro tercios pi 'r' al cubo"
	$t - 2$ $t + 8$	"'t' menos dos (pause) sobre 't' más ocho"
	$x^2 y^3 = -36$	"'x' al cuadrado 'y' al cubo es igual a negativo treinta y seis" o "'x' a la segunda potencia por 'y' a la tercera potencia es igual a negativo treinta y seis"
	$156x \geq 4$	"uno cinco seis 'x' es mayor o igual a cuatro"

**Table 3: Test Reader Guidance for Mathematics - Expressions**

Description	Example(s):	Read as:
Coordinate pairs answer choices with no other text	the point $(-1, 2)$	“el punto (pause) negativo uno coma dos”
	the point A is at $(6, 3)$	“El punto A está en (pause) seis coma tres.”
	A. $(-3, -4)$	“‘A’ (pause) negativo tres coma negativo cuatro”
Parallels	$\overline{AB} \parallel \overline{CD}$	“el segmento de línea AB es paralela al segmento de línea CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“el segmento de línea AB es perpendicular al segmento de línea CD”

## Suggested Test Preparation Script

(used with student in advance of the day of testing)

Hola, \_\_\_\_\_,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante M-STEP. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta.
- No puedo hacer clic sobre nada en la pantalla.<sup>2</sup>
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o ítem de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de impreso al momento] y continuaré leyendo.
- Todavía puedo ayudarte con tus [\*\*\*list any assistive technology that the student may require that would need adult support—if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o leer más alto o más bajo si tienes problema entendiendo lo que leo.

<sup>2</sup> A reader may click on something on the screen only if this is an identified need in the student’s IEP or 504 plan and the reader has received appropriate training on when and how to do so.

- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: “Haz tu mejor trabajo. No te puedo ayudar en eso.
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

## References

### Educational Testing Service (2002)

[Guidelines for a Test Reader](https://www.ets.org/disabilities/test_reader/) (https://www.ets.org/disabilities/test\_reader/)

Retrieved from the [ETS web page](https://www.ets.org/disabilities) (https://www.ets.org/disabilities)

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# ACT WorkKeys in Spanish



ACT offers the ACT WorkKeys assessment in Spanish. Students taking this form of the assessment are eligible to receive a National Career Readiness Certificate en Español. For the state-required administration of WorkKeys, students must opt to take only one form of the assessment and cannot take both forms during the state-administered window.

This guidance should be used to help educators decide which students might benefit from taking the Spanish form of the assessment.

Educators should consider the following questions when making a determination as to whether or not to assess the student:

- **Can the student read in Spanish?** Not all students who can speak Spanish fluently have a strong command of the written language. Without high literacy in the language, students will not benefit from taking this form of the test.
- **Is the student best able to show what they know to a potential employer by receiving a National Career Readiness Certificate en Español?** Remember that the purpose of the ACT WorkKeys is to show a students' skills and abilities for the use in multiple career pathways.

# SAT and PSAT Grade 8 – 50% Extended Time for ELs Guidance



Educators must use this document to aid in the determination of current students identified as English Learners (ELs) who may benefit from the use of the 50% Extended Time support on the SAT or PSAT assessments. Below you will find a list of questions that will help you determine if a student is eligible to use this support.

It is important to keep in mind that not **ALL** students and certainly not **ALL** ELs will benefit from extended time.

Additionally, MDE is committed to monitoring the use of supports on state assessments and will contact schools and districts with high numbers of students utilizing this support.

A **preponderance of evidence** should exist rather than a few marks in boxes for the student to be provided this level of support.

	Yes	No
Is the student formally identified as an English Learner?		
Does the student typically receive additional time to complete assignments?		
Does the student typically receive additional time to complete in-class assessments?		
Is the student a recently arrived student (attended U.S. schools for 12 months or less)?		
Does the student typically use a bilingual word-to-word dictionary in the classroom?		
Does the student use additional or different linguistic supports in the classroom?		
Does the student need additional time to process written text in English?		
When given the choice, does the student indicate he or she would prefer to have extra time for assignments?		

# Testing Policy for Recently Arrived, First Year English-Learner Students



## ELA Exception Criteria

The Michigan Department of Education is able to provide an exception to the testing requirement in English language arts (ELA) for first year, English learner (EL) students. To be eligible for this exception, students must meet ALL of the following criteria:

- the student has been enrolled in U.S. schools (excluding Puerto Rico) for 12 months or less at the time of taking a state assessment
- the student is reported as an English Learner in the Michigan Student Data System (MSDS)
- in the Office of Educational Assessment and Accountability (OEAA) Secure Site, the student has at least one of the following for the current year:
  - » A WIDA ACCESS Placement Test (W-APT) / WIDA Screener score
  - » A valid WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs score

## Expectations for ALL EL Students

Regardless of the length of time enrolled in a U.S. school, it is required that each EL student is:

- administered the WIDA ACCESS Placement Test (W-APT) or WIDA Screener during the EL identification process AND that the W-APT/WIDA Screener score is entered in the OEAA Secure Site.
- annually administered the summative WIDA ACCESS for ELLs or Alternate ACCESS for ELLs until proficiency is achieved, including in their first year if the student is enrolled prior to the close of that year's test administration period.

Students are not exempt from WIDA assessments because these assessments test students' English language development and not knowledge of English language arts.

## ELA Exception Notes: ALL Assessments (Except WIDA assessments)

**Please note:** The following aspects of the ELA Exception for First Year EL students apply to all state assessments (except WIDA assessments).

- The ELA Exception for First Year EL students only applies to ELA.
- Requests for an exception are submitted in the OEAA Secure Site.
- Requests for an exception are submitted AFTER an assessment's testing window, during that assessment's Answer Documents Received and Not Tested Students window.
- Requests for an exception must be submitted separately for each applicable student.
- If the request is accepted, the student will be:
  - » counted as participating for the school's accountability ELA participation calculations
  - » excluded from the school's accountability ELA proficiency and growth calculations
  - » included in the school's accountability participation, proficiency, and growth calculations for all other content areas.
- If the request is rejected, the student will be included in the school's accountability participation, proficiency, and growth calculations for ELA and all other content areas.

## ELA Exception Notes: By Assessment

The following is additional information on the ELA Exception specific to each state assessment.

### M-STEP Assessments

- For dates of the M-STEP Answer Documents Received and Not Tested Students window, see the [M-STEP List of Important Dates](#) document on the [M-STEP web page](#) ([www.mi.gov/mstep](http://www.mi.gov/mstep))

### MI-Access Assessments

- For dates of the MI-Access Answer Documents Received and Not Tested Students window, see the [List of Important Dates](#) document on the [MI-Access web page](#) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access))
- The Functional Independence ELA assessments are:
  - » ELA Accessing Print and Using Language
  - » ELA Expressing Ideas
- The Supported Independence and Participation ELA assessments are “ELA”

### For Any College Board Assessment

(SAT, PSAT 8, PSAT 9, or PSAT 10)

- In order for students using the ELA exception to receive a valid math score, BEFORE testing, schools must request a “Math Only” accommodation by the following process.
  - » Ensure the student is listed on the Pre-Id Student Report.
  - » Log into College Board’s Services for Students with Disabilities (SSD) Online System.
  - » Go to the State Allowed Accommodations Dashboard.
  - » Choose “EL – Math Only” from the list of state-allowed accommodations.
  - » Submit the request (it will be automatically approved).
- Students with approved “EL – Math Only” accommodations will test with a lime-colored test book. This will ensure the eligible EL exception students are tested with materials that will still yield their required valid mathematics score.

- The Services for Students with Disabilities (SSD) Coordinator will only use the scripts for the mathematics test in the SSD Coordinator manual when administering the assessment.
- Please note:** The test book shipped for these students will still include the ELA and mathematics sections.
- For questions about the SSD system call the College Board Michigan Educator Hotline at 1-866-870-3127.

### SAT Assessments

- For dates of the SAT Answer Documents Received and Not Tested Students window, see the [MME and PSAT List of Important Dates](#) document on the [MME web page](#) ([www.mi.gov/mme](http://www.mi.gov/mme))
- The SAT ELA assessment is “Evidenced Based Reading and Writing”
- Students not taking the ELA portion of the SAT will not receive a college-reportable SAT score.

### PSAT 8 Assessments

- For dates of the PSAT 8 Answer Documents Received and Not Tested Students window, see the [Grade 8 List of Important Dates](#) document on the [M-STEP web page](#) ([www.mi.gov/mstep](http://www.mi.gov/mstep))
- The PSAT 8 ELA assessment is “Evidenced Based Reading and Writing”

### PSAT 9 and PSAT 10 Assessments

- PSAT 9 and PSAT 10 are not currently used for accountability and do not have an Answer Documents Received and Not Tested Students window. Therefore, it is not necessary, nor possible, to request an ELA exception for accountability for PSAT 9 or PSAT 10. However, students meeting all the ELA exception criteria may still use a “EL – Math Only” accommodation.

# Scribing Protocol for the M-STEP, MI-ACCESS, SAT, ACT, and WIDA Assessments



## Scribing Protocol

In this section educators will find the required procedures a scribe must follow for the Michigan Student Test of Educational Progress (M-STEP), MI-Access, and WIDA assessments. Some information is also provided related to SAT and ACT WorkKeys. A scribe is an adult who writes down 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 test content and is able to respond to the content.

Scribes are allowable as a documented accommodation for English Language Arts (ELA), M-STEP essay questions, and MI-Access Functional Independence (FI) ELA Expressing Ideas. Scribing is additionally allowable as a Designated Support for M-STEP mathematics, ELA non-writing items, science, and social studies. For the WIDA assessments, scribes are allowable accommodations for the Reading, Writing, and Listening domains.

As you review this document, you will need to be aware of the following terms.

### Item Types:

- **Selected Response:** Selected-response items present students with a question and several answer choices. These items may appear as traditional multiple-choice items. They may also appear as multiple-select items (choose more than one answer) or Hot Text items (choose one or more embedded correct response).
- **Passage-based Writing Prompt:** These item types ask students read a passage and then respond to a prompt by writing an essay.

- **Constructed/Equation Response:** These item types ask students to explain their responses, respond to a prompt with a short story, or create equations/expressions.
- **Embedded Accessibility Option:** This is a Universal Tool, Designated Support, or Accommodation for students within the online delivery system, such as a highlighter or American Sign Language videos. Refer to Michigan’s Supports and Accommodations Table for more information related to allowable accessibility options.
- **Non-Embedded Accessibility Option:** This is a Universal Tool, Designated Support, or Accommodation provided for students outside of the online delivery system, such as a scribe or scratch paper. Refer to Michigan’s Accommodations Table for more information related to allowable accessibility options.

## Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Michigan’s administration and security policies and procedures, as articulated in Michigan’s test administration manuals, guidelines, and related documentation.

## Preparation

- Scribes should read the Michigan Assessment Integrity Guide (AIG) and sign the OEAA Assessment Security Compliance Form prior to test administration.
- If the student for whom they are scribing has a disability, scribes and test administrators should be familiar with the content of the student’s Individualized Education Program (IEP) or 504 plan, specifically surrounding the use of a scribe as an accommodation, to ensure there are plans in place for providing all needed designated supports and accommodations.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. A working familiarity with the test environment will facilitate the scribe’s ability to record the student’s answers.
- Scribes should also have a strong working knowledge of the available embedded and non-embedded accessibility and accommodations options and features.
- Scribes should review the Scribing Protocol for the student at least one to two days prior to testing.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

## General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student’s answers.
- If the scribing-assisted testing is not conducted with the student in a separate setting, the scribe should be situated close enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test

interface, making use of the embedded and non-embedded tools available for a given item and student.

- For computer-based administrations, scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if the responses would compromise the validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to re-state words or parts of the answer as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, or prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

## Post-Administration Procedures for All Assessments

- Immediately at the end of the testing session, the scribe will submit online or paper-based student responses; collect scratch paper, rough drafts, and login information; and deliver the materials to the test administrator in accordance with Michigan’s state policies and procedures.

## English Language Arts: M-STEP and MI-Access Functional Independence (FI) Selected-Response Items

### Single and Multiple Answer, Matching Table interaction

- The student must point to or otherwise indicate his/her selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and the use of test platform features available for a given item.
- The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item.

### Passage-based Writing Prompt

- The scribe will write verbatim student responses on paper or on screen, in an area obstructed from other students' view.
- The scribe will spell all words as dictated.
- The scribe will not capitalize words or punctuate text in the student's response, unless directed to do so specifically by the student for specific words or to indicate the "what" and "where" for punctuation.
- The scribe will orally confirm the spelling of homonyms and commonly confused homophones, e.g., than and then; to, two, and too; there, their, and they're.
- The student will proofread the response to add punctuation, capitalization, spacing, and make other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words in the submitted responses, and

must allow the student to review and edit what the scribe has written.

## Mathematics: M-STEP and MI-Access Functional Independence (FI) Selected-Response Items

### Single and Multiple Answer, Matching Table interaction

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.

### Constructed/Equation Response Items

- The student must point or otherwise direct the scribe in developing his/her response.
- The scribe will input student work directly onscreen and in view of the student.
- For responses requiring equations, the student must specify where to place figures and operands.
- For responses requiring text, the scribe will spell all content area words/academic vocabulary as dictated and conform to standard writing conventions.
- For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

## Science and Social Studies: M-STEP and MI-Access Functional Independence (FI) Selected-Response Items

### Single and Multiple Answer

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and the use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

## SAT, PSAT 8/9, and PSAT 10

Some students may be approved for personal assistants, such as readers, scribes/writers, or sign language interpreters. **Assistants must be assigned by the school** and may not be a relative of the student. Refer to the appropriate test's School Day Accommodated Manual as well as the School Day Coordinator Manual.

### Scribe/writers:

Depending on the student's needs, a scribe may be required to:

- complete the student's identifying information on the answer sheet
- fill in the circles on the regular answer sheet corresponding to the answers chosen by the student and write the student's SAT Essay submission
- make any corrections indicated by the student
- write the student's name on the student's test book, write "Answers in book" on front cover, and ensure that the test book is returned with the answer sheet

- assist the student in turning pages
- test in a 1-to-1 setting

### Other duties:

Some personal assistants may be required to:

- accompany students when they go to the restroom during testing time
- assist the test administrator in ensuring test material security

### Qualifications:

- current or retired professional, administrative, secretarial or clerical staff, or graduate student
- able to follow oral and written instructions precisely
- a reader or writer should be experienced in special education, and should speak English clearly
- a sign-language interpreter must be able to effectively sign to the student and voice the student's signing to the administrator

## ACT WorkKeys

For more information on appropriate practices for recording student responses refer to the ACT WorkKeys Administration Manual when available.

For questions related to any ACT WorkKeys accommodations call the ACT customer service line at 1-800-553-6244 x1788.

## English Language Development (ELD) for English Learners (ELs): WIDA W-APT, ACCESS for ELLs, and Alternate ACCESS for ELLs

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing.

Students receiving the scribe accommodation may respond to assessment items in the following ways:

- orally
- by using an assistive technology device or software (e.g., speech-to-text, picture/symbol communication system, etc.)
- by gesturing/pointing

For ELs taking the computer-based ACCESS, it is advisable for the adult test administrator to keyboard the student's responses onscreen directly into the student's computer.

Scribing must take place as the student dictates or otherwise produces the response. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All edits must be made and all responses transcribed onto the paper-based test or on the computer screen during the test session. For constructed responses, the student is responsible for all capitalization and punctuation and should verbally instruct the scribe what letters are capitalized and where to add punctuation. The student should provide exact spelling the first time they use a key word (noun or verb relevant to the content); thereafter, the scribe can spell the word as the student first spelled it. If the student uses a non-English word or one that the scribe does not understand, the scribe should prompt the student to spell the word and write down the student's spelling of the word.

**The following scribing practices are acceptable:**

- The scribe may ask, "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student, such as, "Do I have to use the entire space to answer the question?" (the scribe may say, "No.>").
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously, being careful not to cue the student to errors.

- The scribe may prompt and remind the student of instructions or dictation rules, as needed, such as "Please spell that word."
- The scribe may ask the student to slow down or repeat their dictated response.
- The student should review his or her response and dictate the changes or edits that he or she would like done.

**The following scribing practices are unacceptable:**

- The scribe may not influence the student's response in any way.
- The scribe may not coach the student by giving specific directions, clues, or prompts.
- The scribe may not tell the student if his/her answer is correct or incorrect, or alert the student to mistakes he/she made.
- The scribe may not answer a student's questions related to the content (e.g., "Can you tell me what this word means?").
- The scribe may not suggest that the student write more or go back and check the responses.
- The scribe should not write down unrelated vocalizations (e.g., "um") by the student.

**Requirements for the Scribed Response Accommodation**

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing. The scribe should know how to accurately provide the accommodation. Likewise, when determining accommodations for a student, the student should have experience with the given accommodation on an ongoing basis. It is not recommended that a new accommodation be introduced to the student for the first time during administration.

## References

**California Department of Education (February 2010)**

[California High School Exit Examination](https://www.cde.ca.gov/ta/tg/hs/)

(<https://www.cde.ca.gov/ta/tg/hs/>)

**Delaware Department of Education (2013, 06 14)**

[Guidelines for Inclusion of Students with Disabilities and English Language Learners](http://de.portal.airast.org/wp-content/uploads/2013/06/Guidelines_for_Inclusion_2013-14_V2.pdf)

(Retrieved in November 2017 from [http://de.portal.airast.org/wp-content/uploads/2013/06/Guidelines\\_for\\_Inclusion\\_2013-14\\_V2.pdf](http://de.portal.airast.org/wp-content/uploads/2013/06/Guidelines_for_Inclusion_2013-14_V2.pdf))

**New England Common Assessment Program (NECAP) (August 2010)**

[New England Common Assessment Program Accommodations Guide](https://www.maine.gov/education/necap/1011materials/accommodations_guide_final.pdf)

(Retrieved in November 2017 from [https://www.maine.gov/education/necap/1011materials/accommodations\\_guide\\_final.pdf](https://www.maine.gov/education/necap/1011materials/accommodations_guide_final.pdf))

**State of Washington Office of Superintendent of Public Instruction (September 2013)**

[Access Supports and Accommodations Guidelines for State Assessments](http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

(Retrieved in November 2017 from <http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf>)

**Utah State Office of Education (2013)**

[Scribe Accommodation Guidelines](https://schools.utah.gov/file/d20bd730-8fdd-4012-a84b-4424e487a735) (<https://schools.utah.gov/file/d20bd730-8fdd-4012-a84b-4424e487a735>)

**West Virginia Department of Education (December, 2013)**  
[Guidelines for Participation in State Assessments, 2013-2014](http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf)

(<http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf>)

Guidance on accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

# Braille Assessment Plan

## Office of Educational Assessment and Accountability (OEAA)



The following tables outline which braille formats are available for each of Michigan’s assessments. You will notice that the K-2 Early Literacy and Mathematics Benchmark Assessments are not included in this table as those assessments do not have a paper/pencil format. Additionally, the K-2 WIDA ACCESS for ELLs is not shown. A braille format is not available for kindergarten, and Michigan has made a decision to allow an exception for students in grades 1 and 2 who are visually impaired,

because the assessment would be testing their knowledge of braille instead of the WIDA English Language Development (ELD) standards.

**Please note:** This is the third year of a multi-year transition plan to move towards a Unified English Braille (UEB) implementation across all grade levels and content areas. Be sure to refer to this document on an annual basis for the most current assessment transition information.

### M-STEP and WIDA

Grade	M-STEP ELA <sup>1</sup>	M-STEP Mathematics <sup>1</sup>	M-STEP Science <sup>1</sup>	M-STEP Social Studies <sup>1</sup>	WIDA ACCESS for ELLs
3	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			UEB (LRW) • Contracted • Uncontracted
4	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			UEB (LRW) • Contracted • Uncontracted
5	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	UEB Nemeth (LRW) • Contracted • Uncontracted
6	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			EBAE Nemeth (LRW) • Contracted • Uncontracted
7	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			EBAE Nemeth (LRW) • Contracted • Uncontracted
8			UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	EBAE Nemeth (LRW) • Contracted • Uncontracted

Grade	M-STEP ELA <sup>1</sup>	M-STEP Mathematics <sup>1</sup>	M-STEP Science <sup>1</sup>	M-STEP Social Studies <sup>1</sup>	WIDA ACCESS for ELLs
9					EBAE Nemeth (LRW) • Contracted • Uncontracted
10					EBAE Nemeth (LRW) • Contracted • Uncontracted
11			UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	EBAE Nemeth (LRW) • Contracted • Uncontracted
12					EBAE Nemeth (LRW) • Contracted • Uncontracted

<sup>1</sup> Braille practice tests are available in the same format as the summative assessment.

<sup>2</sup> Braille practice tests are available in UEB. A Nemeth supplement is available as well.

## ACT WorkKeys, SAT, and PSAT

Grade	ACT WorkKeys	SAT <sup>2</sup>	PSAT 8/9	PSAT/10
8			UEB Nemeth • Contracted	
9			UEB Nemeth Contracted	
10				UEB Nemeth • Contracted
11	UEB Nemeth • Contracted	UEB Nemeth • Contracted		

<sup>2</sup> Braille practice tests are available in UEB. A Nemeth supplement is available as well.

# M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Tables



This document contains state-allowed universal tools, supports, and accommodations for the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA assessments.

## Special Notes

### Screen Readers and Voice Recognition Software for M-STEP and MI-Access Assessments

Voice recognition software is incompatible with the INSIGHT system (M-STEP and MI-Access assessments). Screen readers may also be incompatible; however, educators are encouraged to test out the screen readers with the Online Training Tools (OTTs) prior to the assessment administration. Keep in mind that students who need oral presentation support have the text-to-speech or human reader (read aloud) options available to them. Students may also use a scribe for all content areas and modes. Refer to the tables included in this chapter for more information related to these supports. For additional supports questions and needs, contact the Office of Educational Assessment and Accountability (OEAA) at [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov).

### Use of Computers with Alternative Access for an Alternate Response Mode for M-STEP and MI-Access Assessments

(switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses)

Online districts with students utilizing these supports should first attempt to ensure these devices are compatible with the INSIGHT system by testing them with the OTTs. It is possible that they may be incompatible with the system. If the devices are not compatible and educators need help in determining best next steps for assessing students, contact the OEAA by email [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov), or call 1-877-560-8378.

### Reading the Universal Tools, Designated Supports, and Accommodations Tables

As you review the tables showing available supports, refer to the following information.

- Supports are organized and shown by program, either as **Universal Tools** (available to all students), **Designated Supports** (a designation made by a teacher or administrator who works with the student), or **Accommodations** (requires designation by an Individualized Education Program [IEP] or Section 504 plan).
- The **Support Type** column provides a brief description of the support offered. This column also indicates whether a support is available within the online delivery system itself (**embedded – E**) or if it must be provided by the district as a resource external to what is available through Insight (**non-embedded – NE**). All paper/pencil supports are considered **non-embedded**.

However, for more detailed information regarding which student groups would best be served by those supports, and for additional information regarding the support's use, educators must refer to the [Designated Supports](#) section on page 8 of this document.

- The **Mode** column indicates the testing mode (online or paper-pencil) in which the support can be used. Pay particular attention to these designations, because not all supports are available for both modes.
- The **How to Access** column provides information regarding whether districts must order the support through the OEAA Secure Site, if they can download it, or if they must provide students' access to the support by setting the feature in the eDIRECT system prior to the students' testing. The column also indicates whether or not the support or

accommodation must be “bubbled” on the answer document. Testing coordinators should also refer to a specific assessment’s Test Administration Manual.

### Explanation of Symbols in the How to Access Column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/pencil answer document when used

### Standard Test Administration Practices

The following list shows Michigan supports previously identified as “accommodations,” but now considered general Test Administration Practices for the M-STEP assessments (**please note:** many districts will still need to assign their use at the individual student level):

- administration of the assessment at a time most beneficial to the student, with appropriate supervision
- extended assessment time
- use of special adaptive writing tools such as pencil grip or larger pencil
- use of accommodated seating, special lighting, or furniture
- placement of student where he/she is most comfortable (e.g., front of room, back of room)
- use of alternative writing position (e.g., desk easel, student standing up)
- accommodation for student to move, stand, or pace during assessment in a manner where others’ work cannot be seen and is not distracting to others (e.g., kneeling, constant movement)
- use of concentration aids (e.g., stress balls, T-stools)
- visual, auditory, or physical cues from the teacher to the student to begin, maintain, or finish an assessment task

### Future Supports

A number of supports currently available for M-STEP assessments may be phased out in future years, due to potential risks and based on continuing research of their reliability and validity. It is the hope of the OEAA to replace these allowable supports with more reliable, comparable supports for students.

## M-STEP Mathematics

### A Note about Non-Standard Tools/Supports/ Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators **must** contact the OEAA to request its use. Educators would send their request in an email to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov); the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Mathematics
- educator’s name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

### Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/pencil answer document when used

### Additional Materials Required for Paper/Pencil and Online:

Students in grades 6 and above can have access to graph paper during the assessment. Refer to the M-STEP Test Administration Manual (TAM) for more information on accessing this material.

## Universal Tools - M-STEP Mathematics

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is <b>paused</b> and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision <ul style="list-style-type: none"> <li>Bilingual/English as a Second Language setting</li> <li>Special education setting</li> <li>In a distraction-free space or alternate location (e.g., a separate room or location within the room)</li> </ul>	Paper/Pencil Online (NE)	
<b>(AISG)</b> Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
Assessment directions <ul style="list-style-type: none"> <li>Teacher may emphasize key words in directions</li> <li>Teacher may repeat directions exactly as worded in administrator manual</li> <li>Student may restate directions in his/her own words</li> <li>Student may ask for clarification of directions</li> </ul>	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E/NE)	
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	
Scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
Graph paper – will be shipped to all online schools for students in grades 6-7	Online (NE)	
Mark for Review (flag) (Available only on Stacked Spanish and VSL tests)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Magnifier	Online (E)	
Embedded Calculator (available on calculator enabled items only)	Online (E)	

## Designated Supports - M-STEP Mathematics

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
<b>(NB)</b> Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	<b>B</b> ❖
<b>(OTTD)</b> Oral translation of test directions and/or of test items for students in appropriate language by a qualified translator (review the Introduction, Spanish Read Aloud Guidelines, and the OEAA Recommendations for Translators Chapters of this document)	Paper/Pencil Online (NE)	<b>B</b> ❖
<b>(TTS)</b> Text-to-Speech (Items Only) for mathematics items including response options, includes Follow Along	Online (E)	✓
<b>(RAHR)</b> Read aloud (Human Reader) – test questions, response options read aloud by human reader – individual administration required when used with online testers (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	<b>B</b> ❖
<b>(ST)</b> Stacked Spanish form: <ul style="list-style-type: none"> <li>Stacked translation, split screen/page with Spanish and English test items, may need to use with bilingual word-to-word dictionary (student responses must be in English regardless of mode)</li> </ul>	Paper/Pencil Online (E)	⊙ <b>B</b> ✓
Use of L1 (1st language) reference sheets – available in: Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese (L1 Glossary)	Paper/Pencil	⊙ <b>B</b>
<b>(BWWD)</b> Bilingual word-to-word dictionaries (non-electronic only) for students whose language is not currently available for the L1 glossing reference sheets (must not provide definitions)	Paper/Pencil Online (NE)	
<b>(AA)</b> Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
<b>(VA)</b> Use of visual aids (e.g., closed circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
<b>(MSK)</b> Masking	Paper/Pencil Online (E)	✓
Use of a page turner	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
<b>(CC)</b> Color choices	Paper/Pencil Online (E)	✓
<b>(CTC)</b> Contrasting color	Paper/Pencil Online (E)	✓

Designated Supports	Mode	How to Access
<b>(SNWI)</b> Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	<b>B</b> ❖
Multiple-day testing – Allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	<b>B</b>

## Accommodations - M-STEP Mathematics

Accommodations	Mode	How to Access
Braille – Contracted and Uncontracted available for paper/pencil; refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	⦿ <b>B</b>
Enlarged print	Paper/Pencil	⦿ <b>B</b>
<b>(OMT)</b> Use of OEAA’s Multiplication Table (grade 4 and above only, available upon request only)	Paper/Pencil Online (NE)	⦿ ❖
<b>(A)</b> Abacus	Paper/Pencil Online (NE)	<b>B</b> ❖
Use of counters, coins, base-10 blocks or other manipulatives for solving mathematics problems	Paper/Pencil Online (NE)	
<b>(NEC)</b> Non-embedded calculator (grade 6 and above only) or specialized calculator such as enlarged buttons, etc.; allowable ONLY on calculator section/items with calculator	Online (NE)	❖
<b>(ASTD)</b> Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	<b>B</b> ❖
<b>(ASTC)</b> Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE) (Online: Sign Language ASL Video)	Paper/Pencil Online (E)	<b>B</b> ✓
<b>(ACD)</b> Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	Paper/Pencil Online (NE)	<b>B</b> ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

## M-STEP English Language Arts (ELA)

### A Note about Non-Standard Tools/Supports/ Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, educators **must** contact the Office of Educational Assessment and Accountability (OEAA) to request its use. Educators would send their request in an email to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov); the request must include the following:

- in the Subject line: Accessibility Support Request for M-STEP ELA
- educator’s name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student

- an explanation of why the accessibility support may be needed for the assessment

### Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/ pencil answer document when used

### Additional Materials/Resources Required for Online:

Headphones – All students will be assessed on Listening comprehension items that are embedded throughout the ELA assessment.

## Universal Tools - M-STEP English Language Arts (ELA)

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is <b>paused</b> and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision <ul style="list-style-type: none"> <li>• Bilingual/English as a Second Language setting</li> <li>• Special education setting</li> <li>• In a distraction-free space or alternate location (e.g., a separate room or location within the room)</li> </ul>	Paper/Pencil Online (NE)	
<b>(AISG)</b> Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
Assessment directions <ul style="list-style-type: none"> <li>• Teacher may emphasize key words in directions</li> <li>• Teacher may repeat directions exactly as worded in administrator manual</li> <li>• Student may restate directions in his/her own words</li> <li>• Student may ask for clarification of directions</li> </ul>	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E)	

Universal Tools	Mode	How to Access
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	
Scratch paper (collection and secure disposal <b>required</b> )	Paper/Pencil Online (NE)	
Mark for Review (flag) (available only on Closed Captioning and VSL tests)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Writing tools (bold, italic, etc.)	Online (E)	
Use of special adaptive writing tools such as pencil grip or larger pencil	Paper/Pencil	
Magnifier	Online (E)	

## Designated Supports - M-STEP English Language Arts (ELA)

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
<b>(NB)</b> Noise buffers (e.g., ear muffs, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	<b>B</b> ❖
<b>(TTS)</b> Text-to-Speech (Items Only) test questions and answer options in grades 3-8	Online (E)	✓
<b>(RAHR)</b> Read aloud (Human Reader) – test questions and answer options read aloud in grades 3-7 by human reader (Use of the Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	<b>B</b> ❖
<b>(AA)</b> Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
<b>(VA)</b> Use of visual aids (e.g., closed-circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
<b>(MSK)</b> Masking	Online (E)	✓
Use of a page turner	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	

Designated Supports	Mode	How to Access
<b>(CC)</b> Color choices	Paper/Pencil Online (E)	✓
<b>(CTC)</b> Contrasting color	Paper/Pencil Online (E)	✓
<b>(SNWI)</b> Scribe – non-Writing (non-constructed response) test questions (use of M-STEP Scribing Protocol required)	Paper/Pencil Online (NE)	<b>B</b> ❖
Multiple-day testing – allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	<b>B</b>

## Accommodations - M-STEP English Language Arts (ELA)

Accommodations	Mode	How to Access
<b>(TTSPASSAGE)</b> Text-to-speech (Items and Passages) – test questions, answer options, and reading passages in grades 6 and 7	Online (E)	✓
<b>(RAHR)</b> Read aloud (Human Reader) – reading passages in grades 6 and 7 by human reader (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	<b>B</b> ❖
Braille – Contracted and Uncontracted available for paper/pencil. Refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	⦿ <b>B</b>
Enlarged print	Paper/Pencil	⦿ <b>B</b>
<b>(ASTD)</b> Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	<b>B</b> ❖
<b>(ASTC)</b> Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE) (Online: Sign Language ASL Video)	Paper/Pencil Online (E)	<b>B</b> ✓
<b>(SWI)</b> Scribe – Writing test questions (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	<b>B</b> ❖
<b>(CCAPTION)</b> Closed captioning	Online (E)	✓
Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
<b>(ACD)</b> Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	Paper/Pencil Online (NE)	<b>B</b> ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

## M-STEP Science and Social Studies

### A Note about Non-Standard Tools/Supports/ Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators **must** contact the Office of Assessment and Accountability (OEAA) to request its use. Educators would send their request in an email to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov); the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Science (or Social Studies)
- educator’s name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student

- an explanation of why the accessibility support may be needed for the assessment

### Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/ pencil answer document when used

**Additional Materials Required for Paper/Pencil and On-line:** None

## Universal Tools - M-STEP Science and Social Studies

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is <b>paused</b> and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision <ul style="list-style-type: none"> <li>• Bilingual/English as a Second Language setting</li> <li>• Special education setting</li> <li>• In a distraction-free space or alternate location (e.g., a separate room or location within the room)</li> </ul>	Paper/Pencil Online (NE)	
<b>(AISG)</b> Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
Assessment directions <ul style="list-style-type: none"> <li>• Teacher may emphasize key words in directions</li> <li>• Teacher may repeat directions exactly as worded in administrator manual</li> <li>• Student may restate directions in his/her own words</li> <li>• Student may ask for clarification of directions</li> </ul>	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E)	
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	

Universal Tools	Mode	How to Access
Sticky Notes	Online (E)	
Mark for Review (flag)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Use of scratch paper (collection and secure disposal <b>required</b> )	Paper/Pencil Online (NE)	
Magnifier	Online (E)	

## Designated Supports - M-STEP Science and Social Studies

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
<b>(NB)</b> Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	❖
<b>(TTS)</b> Text-to-speech (items and answer options), includes Follow Along	Online (E)	✓
Read aloud (Human reader) using the M-STEP Reader Script, with individual students or in small groups of no more than 5 students	Paper/Pencil	⦿ B
Reading content and questions in the students' native language using the M-STEP Reader Script (Reading in Native Language)	Paper/Pencil	⦿ B
Use of M-STEP English Audio CD (Audio) – Individual administration/Small groups of no more than five students required	Paper/Pencil	⦿ B
Use of M-STEP English, Spanish, or Arabic DVD (Video) – Individual administration/small groups of no more than five students required	Paper/Pencil	⦿ B
<b>(AA)</b> Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
<b>(VA)</b> Use of visual aids (e.g., closed circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
<b>(MSK)</b> Masking	Online (E)	✓
Use of a page turner	Paper/Pencil	

Designated Supports	Mode	How to Access
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
<b>(CC)</b> Color choices	Paper/Pencil Online (E)	✓
<b>(CTC)</b> Contrasting color	Paper/Pencil Online (E)	✓
<b>(BWWD)</b> Bilingual word-to-word dictionary (must not provide definitions)	Paper/Pencil Online (NE)	❖
<b>(SNWI)</b> Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	❖
Use of augmentative/alternative communication devices (e.g., picture/symbol communication boards, speech generating devices)	Paper/Pencil Online (NE)	❖
Multiple-day testing – allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	<b>B</b>

## Accommodations - M-STEP Science and Social Studies

Accommodations	Mode	How to Access
Braille – Contracted and Uncontracted available for paper/pencil; refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	● <b>B</b>
Enlarged print	Paper/Pencil	● <b>B</b>
<b>(A)</b> Abacus	Paper/Pencil Online (NE)	❖
<b>(NEC)</b> Non-embedded calculator	Paper/Pencil Online (NE)	❖
<b>(ASTD)</b> Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	❖
<b>(ASTC)</b> Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	<b>B</b> ❖
Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
<b>(ACD)</b> Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice): contact OEAA	Paper/Pencil Online (NE)	<b>B</b> ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

## MI-Access

+ Available options for MI-Access mathematics, English language arts (ELA), science, and Functional Independence (FI) social studies.

**NOTE:** Participation (P) and Supported Independence (SI) are paper/pencil assessments for students, so all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

### A Note about Non-Standard Tools/Supports/ Accommodations

Districts should assume that if the support is not explicitly listed in the table below, it is considered a non-standard accommodation. However, when in doubt, educators should send their request in an email to [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov); the request must include the following:

- in the Subject line: Accessibility Support Request for MI-Access

- educator’s name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

### Explanation of Symbols in the How to Access Column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/pencil answer document when used

**Additional Materials/Resources Required for Online:**  
None

## Universal Tools - MI-Access

Universal Tools	*P/SI	FI	Mode Available for FI	How to Access
Breaks – within the same day per test session; if the text is <b>paused</b> and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	+	+	Paper/Pencil Online (NE)	
Multiple-day testing	+	+	Paper/Pencil	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision <ul style="list-style-type: none"> <li>• Bilingual/English as a Second Language setting</li> <li>• Special education setting</li> <li>• In a distraction-free space or alternate location (e.g., a separate room or location within the room)</li> </ul>	+	+	Paper/Pencil Online (NE)	
Administration of the assessment individually or in a small group	+	+	Paper/Pencil Online (NE)	

Universal Tools	*P/SI	FI	Mode Available for FI	How to Access
Assessment directions <ul style="list-style-type: none"> <li>Teacher may emphasize key words in directions</li> <li>Teacher may repeat directions exactly as worded in administrator manual</li> <li>Student may restate directions in his/her own words</li> <li>Student may ask for clarification of directions</li> </ul>	+	+	Paper/Pencil Online (NE)	
Highlighter	NA		Paper/Pencil Online (E)	
Mark for review	NA		Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	+	+	Paper/Pencil	
Use of scratch paper (collection and secure disposal is required)	+	+	Paper/Pencil Online (NE)	
Magnifier		+	Online (E)	
Text-to-speech (except for text designated as Do Not Read Aloud) – defaulted as “on” for all students, but can be turned off if needed by muting the computer’s speakers or lowering the volume	NA	+	Online (E)	
Color choice	+	+	Paper/Pencil Online (E)	
Contrasting color	+	+	Paper/Pencil Online (E)	
Embedded calculator		+	Online (E)	
Non-embedded calculator	+	+	Paper/Pencil Online (NE)	

\* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

## Designated Supports - MI-Access

Designated Supports	*P/SI	FI	Mode Available for FI	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	+	+	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	+	+	Paper/Pencil	
Noise buffers (e.g., ear muffers, white noise, and/or other equipment to block external sounds)	+	+	Paper/Pencil Online (NE)	
Read aloud (except for text designated as Do Not Read Aloud) with individual students or in small groups of no more than five students	NA	+	Paper/Pencil	<b>B</b>
Content and questions read aloud (except for text designated as Do Not Read Aloud) in the students' native language	+	+	Paper/Pencil	
Use of MI-Access English Audio CD	NA	+	Paper/Pencil	<b>Ⓞ</b> <b>B</b>
Use of auditory amplification devices or special sound systems	+	+	Paper/Pencil Online (NE)	
Use of visual aids (e.g., closed circuit television, magnification devices)	+	+	Paper/Pencil Online (NE)	
<b>(MSK)</b> Masking	+	+	Online (E)	✓
Use of a page turner	NA	+	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	+	+	Paper/Pencil	
Use of non-electronic bilingual word-to-word dictionary	+	+	Paper/Pencil Online (NE)	
<b>(SNWI)</b> Scribe (Use of M-STEP Scribing Protocol required)	+	+	Paper/Pencil Online (NE)	<b>❖</b> <b>B</b>
Use of augmentative/alternative communication devices (e.g., picture/symbol communication boards, speech generating devices)	+	+	Paper/Pencil Online (NE)	
Use of adapted paper, additional paper, lined or grid paper for recording answers	NA	+	Paper/Pencil	

\* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

## Accommodations - MI-Access

Accommodations	*P/SI	FI	Mode Available for FI	How to Access
Braille (contracted)	NA	+	Paper/Pencil	● B
Enlarged print	NA	+	Paper/Pencil	● B
Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)	+	+	Paper/Pencil Online (NE)	
Signing test content in American Sign Language (ASL) or Signed Exact English (SEE) – except for text designated as Do Not Read Aloud	+	+	Paper/Pencil Online (NE)	
Abacus	+	+	Paper/Pencil Online (NE)	
Use of counters, coins, base-10 blocks, or other manipulatives for solving mathematics problems	+	+	Paper/Pencil Online (NE)	
Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	+	+	Online (NE)	
Use of word processor – FI Expressing Ideas only; this is an accommodation for students requiring it; standard administration for all Expressing Ideas questions will be paper only	NA	+	Paper/Pencil	B

\* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

## SAT, PSAT 8/9, and PSAT 10

**All** accommodations for the SAT, PSAT 8/9, and PSAT 10 must be requested using the [College Board’s SSD online system](https://www.collegeboard.org/students-with-disabilities/ssd-online) (<https://www.collegeboard.org/students-with-disabilities/ssd-online>).

For students taking the SAT, approved accommodations will result in “college reportable” scores and students will count as tested in the state accountability system. However, some accommodations are considered

“State-Allowable Non-College Reportable”. These accommodations will result in a score for a student but may not be used for college entrance purposes. For students using State-Allowable Non-College Reportable, a student will still be considered as tested in the state accountability system. Information and accommodation procedures for the SAT, PSAT 8/9, and PSAT 10 may be found in each assessment’s respective test administration manuals: SAT Supervisors Manuals, PSAT 8/9 Supervisors Manuals, and PSAT 10 Supervisors Manual.

### College Reportable – SAT, PSAT 8/9, and PSAT 10

Reading all assessment directions in student’s native language

Use of SAT-approved bilingual word-for-word, non-electronic translation glossary for English learners: Languages offered in 2018 include Albanian, Arabic, Bengali, Bosnian, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. Additional languages are being considered; go to the [College Board Michigan web page](http://www.collegeboard.org/michigan) (www.collegeboard.org/michigan) to confirm final list of languages.

### State-Allowable Non-College Reportable – SAT, PSAT 8/9, and PSAT 10

English Learner (EL) – Mathematics content and questions in the student’s native language.

English Learner (EL) – Math Only

Sign the Reading, Writing, and Mathematics Assessments – Exact English Signing (EES)

If ASL is used for signing test questions, this is a State-Allowable Non-College Reportable accommodation. If ASL is used for oral directions only, test results are college-reportable.

EES may be approved for signing tests, with reportable scores, if student has both a reading and hearing impairment.

Sign the Reading and Writing Assessments – American Sign Language (ASL)

Student responds in American Sign Language (ASL) for Reading and Writing

Student responds in American Sign Language (ASL) for Mathematics

### College Board-Allowed Frequently Used Administration Practice – SAT, PSAT 8/9, and PSAT 10

Repeating directions verbatim is allowed for all students and does not require an accommodation request; results are college-reportable

For questions related to the SSD online system, call 844-255-7728 or [michiganadministratorsupport@collegeboard.org](mailto:michiganadministratorsupport@collegeboard.org).

For all additional questions, contact the Office of Educational Assessment and Accountability (OEAA) at [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov) or call 877-560-8378.

## ACT WorkKeys

**Please note:** There is no request or approval form for supports or accommodations on ACT WorkKeys.

### National Career Readiness Certificate (NCRC) Eligible Scores

ACT WorkKeys scores will not be issued for students using non-standard supports or accommodations. However, a student utilizing a support or accommodation that is not National Career Readiness Certificate-eligible will still receive scores as a part of the Downloadable Data File. Printed score reports for these students will not be shipped to the school. Supports and accommodations designated with a ‘N’ in the National Career Readiness Certificate (NCRC) Eligible column are considered State-Allowable.

Testing with supports or accommodations is determined locally based on a student’s need and what they use on a regular instructional basis. All supports should be documented by the student’s IEP, 504 plan, or EL instruction plan. Accommodated test materials must be ordered through ACT via the emailed link and secure password.

### Supports for English Learners (EL)

The purpose of the ACT WorkKeys is to assess workplace skills of students; these include: performing basic mathematic operations relevant to the workplace, reading and understanding documents commonly found in the workplace, finding information presented in common workplace graphics, setting up and solving complex

work-related mathematics problems, determining the relevance of written information to work-related tasks, and applying information derived from graphics to work-related problems. By and large, the majority of these skills require an independent proficiency in English or Spanish as well. ACT’s NCRC in English certification (in English or Spanish) ensures employers that students are able to successfully and independently complete skills such as those noted above in the everyday workplace. However, because Michigan requires all 11th grade students to be assessed on the ACT WorkKeys, MDE must ensure ELs have appropriate supports on a required state assessment. It is for this reason that typical supports for ELs—such as full translations (directions and questions), in languages other than Spanish, etc.—are defined as state-allowable. Resulting scores will be marked as state-reportable only, and will not result in receipt of a NCRC. The exception to this is if students use the Spanish forms of the assessments provided from ACT. Use of these materials can result in a NCRC in Spanish. As a reminder, students testing with accommodations must use the ACT WorkKeys test books. Refer to the ACT WorkKeys Administration Manual State and District Testing – Accommodations and English Learner Supports for additional information.

### Explanation of Symbols in the How to Access column

- This material must be ordered through the OEAA Secure Site
- B This support should be bubbled on the paper/pencil answer document when used

For a list of allowable supports and accommodations that provide students with a National Career Readiness Certificate (NCRC) please refer to the [ACT WorkKeys Accessibility Supports Guide](https://www.act.org/content/dam/act/unsecured/documents/WorkKeysAccessibilitySupportsGuide.pdf) (https://www.act.org/content/dam/act/unsecured/documents/WorkKeysAccessibilitySupportsGuide.pdf). The table below **ONLY** shows state-allowed supports and accommodations which do not result in NCRC eligibility.

<b>Supports and Accommodations*</b> Testing with supports or accommodations is determined locally based on a student’s need and what they use on a regular instructional basis. All supports should be supported by the student’s IEP, 504 plan, or EL instruction plan.	<b>National Career Readiness Certificate (NCRC) Eligible</b>	<b>How to Access</b>
Use of Arabic video DVD	N	B ●
Reading content and questions in the student’s native language	N	B ●
Test content provided in American Sign Language (ASL)	N	B

\* **Please note:** For certain delivery formats and devices, there is not a corresponding accommodations administration code. However, the amount of time the examinee was allowed to use for testing must be documented.

## WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs

Educators seeking information for the online and paper/pencil forms of the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs:

[ACCESS for ELLs Accessibility and Accommodations Supplement](https://wida.wisc.edu/sites/default/files/resource/ACCESS-Accessibility-Accommodations-Supplement.pdf) (https://wida.wisc.edu/sites/default/files/resource/ACCESS-Accessibility-Accommodations-Supplement.pdf)





Office of Educational Assessment and Accountability (OEAA)  
Phone: 1-877-560-8378  
Website: [www.michigan.gov/oeaa](http://www.michigan.gov/oeaa)  
Email: [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov)

## **Appendix B: Interpretive Guide to MI-Access Reports**



Spring 2019

# Interpretive Guide to MI-Access Reports

- Functional Independence
- Supported Independence
- Participation

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## Section 1: Introduction



### What's in this Guide?

This guide was developed to assist educators in understanding and using the MI-Access assessment results.

The purpose of MI-Access reports is to provide educators, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in specific content areas. To make the assessments more meaningful to students, all items selected for inclusion:

- were designed with input from classroom teachers
- are applicable to real world situations; that is, they reflect the knowledge and skills students need to be successful in school and as adults

Understanding MI-Access results is important because when the results are used in meaningful ways, they translate into better learning and improved student achievement.

The reports prepared for MI-Access include student-level reports including:

- Student Record Labels
- Individual Student Reports
- Parent Reports
- Student Roster Reports
- Student Overview Reports

The reports also include summary or aggregate-level reports:

- Expectation and Scoring Focus Analysis Reports
- Demographic Reports
- Comprehensive Reports

The student-level and aggregate-level reports are intended to reflect the data needed to meet the expectations of state and federal

legislation. In accordance with these mandates, results are provided for the following three assessment types:

1. Functional Independence (FI)
2. Supported Independence (SI)
3. Participation (P)

As required by federal law, the assessments are based on Michigan's alternate content standards. These standards include:

- The Essential Elements (EEs)<sup>1</sup> with the Michigan-defined range of complexity (High, Medium, and Low for English language arts [ELA] and mathematics)
- Extended Grade Level Content Expectations (EGLCEs for social studies)
- Extended High School Content Expectations (EHSCEs for social studies)
- Extended Benchmarks (EBs for science)

The EEs, EGLCEs, EHSCEs, and EBs on which the MI-Access assessments are based can be downloaded from the [MI-Access web page](http://www.mi.gov/mi-access) ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

#### Please note:

- The samples in this guide are actual images of the reports: the data has been altered in order to protect student information and entity details.
- The Michigan Department of Education (MDE) no longer suppresses aggregate data for fewer than ten students. Data representing small numbers of students should also be considered federally protected student data.

<sup>1</sup> Target Essential Elements as developed by the Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements, Lawrence, KS: University of Kansas.

## Report Descriptions

Report	Description	Aggregation	Distribution
Student Record Labels	Summarizes individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>OEEA Secure Site</li> <li>Mailed to School</li> </ul>
Individual Student Report (ISR)	Separated by content area, provides detailed information on individual student achievement—including overall score and performance level—and summarized by claim, strand, or discipline; student growth data are included for FI reports	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>MiLearn – Educators</li> <li>Dynamic Score Reporting Site</li> </ul>
Parent Report	Summarizes individual student achievement in each content area, including overall score, performance level, and summarized claim, strand, or discipline data	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>MiLearn – Parent, Student</li> <li>Dynamic Score Reporting Site</li> <li>Mailed to School</li> </ul>
Student Roster	Separated by content area, provides detailed information on student achievement for groups of students, including overall score, growth data (FI only), performance level, and summarized claim, strand, or discipline data; summary proficiency information is also included for rostered students, school, district, and state aggregate groups	<ul style="list-style-type: none"> <li>Individual Student</li> <li>Rostered Students</li> <li>School</li> <li>District</li> <li>State</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> </ul>
Student Overview	Summarizes student achievement for all content areas, including overall score, performance level information, and student growth data (FI only)	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>MiLearn – Educator</li> <li>Dynamic Score Reporting Site</li> </ul>
Expectation/Scoring Focus Analysis Report	Provides the percentage of points earned by grade and content area expectation/scoring focus and the number of students scoring in each of four quartiles; this report is intended to provide an overview of performance by content area	<ul style="list-style-type: none"> <li>School</li> <li>District</li> <li>State</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> </ul>
Demographic Report	Provides a comparison of students by grade and content area, aggregated across selected demographic groups, showing mean scores and percentages of students in each performance level	<ul style="list-style-type: none"> <li>School</li> <li>District</li> <li>State</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> </ul>
Comprehensive Report	Provides a comparison of students by grade and content area by schools within a district; mean scores and percentages of students in each performance level are reported	<ul style="list-style-type: none"> <li>District</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> </ul>
Student Growth and Performance Report (FI Only)	Provides detailed information about student achievement and student growth data; includes overall scale score, performance level, growth score, growth target, and target timeframe; student scale score is shown plotted against growth data	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic Score Reporting Site (available later this fall)</li> </ul>

## Family Educational Rights and Privacy Act (FERPA)

Reports that provide student level data include federally protected data. Some aggregate reports may contain score data representing small numbers of students. The Office of Educational Assessment and Accountability (OEAA) no longer suppresses aggregate data for fewer than ten students. Data representing small numbers of students is also considered to be federally protected student data. It is imperative that report users understand the sensitive and confidential nature of the data presented on MI-Access reports and comply with all [Family Educational Rights and Privacy Act](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) regulations.

## Content Areas Assessed with MI-Access

The MI-Access Functional Independence assessment covers the four content areas assessed at the state level:

- English language arts (ELA): Accessing Print and Using Language/Expressing Ideas
- mathematics
- science
- social studies

MI-Access Participation and Supported Independence cover:

- ELA (which includes reading and writing)
- mathematics
- science

Social studies assessments currently are not provided for P and SI (IEP teams must determine whether to use a locally-developed or district approved test to assess students in SI and P; the P/SI test administration manual provides detailed instructions for how to provide this documentation).

The following table lists the content areas and the grades in which they are administered for the MI-Access assessments.

Content Area	Grade						
	3rd	4th	5th	6th	7th	8th	11th
ELA	X	X	X	X	X	X	X
mathematics	X	X	X	X	X	X	X
science		X			X		X
social studies (FI only)			X			X	X

## Section 2: Scoring

All of the processes employed to assess overall student performance begin with the students' responses to a variety of item types. Depending on the type of testing administered (FI, SI, or P), there are four types of items:

- Multiple Choice (MC)
- Selected Response (SR)
- Constructed Response (CR)
- Activity Based Observations (ABO) items

Item responses are reported as raw scores (points earned/points possible) for each content area and are used in the standard setting process that result in scale scores for FI. The P and SI scores are the sum of points earned.

### FI Scoring

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas assessment, where they can earn up to four points for their response to the prompt. The scores for each item are added together to determine the student's total points earned for the assessment. In addition to points earned, students receive a scale score and are assigned a performance level.

### Explaining FI Scale Scores

Each student who receives the same total points earned in a given year on a particular assessment will have the same scale score and performance level. However, students who have the same total points earned on a particular assessment in consecutive years may not have the same scale score or performance levels, since assessments in consecutive years may differ slightly in difficulty. These slight

differences in difficulty between assessments are controlled during the process used to create scale scores each year. The scale scores and performance levels are comparable and designed to have the same meaning across years. Scale scores and performance levels are computed for ELA, mathematics, social studies, and science. The ELA scale score is derived from a combination of the Accessing Print/Using Language (APUL) and Expressing Ideas (EI) points earned applied to scale score conversion. The minimum and maximum FI scores may also vary from year to year; however, the cuts between the performance levels remain the same. **Note:** Students must complete both APUL and EI to earn a valid ELA score.

### Explaining Participation and Supported Independence (P/SI) Scores

During the assessment, each student taking a P- or SI-level assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student's responses using a standardized scoring rubric that:

- is based on the student responses
- takes into consideration the level of assistance needed to engage the student in the item

The P/SI scoring rubrics are shown in the table on the following page. The PAA and SAA scores are added together to calculate a score for each item. Then, all of the item scores are added together to determine the student's total points earned for the assessment. (Condition codes A, B, and C count as zero points.) In addition to points earned, students are assigned a performance level.

### MI-Access P/SI Scoring Rubrics

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

### Scoring Focus for P/SI

This is a component of the P/SI assessment items that shows what administrators should look for when observing and scoring a student. It also is linked to the Essential Elements, Extended Grade Level Content Expectations, Extended High School Content Expectations, and Extended Benchmarks being measured.



## Section 3: How Scores are Reported and Used

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### Scale Scores and Points Earned

MI-Access FI scale scores are created from the raw score responses by utilizing Item Response Theory scoring models to convert to a scale score. Some of the student-level reports will display the actual points earned and the accompanying scale scores.

The P- and SI-level scores display Points Earned as the final scores. The reports will provide the Points Possible, to use as a comparison point against the students points earned.

### Claim, Strand, and Discipline Subscores

Subscores are reported by content area as raw scores (points earned/points possible). Detailed data are then reported by content:

- ELA and mathematics – claims
- science – strands
- social studies - disciplines

### Student Growth Data (FI Only)

Student Growth Data will appear on the Individual Student Report, Student Roster, Student Growth and Performance Report, Student Overview, and in the student data files accessed through the Office of Educational Assessment and Accountability (OEAA) Secure Site. The data reported will include:

- Student Growth Scores (previously called Student Growth Percentiles, SGP)
- Growth Target Scores (previously called Adequate Growth Percentiles, AGP)
- Growth Target Timeframe

Student Growth Scores describe a student's learning over time compared to other students with comparable prior test scores. Values for SGPs range from one to 99 and can be interpreted in similar ways to other forms of percentiles. Scores close to 50 represent average growth. Higher SGPs indicate higher growth, while lower SGPs indicate lower growth.

Growth Target Scores also range from one to 99 and represent the amount growth above or below average a student needs to maintain year-over-year to reach or maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

Growth Target Timeframes range from one to three years and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are set based on how long it has historically taken similar students to reach or maintain proficiency.

These data are relative to students who had comparable achievement scores on prior MI-Access tests statewide. Because of this, only students who received prior scores on the most recent state assessment in a content area and who have a valid score on this year's test will receive growth scores. Growth scores are not computed for:

- students whose current and prior assessments are a combination of M-STEP/MI-Access FI tests
- students who skipped a grade (no score for that grade test), or who missed the current year/grade test, or who do not have a valid score on the current year/grade or test type
- students in grade three, since there is no prior testing information
- students taking the grade four science test, since there is no prior testing information
- students taking the grade five social studies test, since there is no prior testing information

The addition of growth scores to the data files can provide context in understanding the growth of individual students and growth patterns within MI-Access student results. Growth Scores are not calculated for MI-Access Supported Independence and Participation assessments.

It should be noted that growth calculations allow for the uniqueness of the MI-Access assessments and students who participate in them. When combined with achievement scores and proficiency categories, growth data may help educators understand how over time students' achievement scores compare to those of their peers across the state, based on comparable prior test scores.

Growth data will be added to reports after the initial release of the reports, due to the additional time required to calculate them. Visit the MDE Accountability website for more information on [Student Growth Resources](http://www.michigan.gov/mde/0,4615,7-140-22709_59490-298094--,00.html) (www.michigan.gov/mde/0,4615,7-140-22709\_59490-298094--,00.html).

## Invalid Test Scores

Every year it is possible that students may not receive a valid test score for a variety of reasons. The student level reports do not provide actual scores for invalid tests; however, the reports will provide a reason why the tests are invalid. The invalid test scores do not count toward accountability, and may negatively impact proficiency and participation rates. Invalid test score are not included on aggregated reports.

### Invalid Test Codes

The following tables show the invalid reason codes and descriptions that may appear in the student level reports and the student data file. The additional invalid test score conditions listed may also appear, based on whether the proper test was given or otherwise marked in DRC INSIGHT Portal (formerly known as eDIRECT) or on the student answer document.

Reason Code	Scenario	Report Description
1	Student does not have a match in the Michigan Student Data System (MSDS) so the enrolled grade cannot be determined	Missing MSDS data
2	Special Education flag not set in MSDS	Not marked as eligible for Special Ed in MSDS
3	Missing either the PAA or SAA scores on the online student answer document	Invalid PAA or SAA scores
4	Student administered multiple (non-adjacent) test types For example: the student is assessed with M-STEP in ELA and SI math	Student administered more than one test type
5	Multiple answer documents are returned for the same student/test and the first test taken cannot be determined	Invalid return of materials
7	Assessment irregularities that are documented by an incident report	Misadministrations

Reason Code	Scenario	Report Description
8	Student did not attempt to test For example: the student was assessed with Accessing Print but not with the Expressing Ideas test as well, or failed to respond enough to score the test	Test not attempted
9	Test marked as Do Not Score as indicated in an incident report	Do not score

Additional Invalid Test Score Conditions	
Prohibited Behavior as indicated in an incident report	Prohibitive Behavior
Nonstandard Accommodation as indicated in an incident report	Nonstandard Accommodation
Student has a match in MSDS where the enrolled grade does not match the grade the student tested in	Not tested in enrolled grade

## Section 4: Uses and Limitations of Report Data

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MI-Access report data are an important part of a comprehensive assessment system for schools and districts to use in data-driven decision making when considering curriculum development and instructional program evaluation. MI-Access assessment data should be shared with administrators, curriculum directors, resource teachers, special education leaders, and teachers. While reviewing the summative assessment data, educators must be aware of the appropriate uses and limitations of the data.

### Individual Level Data

**Uses:** Summary information is provided for individual students. Scale scores and points earned represent what the student knows and is able to do in relation to Michigan's Alternate Content Standards. Scores are sorted into ranges of Performance Levels and used to indicate student progress toward these standards.

**Limitations:** MI-Access is a summative assessment administered at the end of the student's instructional program. The results measure the standards that are assessed on the MI-Access tests; they do not reflect student overall skills and abilities that are not part of the assessment content. Results of the MI-Access tests should be used together with other assessment and classroom performance information to provide a more complete picture of student achievement.

### Aggregated Data

**Uses:** Summary information about student performance is also provided by aggregate reports. This aggregated information can be used to compare the results from a school or district to the results in the state. The results of a demographic group within a school or district can also be compared to the overall performance of students in the school/district. Group performance may also be compared to the state to determine relative strength/weakness information at aggregated school, district, and state levels.

Subscores provide information about aggregate group performance on portions of the test. You can use differences in mean subscores to investigate the curriculum and instruction at the school or district level. Areas of relative weakness by assessment can be identified for the identified aggregate groups.

**Limitations:** Overall aggregate mean scores provide only a snapshot of information about a group of students' performances on the test. These results should be used within a comprehensive assessment system that includes other classroom data to provide a more complete picture of overall student achievement.

Claim, strand, discipline, and expectation subscore data may represent small numbers of students and a limited number of items. Some results are assessed using fewer than five items. Use caution when interpreting results based on a few students and items on the test. These results should be used within the context of a comprehensive assessment system of assessment.

**Note About Longitudinal Assessment Data:** Annual assessment data are usually cross-sectional. Caution should be used if making any historical (longitudinal) comparisons at any level of the student population as assessment scales may have changed over the years.

# Section 5: Performance Level Descriptors and Score Categories

## Performance Levels

MI-Access FI scale scores and P/SI Points Earned within each subject area can be described in ranges. The labels applied to these ranges are known as Performance Levels. The MI-Access performance levels are: (1) Emerging, (2) Attained, and (3) Surpassed. The divisions between each of the levels are often referred to as cut scores. Scale score and performance level range tables are shown below and on the following pages.

The cut scores are developed by panels of educators and other stakeholders throughout the state in a process known as standard setting. To set these standards, the panels use detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the cuts that best separate each performance level from the next.

		<b>2019 MI-Access Functional Independence (FI) Performance Level Scale Score Ranges</b>		
Subject	Grade	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
ELA	3	2200-2299	2300-2318	2319-2383
	4	2300-2399	2400-2422	2423-2491
	5	2400-2498	2499-2518	2519-2600
	6	2500-2606	2607-2625	2626-2700
	7	2600-2697	2698-2712	2713-2800
	8	2700-2806	2807-2820	2821-2900
	11	3000-3150	3151-3174	3175-3298

The Michigan State Board of Education approves the final cut scores and performance level ranges.



## 2019 MI-Access Functional Independence (FI) Performance Level Scale Score Ranges (continued)

Subject	Grade	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
<b>Mathematics</b>	3	2200-2311	2312-2343	2344-2398
	4	2300-2409	2410-2429	2430-2499
	5	2400-2517	2518-2542	2543-2599
	6	2500-2610	2611-2628	2629-2699
	7	2600-2703	2704-2729	2730-2795
	8	2700-2809	2810-2830	2831-2895
	11	3000-3152	3153-3184	3185-3299
<b>Science</b>	4	2300-2399	2400-2411	2412-2476
	7	2600-2699	2700-2715	2716-2777
	11	3000-3099	3100-3117	3118-3182
<b>Social Studies</b>	5	2400-2499	2500-2510	2511-2573
	8	2700-2799	2800-2809	2810-2883
	11	3000-3099	3100-3112	3113-3184



## 2019 MI-Access Supported Independence (SI) Performance Level Points Possible Ranges

Subject	Grade(s)	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
ELA	3	0-27	28-42	43-60
	4	0-30	31-43	44-60
	5	0-29	30-45	46-60
	6	0-30	31-45	46-60
	7	0-30	31-45	46-60
	8	0-32	33-44	45-60
	11	0-34	35-45	46-60
Mathematics	3	0-34	35-46	47-60
	4	0-33	34-44	45-60
	5	0-30	31-45	46-60
	6	0-31	32-43	44-60
	7	0-29	30-44	45-60
	8	0-29	30-45	46-60
	11	0-32	33-46	47-60
Science	4	0-31	32-54	55-68
	7	0-32	33-54	55-68
	11	0-44	45-56	57-68



## 2019 MI -Access Participation (P) Performance Level Points Possible Ranges

Subject	Grade(s)	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
ELA	3	0-30	31-44	45-60
	4	0-31	32-42	43-60
	5	0-27	28-41	42-60
	6	0-28	29-40	41-60
	7	0-27	28-44	45-60
	8	0-26	27-42	43-60
	11	0-33	34-45	46-60
Mathematics	3	0-32	33-46	47-60
	4	0-31	32-46	47-60
	5	0-31	32-45	46-60
	6	0-30	31-43	44-60
	7	0-26	27-42	43-60
	8	0-27	28-42	43-60
	11	0-30	31-45	46-60
Science	4	0-45	46-71	72-90
	7	0-43	44-71	72-90
	11	0-47	48-74	75-90

## Section 6: The Dynamic Score Reporting System

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MI-Access reports are available to school and district users through the Michigan Dynamic Score Reporting Site, which is accessible through the Secure Site. Detailed directions for navigating the MI-Access reports are documented in the [Dynamic Score Reporting Site User Guide](#), which is located on the [MI-Access web page](#) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)).

### The Secure Site

The screenshot shows the 'Secure Site' header with the Michigan Department of Education logo. Below the header is a navigation menu with tabs for Home, Security, Assessment Registration, Student Assessments, Reports, and Accountability. The main content area features a 'Secure Site' heading and a message to check the Home page for updates. A 'Search Filter' section contains a legend for required fields, three input fields (Due Date, Test Period, and Test Cycle), and 'Filter' and 'Reset' buttons.

MI-Access reports are available through the Dynamic Score Reporting Site in the [OEAA Secure Site](#) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure)). Secure Site access is only available to district and school employees with authorized user roles and permissions granted by their district. You must have a Michigan Education Information System (MEIS) login in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to [Secure Site Training](#) ([www.michigan.gov/secaresitetraining](http://www.michigan.gov/secaresitetraining)) and click “How do I get access to the Secure Site?”

## Functionality

Michigan's Dynamic Score Reporting Site provides data for a variety of reports. Regardless of the selected report, users will encounter the following components:

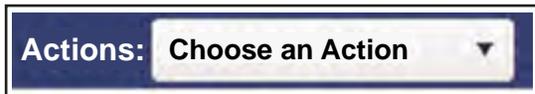
1. **Welcome Page:** Provides detailed directions for accessing the reports based on user role.

### Welcome to Michigan's Dynamic Score Reporting Site

#### To access your reports:

1. Select the assessment type (**FI**, **SI** and **P**)
2. Select a report from the Report dropdown menu above.  
(Note: The page will refresh with available filters in the left margin.)
3. District users may need to select the desired school to display the report.
4. Select from the Filters in the left margin.
5. Select the blue Generate Reports button to generate and open the requested report.  
(Note: your filter selections will remain in place until you select different filter options.)

2. **The Actions button menu:** These options vary depending on the report.



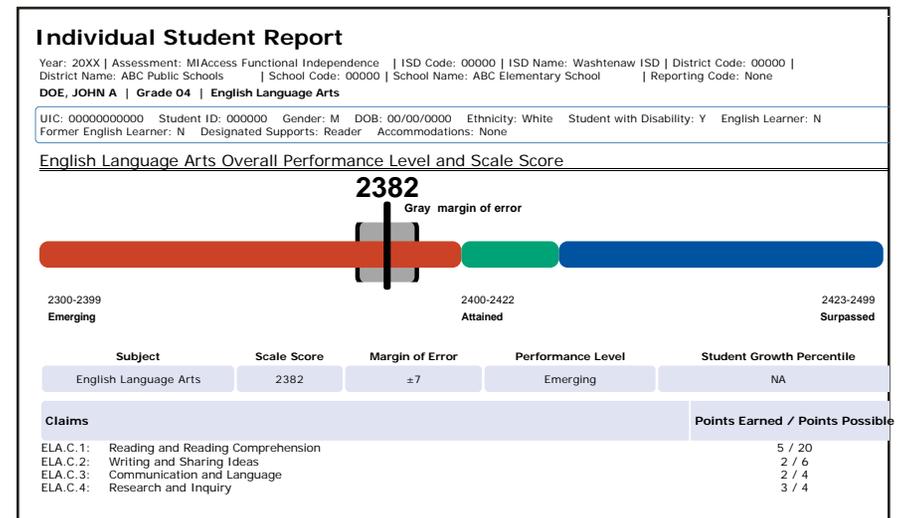
- Options in this menu include:
  - About this Report
  - PDF Download - use this to view individual or small groups of reports
  - Zip (Bulk PDF) Download - use this to print a large group of reports
  - CSV File Download - this downloadable file contains all student data found in the report

- CSV File Format - describes the data contained in the CSV file download
- CSV Download - Proficiency Summary (Roster Report)
- Dynamic Score Reporting User Guide – describes how to access and navigate the Dynamic Score Reporting Site
- Interpretive Guide to Reports – the Interpretive Guide to MI-Access Reports

3. **Go to Student Quick Link:** Allows user to navigate to a student selected in the Filter Pane (only available on the ISR, Parent, and Student Overview Reports).

Student:

4. **Report Body:** Contains the selected report with the results of the filtered input.



5. **Filter Pane:** This section allows the user to filter each report by several different options, including grade, content area, reporting code, and individual students. This pane also allows the user to generate the report. The options in the filter pane vary depending on the report selected. Filter options may include:

- Grade
- Content Area
- Reporting Code
- Performance Level
- Additional Reporting Groups

- Accordion:
- Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Former English Learner
  - Foster Care
  - Homeless
  - Migrant
  - Military Connected

- Homeschooled
- Students

(The Students filter has a predictive search feature. Users begin to type a student name into the search field; and as they type the student list begins to decrease based on the letters entered.)

The screenshot shows a vertical list of filter categories, each with a header and a list of options. The categories and their options are:
 

- Grade - All**: 03, 04, 05, 06, 07, 08, 11
- Content Area - All**: English Language Arts, Mathematics, Science
- Reporting Code - All**: All (dropdown)
- Performance Level - All**: Surpassed, Attained, Emerging
- Additional Reporting Groups**: Homeschooled - All (with a search field containing "type here to filter student list")
- Students - All**: Student A, Student B, Student C, Student D

The screenshot shows a vertical list of filter categories, each with a header and a list of options. The categories and their options are:
 

- Additional Reporting Groups**: Gender - All (Female, Male), Ethnicity - All (American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native American or Other Pacific Islander, Two or More Races, White), Economically Disadvantaged - All (No, Yes), English Learner - All (No, Yes), Former English Learner - All (No, Yes), Foster Care - All (No, Yes), Homeless - All (No, Yes), Migrant - All (No, Yes), Military Connected - All (No, Yes), Students with Disabilities - All (No, Yes), Designated Supports - All (No)
- Students - All**: Search field with "type here to filter student list", followed by Student A, Student B

## What's New!

**New features have been added to the Dynamic Score Reports for 2019:**

**New Filter Options:** The new filters available in 2019 are **Foster Care: Yes/No** and **Military Connected: Yes/No**. These filters are available on the individual student reports in the filter pane area and are reported as demographic subgroups on the Demographic Reports.

**Student Growth and Performance Report:** This new report will provide individual student scale score, performance level, and growth data for FI only. Student growth is plotted against the student's scale score and performance level to show student achievement against growth data. This report is scheduled to be released in early fall.

**Growth Data:** Growth data will be available on the individual level reports after the initial release of reports. Growth scores (formerly called Student Growth Percentiles [SGP]), Growth Target Scores (formerly called Adequate Growth Percentiles [AGP]), and Growth Target Timeframe scores are reported. See the [Student Growth](#) section of this guide for more details.

**Suppressed reports:** MDE no longer suppresses aggregate data reporting for fewer than ten students. Data representing small numbers of students is also considered to be federally protected student data. See the [FERPA](#) information (page 6) for more details.

# Section 7 Reports

## Student-Level Data

### Student Record Labels

The Student Labels provide summary student performance levels for individual students. The labels are assembled by assessment type (FI, SI, and P), and include school information, student demographic information, MI-Access administration cycle information, and overall student performance level for tested content areas. The student record labels are shipped to schools.

**Student Record Labels:**

Self adhesive Student Record Labels can be put on student record (CA-60) folders, allowing educators to view overall summary score and performance level information, for at a-glance results.

00000 ABC PUBLIC SCHOOLS  
00455 ABC ELEMENTARY SCHOOL

**DOE, JANE A**  
UIC#: 0000000000  
DOB: 00/00/0000

Gender: F  
Grade: 3  
Spring 20XX

Content	SS	Performance Level
ELA	2400	2-Attained
Mathematics	2403	1-Emerging
Science	2445	3-Surpassed
Social Studies		

 **MI Access**  
Michigan Alternate Assessment Program

Functional Independence

00000 ABC PUBLIC SCHOOLS  
00455 ABC ELEMENTARY SCHOOL

**DOE, JOHN A**  
UIC#: 0000000000  
DOB: 00/00/0000

Gender: M  
Grade: 4  
Spring 20XX

Content	Earned/Possible Points	Performance Level
ELA	2/60	1-Emerging
Mathematics	53/60	3-Surpassed
Science	51/68	2-Attained

 **MI Access**  
Michigan Alternate Assessment Program

Supported Independence

00000 ABC PUBLIC SCHOOLS  
00455 ABC ELEMENTARY SCHOOL

**DOE, JOHN B**  
UIC#: 0000000000  
DOB: 00/00/0000

Gender: M  
Grade: 4  
Spring 20XX

Content	Earned/Possible Points	Performance Level
ELA	44/60	3-Surpassed
Mathematics	43/60	2-Attained
Science	53/90	2-Attained

 **MI Access**  
Michigan Alternate Assessment Program

Participation

## Individual Student Report

The Individual Student Report (ISR) provides information about student performance by content area. Each student will have a separate ISR for each content area assessed. The report is divided into four main sections:

### 1 Student Demographic Information

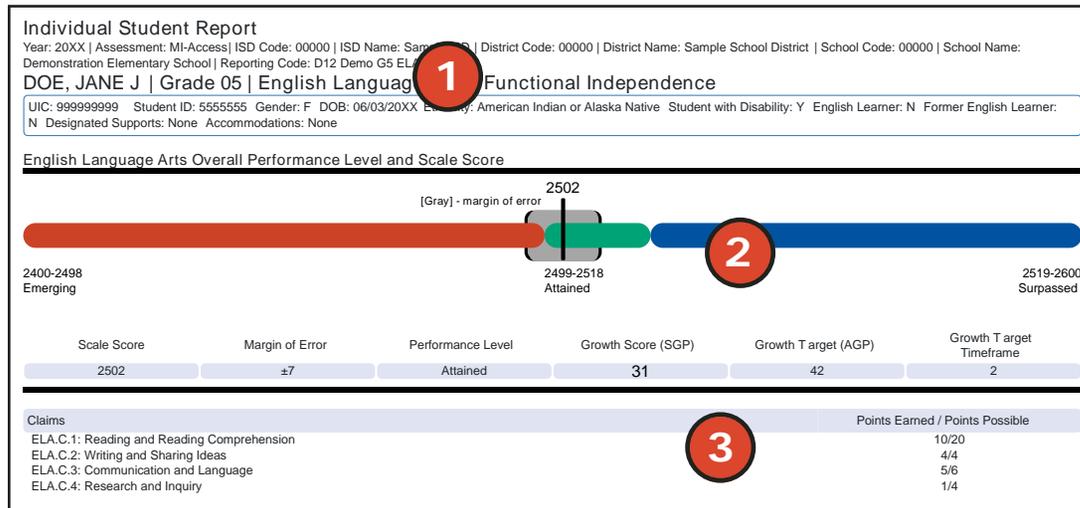
This section provides identifying information about the student, including name, grade, and Unique Identification Code (UIC); and if provided by the school, the district student ID, gender, date of birth, and race/ethnicity. The report will indicate if the student has been identified in the Michigan Student Data System (MSDS) as a Student with Disability, an English Learner, or a Former English Learner. Additionally, any designated supports or accommodations the student received are displayed.

### 2 Overall Content Performance

Overall content area Scale Scores, including margin of error (for FI) and Points Earned (for P/SI), and the associated performance level are provided as a graphic and as a table. Ranges for each performance level are also shown on the graphic. Growth data will appear on FI reports once it is available. Each claim reports points earned out of points possible. The content standards strand data for science and disciplines for social studies also report points earned out of total points possible.

### 3 Claims, Strand, Discipline

Claims, strands, and disciplines are broad statements about expected student learning. Claims apply to English language arts and mathematics, strands apply to science, and disciplines apply to social studies. Within each statement are the Essential Elements, or standards to which students are instructed, which are organized by topic. A score reflects a student's performance on test items on the topics within that statement.



**Individual Student Report** can help educators:

- review individual student performance
- help to inform (along with local assessment data) about the student's progress based on Michigan's Alternate Content Standards



### Disciplines and Strands

Disciplines and strands are used to organize content standards and expectations. Disciplines apply to social studies and strands apply to science. A discipline/strand score reflects the student's performance within the discipline or strand.

Each section can be expanded or collapsed using the left margin arrow symbol.

### Report Features

#### Filters

The report can be filtered by:

- Grade
- Content Area
- Reporting Codes
- Performance Level
- Additional Reporting Groups
- Homeschooled

Assessment Expectation Raw Scores (Points Earned / Points Possible)		
▼ Expectation ELA.C.1	Reading and Reading Comprehension	5/20
EE.L.H.4.4.a	Use context clues to determine which word or words best complete a sentence	5/10
▼ Expectation ELA.C.2	Writing and Sharing Ideas	2/6
EE.W.H.4.4	Use ideas, details, or examples when writing/dictating/drawing	1/4
EE.L.H.4.2.a	Identify words that should be capitalized in a sentence and choose the correct ending punctuation	1/2
▼ Expectation ELA.C.3	Communication and Language	2/4
EE.L.H.4.1	Identify correct usage of grammatical structures	1/2
EE.L.H.4.3	Use language to express emotions and communicate effectively with peers and adults	1/1
▼ Expectation ELA.C.4	Research and Inquiry	3/4
EE.W.H.4.1.b	Identify or list reasons to support an opinion about a given topic or text	1/2
EE.W.H.4.3.b	Identify or list words that describe an event or personal experience	1/1
EE.W.H.4.8	Sort information into categories	1/1

## Parent Report

Parent Reports are printed and shipped to schools for distribution to parents and guardians. Parent Reports are also available electronically to educators through the Dynamic Score Reporting Site and to parents through MiLearn.

The Parent Report provides information for parents about student performance in tested content areas. This report includes five main sections:

### 1 Superintendent Letter

The Superintendent Letter to parents describes the MI-Access test administration, provides a brief overview of the data contained in the report, and contains a list of resources for the parent or guardian.

### 2 Overall Content Performance

Overall content area Scale Scores, including margin of error (for FI) and Points Earned (for P/SI), and the associated performance level are provided as a graphic and as a table. Ranges for each performance level are also shown on the graphic.

Raw scores for English language arts and mathematics claims are reported. Each claim reports points earned out of points possible.

The content standards strand data for science and disciplines for social studies also report points earned out of total points possible.

### 3 Content Area Explanation

Below each content area on the report is a detailed explanation of that content area specific to the assessment type selected.

### 4 Definitions

The following definitions are provided:

**Claims** are broad statements about expected student learning. Claims apply to English language arts and mathematics. Within each claim are the Essential Elements, or standards to which students are instructed, organized by topic. A claim score reflects a student's performance on test items on the topics within that claim.

**Disciplines and strands** are used to organize content standards and expectations. Disciplines apply to social studies and strands apply to science. A discipline/strand score reflects the student's performance within the discipline or strand.

Doe, John J | Grade 4 | Functional Independence  
District: 00000 Demo School District  
School: 00000 Demo Elementary School

20XX Parent Report MI-Access

Dear Parent or Guardian:

This spring, your student took part in the MI-Access Functional Independence assessments. These assessments are used along with other information to determine what students know and they are able to do in English language arts (ELA), mathematics, social studies, and science, in grades 3 through 8 and 11. The MI-Access Functional Independence assessments are based on Michigan's alternate content standards and reflect the level of assessment that your student's Individualized Education Program team has determined is most appropriate.

This report provides an overview of your student's performance on the Spring 20XX assessments. Please remember, these assessments are only a snapshot of achievement. I encourage you to discuss these results with teachers and other school professionals. You will have the benefit of knowing your student personally. State assessment results can be used together with other assessment and classroom performance information to provide a more complete picture of student achievement and to plan for future learning.

For additional information on the MI-Access assessment visit [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access). Under the Parent/Student information section you will find:

- A Parent's Guide to MI-Access
- Michigan's Alternate Assessment – "What It Is, What It Means, and What It Offers"
- MI-Access Online Training Tools, which contain examples of the types of questions your student may have encountered while taking the MI-Access online assessment
- Michigan's Alternate Content Standards (located in the web page header)

Michigan students are our most important resource. Families, schools, and teachers succeed when they work together to support and inspire student achievement which will help us reach the goal of making Michigan a Top 10 education state in 10 years.

Sincerely,  
  
Sheila A. Alles  
Chief Deputy Superintendent  
Michigan Department of Education

MICHIGAN Department of Education

UIC: 99999999

#### English Language Arts Overall Performance Level and Scale Score

2400



Claims	Points Earned / Points Possible
Reading and Reading Comprehension	10/20
Writing and Sharing Ideas	4/6
Communication and Language	3/4
Research and Inquiry	1/4

ELA: Accessing Print and Using Language (APUL) and Expressing Ideas (EI) Grades 3-8, & 11

The ELA: APUL is based on four basic claims: 1) Reading/Reading Comprehension, which assesses word meaning and understanding of printed text. 2) Writing and Sharing Ideas, which assesses the student's ability to share their thoughts on a topic or idea. 3) Communication and Language, which assesses listening and identifying correct ways to communicate with others to meet personal, social, and academic needs. 4) Research and Inquiry, which assesses organizing information and contributing to an individual, group or class project.

The ELA: EI section of the assessment asks students to respond to a prompt by writing, drawing, or dictating their ideas. Student responses are scored on this section using a four-point rubric.

Once a student's EI and APUL earned points are calculated, they are combined and assigned a single ELA scale score, which is used to determine the overall performance level. The ELA scale score is displayed in the total range of scale scores possible. It also shows your child's corresponding performance level.

**Margin of Error (FI Only)** – Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range or scores one would expect if the same student was to be measured repeatedly with parallel assessments.

**5 Performance Level Descriptors**  
 These descriptors provide an explanation for each of the levels with the student's performance in relation to the standards.

**Parent Report** can help educators/parents:

- see individual student scores and performance
- provide a snapshot of student progress toward Michigan Alternate Content Standards

**DOE, JOHN J**

**Mathematics Overall Performance Level and Scale Score**

Claims	Points Earned / Points Possible
Number Sense	4/7
Geometry	1/4
Measurement, Data and Analysis	4/8
Problem Solving	3/5

**Science Overall Performance Level and Scale Score**

Strands	Points Earned / Points Possible
Constructing New Scientific Knowledge	2/2
Reflecting on Scientific Knowledge	2/2
Using Life Science Knowledge	13/13
Using Physical Science Knowledge	0/12
Using Earth Science Knowledge	0/6

**Mathematics (Grades 3-8, & 1 1)**  
 The MI-Access Mathematics Assessment is based on four basic claims. The first claim is Number Sense, which assesses understanding of numbers, number structure, and basic arithmetic. The second claim is Geometry, which assesses understanding of spatial reasoning and understanding of geometric principles. The third claim is Measurement, Data and Analysis which assesses understanding of basic measurements (measuring objects, time, money, etc.) and reading, interpreting, and using data. The fourth claim is Problem Solving, which includes problem solving appropriate to the grade level of the assessment given.  
 Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The table shows your child's mathematics scale score and where it falls in the range of scaled scores possible. It also shows your child's corresponding performance level.

**Science (Grades 4, 7, & 1 1)**  
 The MI-Access Functional Independence Science Assessment focuses on five areas: Constructing New Scientific Knowledge, Reflecting on Scientific Knowledge, Using Life Science Knowledge, Using Physical Science Knowledge, and Using Earth Science Knowledge. The scores for the five areas are added together to obtain a student's overall score, or total earned points, for the assessment.  
 Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. Your child's science scale score is displayed and where it falls in the range of scale scores possible. It also shows your child's corresponding performance level.

**Performance Level Descriptors**

**5** **Emerging** Toward Performance Standard  
 The student's performance has not met the Alternate Content Standards defined for Michigan students.

**3** **Attained** Performance Standard  
 The student's performance has met the Alternate Content Standards defined for Michigan students.

**2** **Surpassed** Performance Standard  
 The student's performance has met and surpassed the Alternate Content Standards defined for Michigan students.

Additional information can be found at [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)

**Definitions**

**4** **Claims** are broad statements about expected student learning. Claims apply to English language arts and mathematics. Within each claim are Essential Elements, or standards to which students are instructed and are organized by topic. A claim score reflects a student's performance on test items on the topics within that claim.

**Disciplines and Strands** are used as a means to organize content standards and expectations. Disciplines apply to social studies and Strands to science. A discipline/strand score reflects the student's performance within the discipline or strand.

**Margin of Error**  
 Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range of scores one would expect if the same student was to be measured repeatedly with parallel assessments.

## Student Overview Report

The Student Overview Report provides summary data of each student's performance in all content areas assessed on the MI-Access. These reports are designed to provide educators a high-level snapshot of a student's performance in all content areas by grade. The overview is reported for each of the three test cycles: Functional Independence (FI), Supported Independence (SI) and Participation (P).

For each selected student, the following data is displayed for each tested content in both graphic and table formats:

- 1** Scale Score (FI) or Points Earned (P/SI)
- 2** Performance Level
- 3** Margin of Error (FI only)

### Report Features

### Filters

The report can be filtered by:

- Grade
- Additional Reporting Groups Accordion
- Homeschooled
- Students

DOE, JOHN J | Grade 4 | Functional Independence

20XX | Student Overview Report

**MI-Access**  
Michigan's Alternate Assessment Program

Year: 20XX | Assessment: MI-Access  
ISD Code: 00000 | ISD Name: Sample ISD  
District Code: 00000 | District Name: Demo Public Schools  
School Code: 00000 | School Name: Sample Elementary School

UIC: 999999999

Year: 20XX | Assessment: MI-Access  
ISD Code: 00000 | ISD Name: Sample ISD  
District Code: 00000 | District Name: Demo Public Schools  
School Code: 00000 | School Name: Sample Elementary School

UIC: 999999999

**ELA Overall Performance Level and Scale Score**

Scale Score	Margin of Error	Performance Level	Growth Score (SGP)	Growth T target (AGP)	Growth T target Timeframe
2440	±10	Surpassed	NA	NA	NA

Claims	Points Earned / Points Possible
ELA.C.1: Reading and Reading Comprehension	19 / 20
ELA.C.2: Writing and Sharing Ideas	4 / 6
ELA.C.3: Communication and Language	3 / 4
ELA.C.4: Research and Inquiry	4 / 4

**Mathematics Overall Performance Level and Scale Score**

Scale Score	Margin of Error	Performance Level	Growth Score (SGP)	Growth T target (AGP)	Growth T target Timeframe
2447	±13	Surpassed	NA	NA	NA

Claims	Points Earned / Points Possible
Math.C.1: Number Sense	5 / 7
Math.C.2: Geometry	4 / 4
Math.C.3: Measurement, Data and Analysis	7 / 8
Math.C.4: Problem Solving	5 / 5

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DOE, JANE J | Grade 3 | Supported Independence

20XX | Student Overview Report

**MI-Access**  
Michigan's Alternate Assessment Program

Year: 20XX | Assessment: MI-Access  
ISD Code: 00000 | ISD Name: Sample ISD  
District Code: 00000 | District Name: Demo Public Schools  
School Code: 00000 | School Name: Sample Elementary School

UIC: 999999999

Year: 20XX | Assessment: MI-Access  
ISD Code: 00000 | ISD Name: Sample ISD  
District Code: 00000 | District Name: Demo Public Schools  
School Code: 00000 | School Name: Sample Elementary School

UIC: 999999999

**ELA Overall Performance Level and Points Earned**

Points Earned	Points Possible	Performance Level
44	60	Surpassed

Claims	Points Earned / Points Possible
ELA.C.1: Reading and Reading Comprehension	18 / 24
ELA.C.2: Writing and Sharing Ideas	8 / 12
ELA.C.3: Communication and Language	10 / 12
ELA.C.4: Research and Inquiry	8 / 12

**Mathematics Overall Performance Level and Points Earned**

Points Earned	Points Possible	Performance Level
38	60	Attained

Claims	Points Earned / Points Possible
Math.C.1: Number Sense	10 / 20
Math.C.2: Geometry	2 / 8
Math.C.3: Measurement, Data and Analysis	18 / 20
Math.C.4: Problem Solving	8 / 12

**Student Overview Report** can help educators:

- view summary student performance on all content areas at a glance
- view a summary snapshot of individual student performance based on Michigan's Alternate Content Standards

## Student Roster Report

The Student Roster Report allows users to view student scale scores and margin of error (for FI), Possible Points (for P/SI), and performance levels by assessment type, content area, and grade.

The report is divided into five main sections:

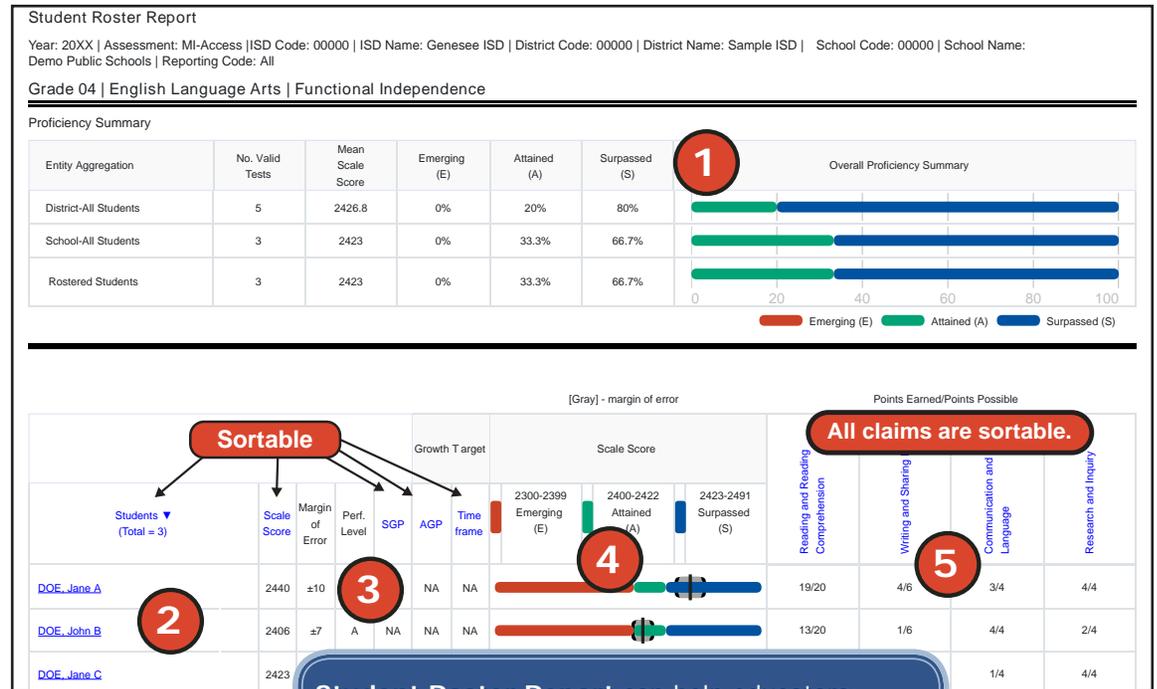
- 1 Overall proficiency summary of the rostered students along with state, district, and school results in graphic format
- 2 An alphabetical listing of the selected students
- 3 Overall content performance in a table format
- 4 Overall content performance in a graphic format
- 5 Claim data for ELA and mathematics, strand for science, or discipline for social studies

The report can be filtered by:

- Grade
- Content Area
- Reporting Code
- Performance Level
- Additional Reporting Groups Accordion
- Students

The following categories in this report can be sorted:

- student names alphabetically in ascending, or descending order
- Scale Score/Points Earned
- SGP, AGP, and Timeframe (FI only)
- subscores including claims, strands, or disciplines



Student Roster Report can help educators:

- compare overall performance for each aggregated group of students
- view student overall scores and performance level for rostered students
- view student performance sorted by scores, claims, strands, and discipline data

## Overall Proficiency Summary

Overall proficiency summary data for each group is displayed in graphic format for each group.

- State – all students in the state
- District – all students in the district
- School – all students in the school
- Rostered Students - students displayed in the roster according to user filter selections

The data displayed in the graph is:

- Mean scale score (FI)
- Mean Points Earned (for SI and P)
- Number of valid tests in each performance level (Emerging, Attained, and Surpassed) – displayed in the hover feature
- Percentage of valid tests in each performance level (Emerging, Attained, and Surpassed)

## Rostered Students Description

Students meeting the selected filter criteria are displayed in ascending alphabetical order by last name, then first name. The sort sequence can be changed to sort in descending alphabetical order. The following data is displayed in this section.

- Number of students displayed in the student roster; this represents all students who tested in the selected filters including students with invalid tests
- Student Name, as last name, first name, middle initial; student name is sortable
- Unique Identification Code (UIC) – displayed when clicking the Information icon ⓘ
- Date of Birth (DOB) – displayed when clicking the Information icon ⓘ

## Drill-Down Feature

The Student Roster Report includes a drill-down feature that enables the user to select the student name on the Student Roster Report to open an Individual Student Report.

After a user has selected a student name to drill down into, the Individual Student Report is seen; a breadcrumb area that appears below the District/School entity information displays “Student Roster Report – Individual Student Report”. Each report name in the breadcrumb is an active link. To return to the Student Roster Report, the user selects “Student Roster Report”.

A user may drill down into a Student Roster Report from the School Demographic Report. When accessing the Student Roster Report in this way, the user cannot make any additional filter selections in the report. The user can view the report and use its sorting functionality or drill down further into an Individual Student Report. However, to use the filter options in the Student Roster Report, the user must select the Student Roster Report from the report drop-down menu.

## Student Writing Responses (PDF)

The FI ELA: Expressing Ideas will include the written/drawn responses for all students with valid ELA scores. The responses will be listed as a PDF for each student and a bulk download for all students.

To support the use of the Expressing Ideas results, the Scoring Guides for the writing responses are posted on the [MI-Access web page](http://www.michigan.gov/mi-access) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)) under the **Reporting** section.

# Aggregate-Level Data

## Expectation/Scoring Focus Analysis Reports

The Analysis Report is produced in two formats. The **Expectation Analysis Report** is for FI and the **Scoring Focus Analysis Report** is for P/SI. These reports provide the percentage of points earned by grade and content area expectation or scoring focus.

The report can be run by:

- Assessment Type (FI, SI, and P)
- Report Level (School, District, and State)

Filters available for this report are:

- Grade
- Content Area

Click on the carat to the left of a claim to expand and collapse the claims, strands, and disciplines.

The report is divided into three main sections:

- 1 The expectation/scoring focus list, displayed along with detailed descriptions
- 2 The Number of Students Assessed in the expectation/scoring focus, and the average percentage of points earned out of points possible
- 3 The number of students scoring in one of four bands: 0-25%, 26-50%, 51-75%, and 76-100% points earned out of points possible

School Expectation Analysis Report  
 Year: 20XX | Assessment: MI-Access | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Demo ISD | School Code: 00000 | School Name: Sample Learning Center  
 Grade 04 | English Language Arts | Functional Independence

Claim		No. of Students Assessed	Average % Points Earned	Number of Students With:			
Expectation:ELA.C.1	Reading and Reading Comprehension			0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
EE.RL.H.4.1	Use details to answer questions about narrative text	3	73.3	1	0	0	2
EE.RI.H.4.2	Identify the main idea of a paragraph informational text	3	100	0	0	0	3
EE.RI.H.4.5	Identify elements of informational text	3	66.7	0	2	0	1
EE.RI.H.4.7	Use information presented visually and/or orally to answer questions	3	100	0	0	0	3
EEL.H.4.4.a	Use context clues to determine which word or words best completes a sentence	3	86.7	0	0	0	3
EEL.H.4.5.c	Identify the meaning of words in narrative and informational texts	3	66.7	1	0	0	2

School Scoring Focus Analysis Report  
 Year: 20XX | Assessment: MI-Access | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Demo ISD | School Code: 00000 | School Name: Sample Learning Center  
 Grade 11 | Mathematics | Participation

Claim		No. of Students Assessed	Average % Points Earned	Number of Students With:			
Expectation:ELA.C.3	Writing and Sharing Ideas			0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
EE.W.H.4.3.a	Write/dictate/draw about an event or personal experience	3	58.3	1	0	2	0
EE.L.H.4.2.a	Identify words that should be capitalized in a sentence and choose the correct ending punctuation	3	33.3	1	2	0	0

Claim		No. of Students Assessed	Average % Points Earned	Number of Students With:			
Expectation:ELA.C.3	Writing and Sharing Ideas			0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
EE.SL.H.4.2	Answer questions about information presented orally or visually	3	100	0	0	0	3
EE.L.H.4.1							
EE.L.H.4.3							

Claim		No. of Students Assessed	Points Possible	Number of Students With:			
Expectation:ELA.C.4	Scoring Focus:Math.C.1			0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
EE.N-RN.L.1	Select appropriate numbers/quantities to 5 to solve problems	2	12	0	1	0	0

Claim		No. of Students Assessed	Points Possible	Number of Students With:			
Expectation:ELA.C.4	Scoring Focus:Math.C.2			0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
EE.G-CO.L.6-8	Determine which of two similar shapes/objects is bigger/smaller	1	12	0	0	0	1

Claim		No. of Students Assessed	Points Possible	Number of Students With:			
Expectation:ELA.C.4	Scoring Focus:Math.C.3			0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
EE.S-ID.L.3	Sort given data into two groups	1	6	0	0	0	1
EE.S-IC.L.1-2	Identify one possible outcome of a real-world event	1	6	0	0	0	1

**Expectation Analysis/Scoring Focus Report** can help educators:

- compare school, district, and state results to identify performance by aggregate group
- identify the need for changes in academic programs or in continuous improvement goals
- identify strengths and weaknesses in aggregate groups by assessment standards
- analyze curricular alignment to expectations/scoring focus; that is, "Are all standards in each content expectation/scoring focus being taught?"

## Demographic Report

The Demographic Report provides a comparison of students by grade and Content Area, aggregated across reporting and demographic groups, showing the percentages at each level (Emerging, Attained, and Surpassed).

The report can be run by:

- Assessment Type (FI, SI, and P)
- Report Level (School, District, and State)

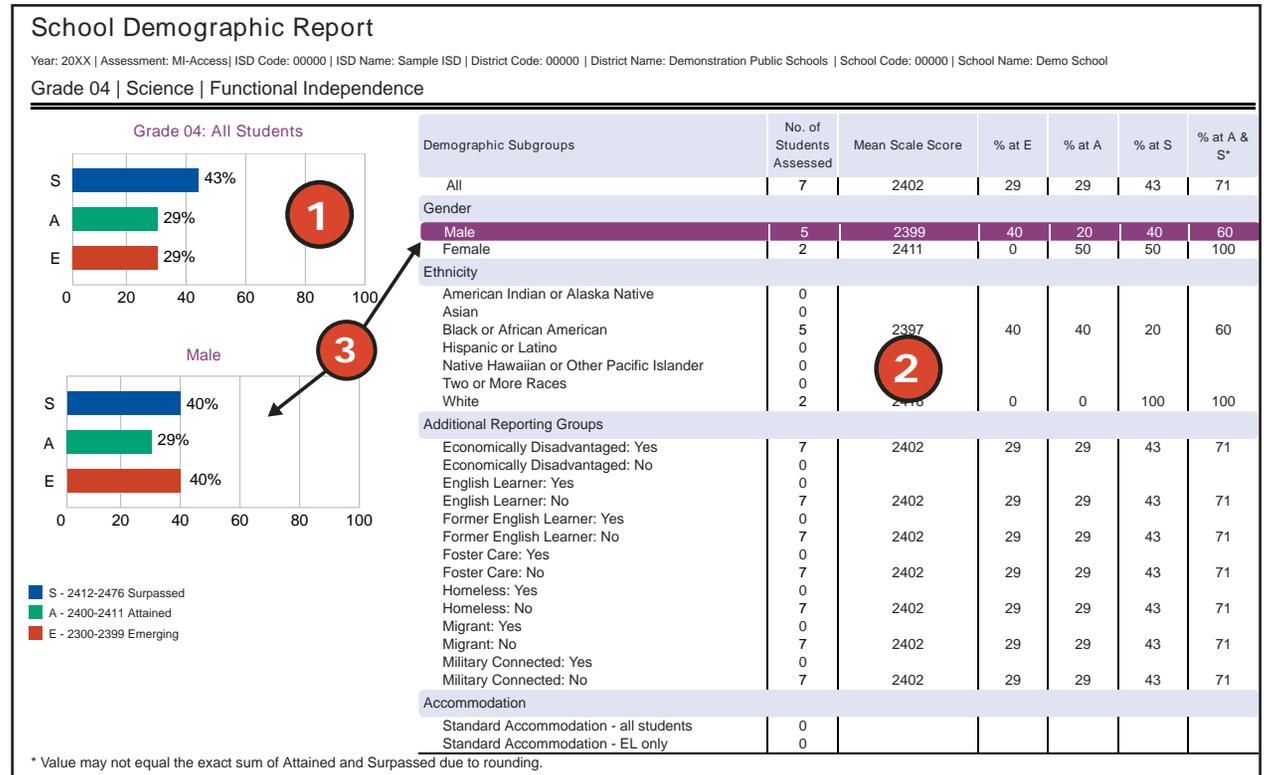
Filters available for this report are:

- Grade
- Content Area

After the user selects a grade to view, all tested content for that grade is displayed sequentially in alphabetical order. Users may also use the expand and collapse feature for these fields.

The report is divided into three main sections:

- 1 Overall performance level percentages for the grade and content displayed in graphical format; the legend, with score ranges, is provided underneath the graphic
- 2 Demographic subgroup performance level data for each subgroup in table format
- 3 If a demographic subgroup is selected, then a graphic display of the performance level percentages for that subgroup is displayed under the overall graph for easy comparison



### Demographic Report can help educators:

- analyze summary performance by demographic group
- compare demographic group performance to overall performance
- identify areas of strength and weakness by demographic group
- identify the need for changes in academic programs or in continuous improvement goals
- identify achievement gaps by demographic group

## Demographic Subgroup Performance Level Data Table

Performance level data—including the number of students assessed, mean scale score, and percentages of students in each performance level (Emerging, Attained, and Surpassed, and Attained/Surpassed combined)—are displayed for a number of demographic subgroups in a table.

The demographic subgroups reported are:

- Gender
  - Male
  - Female
- Ethnicity
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White
- Additional Reporting Groups
  - Economically Disadvantaged: Yes
  - Economically Disadvantaged: No
  - English Learner: Yes
  - English Learner: No
  - Former English Learner: Yes
  - Former English Learner: No
  - Foster Care: Yes
  - Foster Care: No

- Homeless: Yes
- Homeless: No
- Migrant: Yes
- Migrant: No
- Military Connected: Yes
- Military Connected: No
- Accommodation (FI only)
  - Standard Accommodation—all students
  - Standard Accommodation—EL only

## Drill-Down Feature - School Demographic Report

The School Demographic Report includes a drill-down feature that enables the user to select the link in the Number of Students Assessed column to open a Student Roster Report, which includes the students represented in the aggregated group. **Note:** In some instances, the number of students displayed may differ between the School Demographic Report and the generated Student Roster Report. This is because the Demographic Report does not include invalid tests, while the Student Roster Report does include invalid tests.

After a user has selected the link to drill down into the represented aggregate group, a breadcrumb area appears below the ISD/District/School entity information that displays “Demographic Report – School > Student Roster”. Each report name in the breadcrumb is an active link. To return to the School Demographic Report, the user selects “Demographic Report – School”.

The Drill-Down feature is not available on the state-, or district-level Demographic Reports.

## Comprehensive Report

The Comprehensive Report (available for FI only) provides a comparison of students by grade and content area, aggregated for schools in the district showing the percentages of student performance at each level (Emerging, Attained, and Surpassed).

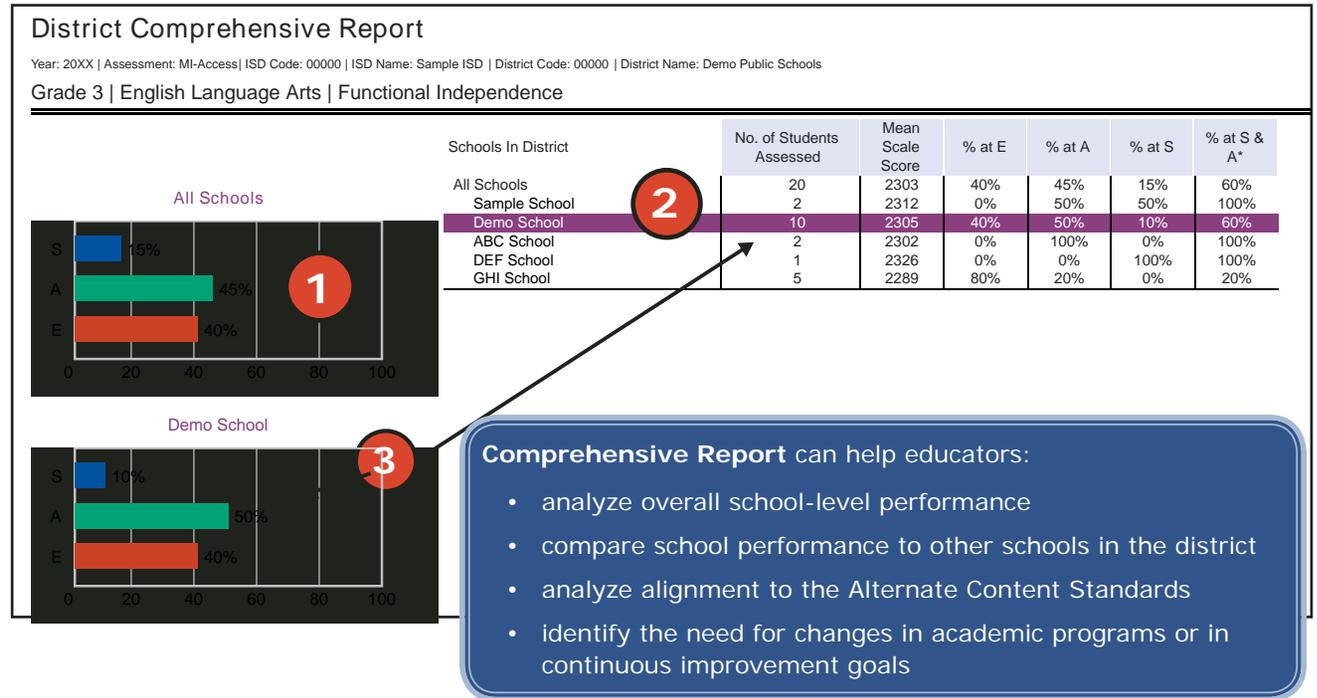
The report can be filtered by:

- Grade
- Content Area

After the user selects a grade and/or content area(s) to view, the content area(s) for that grade are displayed individually in alphabetical order.

The report is divided into three main sections:

- 1 Overall performance level percentages for the grade and content displayed in graphical format; the legend, with score ranges, is provided underneath the graphic
- 2 Entity performance level data for each school in table format
- 3 If the number of students column is selected in the table, then a graphic display of the performance level percentages for that entity is displayed under the overall graph for easy comparison



## Entity Performance Level Data Table

Performance level data—including the number of students assessed, mean scale score, and percentages of students in each performance level (Emerging, Attained, Surpassed, and Attained/Surpassed combined)—are displayed for the applicable district in a table.

The report displays performance data for the schools, excluding nonpublic schools and homeschooled students.

## Entity Performance Level Percentages Graphic

The user may select an entity in the table to compare against the overall district performance data. The selected entity will be highlighted and a corresponding horizontal bar graph of the performance level percentages will display under the overall performance level graph.

## **Drill-Down Feature**

The Comprehensive Report includes a drill-down feature that enables the user to select the name of a school in the report to open the School Demographic Report.

After a user has selected the link to drill down into the School Demographic Report, a breadcrumb area appears below the ISD/District/School entity information that displays "District Comprehensive Report > Demographic Report – School". Each report name in the breadcrumb is an active link. To return to the District Comprehensive Report, the user selects "District Comprehensive Report".

## OEAA Secure Site Data Files

Data files are available for download by authorized school and district users under the **Student Test Scores** tab of the Office of Educational Assessment and Accountability ([OEAA Secure Site](http://www.michigan.gov/oeaa-secure) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure))).

### Student Data File

The Student Data File contains detailed individual student data in a Microsoft Excel file. The data includes school information, student demographic data, test administration data, and student performance data. There are two new fields in the Student Data File, for “Foster Care” and “Military Connected” students.

**School information**—Student ISD, District, and School Code

Excel Column	Field	Descriptor	Field Type (length)	Format
A	TestCycleName	MI-Access FI, MI-Access SI, or MI-Access P	text(20)	
B	ISDCode	ISD code number	varchar(5)	99999
C	DistrictCode	District code number	varchar(5)	99999
D	SchoolCode	School code number	varchar(5)	99999
E	Grade	Student grade	varchar(2)	
F	LastName	Student last name	varchar(25)	
G	FirstName	Student first name	varchar(25)	
H	MiddleInitial	Student middle initial	char(1)	
I	Gender	Student’s gender M = Male, F = Female	char(1)	
J	Ethnicity	Student’s ethnic code 0 = Native Hawaiian or Other Pacific Islander 1 = American Indian or Alaska Native 3 = Black or African American 4 = Hispanic or Latino 5 = White 6 = Two or more Races 9 = Asian	int(1)	9

**Student Demographic Data**—Includes grade, name, gender, ethnicity, UIC, Date of Birth; also subgroup data including Economically Disadvantaged, Special Education, English Learner, Former English Learner, Migrant, Homeless, Foster Care, Military Connected, and Homeschooled

**Test Administration Data**—Includes online/paper-pencil format; valid or invalid test – if invalid, includes reason for invalidation of the test; if student received accommodations

**Student Performance Data**—Includes student scores, student growth data (FI only), raw strand data for science, discipline data for social studies, and claim performance for ELA and mathematics

The Student Data File is provided for schools to use as a data resource for school- or district-level data reviews. Schools or districts can use the Student Data File to manipulate and evaluate data in ways that support School Improvement goals or other data-based decision-making purposes.

### Aggregate Data File

The Aggregate Data File contains student performance data used in the selected report. This data includes school information, student population, demographic group, and student performance data.

- **School information**—ISD, district, and school information
- **Demographic Data**—demographic data, such as Gender, Ethnicity, Economically Disadvantaged, Migrant Status, EL, Foster Care, and Military Connected are included, based on the data contained in the selected report
- **Student Performance Data**—student or student aggregate group scores and claim, strand, or discipline data are included, based on the data contained in the selected report

The Aggregate Data File is provided for schools to use as a data resource for school- or district-level data reviews. Schools or districts can use the Aggregate Data Files to evaluate data in ways that support school improvement goals or other data-based decision-making purposes.

## Section 8: Additional Resources

### Additional Sources of Assessment Results

#### MI School Data

MI School Data is an online public portal that provides views of Michigan education data to help make informed educational decisions, to help improve instruction, and to enable school systems to prepare a higher percentage of students to succeed in rigorous high school courses, college, and challenging careers. ([www.michigan.gov/mischooldata](http://www.michigan.gov/mischooldata))

#### MiLearn

The [Michigan Linked Educational Assessment Reporting Network \(MiLearn\)](#) is a Michigan Department of Education service that delivers state assessment data electronically to students, parents, and educators directly through the district's Student Information System (SIS). MiLearn is updated daily using the Michigan Data Hub data to reflect student enrollment changes.

When users login to the SIS, no second login or password is needed to access MiLearn. The user clicks a "State Assessment Data" link in the SIS to access MiLearn and their reports. Currently, districts on the Michigan Data Hub that use PowerSchool, MISTAR, Skyward, or Synergy as their SIS are able to integrate this free service. MDE continues to work with the remaining SIS vendors that are supported by the Michigan Data Hub to provide access to MiLearn. If your district is not yet on the Michigan Data Hub, contact [support@michigandatahub.org](mailto:support@michigandatahub.org).

The MiLearn system has been designed with flexibility and convenience for districts. You control who sees the data. District administrative staff configure their system security to locally govern which data is provided

to their users. Since MiLearn receives rostering updates nightly, your data is always current and reflects the current school and district enrollment. This also means you will see the available state assessment results for new students in the district the next day. Currently, MiLearn houses three years' worth of data for M-STEP, WIDA, and MI-Access results. Beginning with the Spring 2019 score results, PSAT, SAT, and ACT results will be added to the system. For more information on MiLearn, please contact Tim Hall at [hallt@michigan.gov](mailto:hallt@michigan.gov).

#### General Resources

General additional resources are available on the [MI-Access web page](#) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)):

- For instructions on how to obtain access to the Dynamic Reporting Site, go to the [Secure Site Training web page](#) ([www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining)) and click [How do I get access to the Secure Site?](#)
- [MI-Access Performance Level Score Ranges](#)
- [Dynamic Score Reporting Site User Guide](#)
- [Statewide Summative Assessments Calendar](#)
- [Parent Guide to MI-Access: What it is, What it means, and What it Offers document](#)
- [Parent Guide to State Assessments in Michigan](#)

Also, be sure to sign up for the [Spotlight on Student Assessment and Accountability Newsletter](#) ([www.michigan.gov/mde-spotlight](http://www.michigan.gov/mde-spotlight)) for weekly up-to-date information about statewide summative assessments.

## Section 9: Contact Information

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School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Interpretive Guide to MI-Access Reports; if you need additional information about MI-Access administration procedures, content, scheduling, appropriate assessment of or accommodations for students with disabilities or English Learners (ELs); contact the Michigan Department of Education Office of Educational Assessment and Accountability (OEAA), using the contact information listed below:

**Office of Educational Assessment and Accountability**

**Andrew Middlestead**, Director, OEAA

**Kate Cermak**, Manager, Test Administration and Reporting

**TBA**, MI-Access Consultant for Students with Disabilities

**Dan Evans**, MI-Access Analyst, Test Administration and Reporting

**John Jaquith**, Manager, Test Development

**Nicole Mosser**, ELA Consultant

**Julie Murphy**, K-5 Consultant

**Kyle Ward**, Mathematics Consultant

**Susan Palmiter**, Social Studies Consultant

**Tamara Smolek**, Science Consultant

**Jennifer Paul**, Assessment Consultant for English Learners

**Shiqi Hao, Ph.D.**, Lead Psychometrician, Psychometrics

**Phone:** 1-877-560-8378, option 3

**Fax:** 517-335-1186

**Website:** [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)

**E-mail:** [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov)