

2021 M-STEP Administration Training for Building and District Assessment Coordinators Chapter Two: During Testing

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Welcome to chapter 2 of the M-STEP Administration Training. In this chapter, I will discuss the tasks that need to be done during testing. My name is Phoebe Gohs, I am the M-STEP Test Administration and Reporting Consultant for the MDE.

COVID-19 Pandemic and Spring 2021 Testing

- The COVID-19 pandemic continues to present challenges for schools.
 - The health, safety, and well-being of students, educators, and their families is MDE's first priority.
- MDE has submitted a request to USED to waive certain assessment and accountability federal requirements for Spring 2021.
 - Until the request is approved, MDE and schools must continue to prepare for the federal and state required spring assessments.

Before we get started, I want to note that in the midst of the COVID-19 pandemic the health, safety, and well-being of students, educators, and their families is MDE's first priority.

MDE has submitted a request to the US Department of Education to waive certain assessment and accountability requirements. At this point, we have not received an assessment waiver, so MDE and schools must continue to prepare for the federal and state required spring assessments.

Notes for the 2021 Administration

1. There is no option for remote administration of the M-STEP. All tests must be administered in-person by an in-person Test Administrator.
2. “Virtual schools” are schools whose primary mode of instruction is virtual; these are not schools who are providing remote instruction during the 2020-2021 school year due to the COVID-19 pandemic.
3. To record your school’s COVID-19 related closures or remote instruction, there is a new page in the OEAA Secure Site. This presentation includes information about this page.
4. Updates regarding the administration will be communicated through the weekly Spotlight newsletter. Be sure you receive Spotlight.

I want to start with some notes regarding the 2021 administration and how the COVID-19 pandemic will—or will not—impact testing.

First, there is no remote option for administration of the M-STEP. All tests must be administered in-person by an in-person Test Administrator.

Second, sometimes we refer to “virtual schools” in our documentation and in this presentation. So, to be clear, “virtual schools” are schools that always provide instruction virtually, like cyber schools. We are not talking about schools that provide remote instruction as a result of the COVID-19 pandemic in those instances. That is an important distinction to remember.

Next, there’s a new page in the OEAA Secure Site that allows you to communicate with OEAA about COVID-related school closures. This is a place for documentation and communication but doesn’t impact accountability at all.

Finally, and you’ll probably hear this a few more times in this presentation, but it’s especially important this year, make sure you’re signed up for Spotlight. As things change or we have updated information, we communicate that through the Spotlight.

So that's the best way for you to make sure you are getting the most up-to-date information that we have.

Objectives

- Getting Started
- During the Test Administration
- Common Problems and What to Do
- Resources

First, I will discuss how to get started with the test administration, and then we'll dive into tasks done during test administration. I will also spend some time going over common problems that come up during testing and how you should address them, and end with resources that are available to you and how to find them.

Responsibilities of Assessment Coordinators during testing

Communication!

Central point of contact between Test Administrators, Technology Coordinators, and OEAA

Resource – information about policies and procedures, testing schedules

Monitor test irregularities – investigations, submitting incident reports, gathering any necessary documentation, etc.

Monitor testing:

- Ensure rooms used for testing do not contain any cueing visual materials (see AIG)
- Manage test ticket printing, distribution, secure storage
- Manage handling of all secure materials – paper/pencil as well as online
- Monitor test completion in the DRC INSIGHT Portal

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M-STEP Assessment Administration Updates

Spring 2021



As we get started, it's important to identify the responsibilities of Assessment Coordinators during the test administration.

The most important responsibility is communication. The Assessment Coordinator is the central point of contact between Test Administrators, Technology Coordinators, OEAA if there's anything that needs to be addressed with us, and DRC. So making sure everyone is on the same page as far as testing schedules, building or district policy, student testing devices, and so on is very important.

Next, the Assessment Coordinator is a resource to answer questions that will come from Test Administrators, proctors, Technology Coordinators, or other school staff.

Assessment Coordinators should monitor for test irregularities and either lead or provide support for any investigations, determine and help with submitting incident reports, and gathering any documentation that is needed.

The other responsibility included here is the need to monitor during testing. Make sure that Test Administrators are administering the test in accordance with their training and are following required policies and procedures. This includes making sure

testing rooms do not contain cueing materials, student devices are managed appropriately, and the building cell phone and electronic device policies are followed. Also, the Assessment Coordinator manages printing and distribution of test tickets as well as the secure handling and storage of all secure materials.

Finally, Assessment Coordinators can monitor test completion in the DRC INSIGHT Portal.

Getting Started

Test Administrator's Directions and Manuals

- Test Administrators must read the entire Test Administrator's Directions and Manual document for the grade(s) and content area(s) tests they will administer
- For online testing, the District or Building Assessment Coordinator should determine before testing begins whether your school/district will use TTS for Directions and provide direction to Test Administrators about whether to follow the TTS for Directions portion of the directions or to follow the without TTS for Directions portion of the directions

The test directions documents have been updated for the Spring 2021 administration. They are now called the Test Administrator's Directions and Manual, and this change was made because we have added all of the test administration policy information that Test Administrators need to know into these documents. They have the calculator and scratch paper policies, information about supports and accommodations, handling of secure materials, and all of the things that Test Administrators used to have to go to the TAM to find. So, rather than have sections of the TAM that Test Administrators need to read, now Test Administrators read only the Test Administrator's Directions and Manuals documents. They need to read this for the grade and content area tests they will administer, and there is a separate document by test mode – meaning online or paper/pencil testing.

For online testing, the Building or District Assessment Coordinator needs to decide before testing begins whether the school or district will use the TTS for Directions option. Once the decision is made, Test Administrators need to be given direction about which way to administer the test – either with or without TTS for Directions.

Online Testing: TTS for Directions Only

All M-STEP tests will have TTS available on directions screens.

District or Building Assessment Coordinators need to determine whether to use TTS for directions in their district or school.

Test directions include a section to use if administering with TTS for directions and without TTS for directions.

The test selection screen, welcome screen, and audio check screen are all completed together (without TTS), then students listen to the rest of the directions using TTS.

TTS is available for directions only on all tests and test forms.

Again, Building or District Assessment Coordinators are responsible for deciding whether to use TTS for directions in their building or district.

The test directions document that Test Administrators use during testing include a section to follow when administering with TTS for directions and a separate section to use when administering without TTS for directions. It will be important that Test Administrators review the test directions prior to testing so that they know where to find the directions that they will use.

On all tests, regardless of whether TTS for Directions is being used, the launching the INSIGHT application, handing out test tickets, and the test selection, welcome, and audio check screens are completed together. Then the directions branch into sections for using TTS for Directions and not using TTS for Directions.

If using the TTS for Directions, students need headphones and will listen to the directions with TTS after the audio check screen.

Online Testing: TTS for Directions Only

Important Note for schools NOT using TTS for Directions:

- The audio check exists on all tests; if you have students in a test session not using TTS as a designated support or accommodation, they will still have to complete the audio check screen (even if they do not have or need headphones).
- Devices not using audio should be muted to avoid the sound check playing aloud in the testing room.
- For test sessions with some students using TTS as designated support and some not, there are directions for the different actions to take on the audio check screen

There is an important note for any test session being administered **without** TTS for Directions, and it is important that Test Administrators are made aware of this ahead of the test administration.

The audio check screen exists on all tests, and the only way to move past the audio check screen is to play the audio check and verify that the sound is working. For students who are not using TTS for Directions OR as a designated support, they don't need any audio and may not have headphones. But they will still need to play this audio check. Directions are included in the test directions that Test Administrators read for this – again, make sure Test Administrators read these directions before administering the test.

So, if a student does not have headphones, and the device they are testing on has the volume turned on, then when they play the audio check it will play the sound in the classroom. To avoid this, you should make sure that the device is muted BEFORE launching INSIGHT. This way the audio will not play out in the testing room.

Another important note is that for students who are using TTS as a designated support, they will still need the audio check and they need to use headphones. It is

typical that test sessions have some students using TTS as a designated support and some who are not. There are different directions in the test directions for Test Administrators to follow on the audio check screen based on whether there are or are not some students using TTS as a designated support in their test session. Again, make sure Test Administrators read the directions before testing day so that they are prepared and know what to do.

Paper/Pencil Testing

Paper/Pencil Test Administrator's Directions and Manuals also include the administration information that Test Administrators need to know and directions for Test Administrators to read

Remember that for all tests the test directions must be followed explicitly to ensure a standardized administration of the test.

For paper/pencil testing, Test Administrators follow the directions that are in the Test Directions and Manuals documents; there are not different options for how the test is administered.

But regardless of which method of administration, it is important that all test directions are read and followed explicitly to ensure a standardized administration of the test.

During Testing

Next I'm going to spend some time going into some policies and procedures and tasks that need to be done during testing.

Scratch Paper & Graph Paper

Scratch Paper

- Secure Material – be sure to collect these after testing
- Student name must be written on scratch paper or graph paper
- Scratch paper must be blank lined or unlined paper

Graph Paper – Mathematics only

- Required for grades 6-8, allowable for grades 3-5
- Blank graph paper
- Available on the M-STEP webpage

Mathematics: Online and Paper/Pencil

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

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

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

*Does not apply to English language arts.

First, make sure that everyone knows the scratch and graph paper policy related to the tests that they will administer.

All used scratch and graph paper are secure materials – these documents will have specific test content written on them and they must be securely collected and destroyed after testing. Make sure that students do not turn scratch paper in by passing down rows, or in any method that would allow a student to view what is written on another student’s paper – this is secure information. Test Administrators should collect scratch and graph paper individually after testing.

If a break is taken during testing and a student will resume the same test – and test part – at a later time, then in order for his or her scratch paper to be able to be returned it will need to have the student’s name on it. Make sure that your Test Administrators require students to write their names on the top of their scratch paper or graph paper when they hand it out – that way everyone will have access to what they need throughout the test.

Graph paper is allowed for grades 6 and 7. It must be blank graph paper. M-STEP graph paper is delivered to schools with the initial materials according to Pre-ID

counts and it is also available on the M-STEP webpage.

The M-STEP Scratch Paper policy is in appendices to the Test Administrator's Directions and Manuals, the Test Administration Manual, and it is posted on the M-STEP web page.

Calculator Policy

Calculator Policy

- Grades 3, 4, and 5: NO Calculators are allowed for any students – including students with accommodations for mathematics. **Basic calculators are allowed for grade 5 science test on all parts/items.**
- Grades 6 and 7: NO Calculators for any students on part 1 of the paper/pencil mathematics assessment
- Online: Calculators are embedded into the mathematics assessment and are available on items when a calculator is allowed. Handheld calculators are available as an accommodation only for students with documented Individualized Education Program (IEP) or 504 plans.
- **Grades 8 and 11: Scientific Calculators are allowed on all parts/items of the science assessment**

The calculator policy has not changed for mathematics at all. Grades 3, 4, 5 cannot use a calculator – even as an accommodation, because it changes the construct of the test. And grades 6 and 7 calculators are not allowed for anyone on part one of the paper pencil assessment. For students in grade 6 and 7 testing online, the calculators are embedded into the assessment on items for which they are available, and handheld calculators are only allowed as an accommodation.

But there is something new in the Calculator Policy because calculators are allowed on the science assessment for all items, on both parts, in all tested grades – grades 5, 8, and 11. For grade 5, students use the basic calculator and grades 8 and 11 use the scientific calculator.

During the Test Administration

Active Monitoring

- Unobtrusively move through the room during testing
- Maintain an unobstructed view of all students
- Full attention should remain on testing at all times
- Avoid distracting behaviors:
 - Conversations with other staff
 - Reading books or newspapers
 - Eating
 - Working on a computer or phone
 - Grading papers

Video Surveillance Cameras

- For safety and security, these are allowed during the test session. Cameras should be directed away from test items. Recordings of test sessions must be deleted as soon as possible.

It is important that Test Administrators actively monitor testing – this will help reduce the potential for any testing irregularities and it will ensure that all students are provided a quiet and orderly environment for testing.

Active monitoring of a test session looks like a Test Administrator who is moving through the room unobtrusively observing students while testing, the Test Administrator should maintain a view of all students at all times, and all of his or her attention should remain on testing at all times throughout the test session.

It's also important that Test Administrators and Proctors avoid doing anything that could distract a student from testing – things like talking to other staff members, even if the conversation is work or testing related this needs to be avoided. Reading books or newspapers should absolutely be avoided because attention must remain on testing at all times. Eating, working on computers or a phone, or grading papers are all potentially distracting to the testing environment and should be avoided.

Some schools use video surveillance cameras in rooms that are used for testing, For safety and security, if video surveillance cameras are already in place in a testing room and are used to maintain security, they are allowed to be used during the test

session. Cameras should be directed away from test items, and any recording of a test session must be deleted as soon as possible after the test session.

During Testing: Assessment Integrity Guide Requirements



Student cell phones and personal electronic devices must be powered off and stored away from the student work area at all times during a test session. Be sure your district policy for cell phone storage during testing is communicated and enforced by all Test Administrators



All academic posters or displays must be removed or covered.



Computers or work stations should be arranged so that students cannot easily view other students' work.

The Assessment Integrity Guide has been updated for the 2021 administration. Be sure to review the entire document for all updates. I'm going to highlight a few important topics here, but it is required that Assessment Coordinators read the entire document before test administration.

So I will highlight the cell phone policy, academic posters, and the arrangement of student work stations.

According to the AIG, student cell phones or other electronic devices must be powered off and stored away from the student work area during testing. It is the responsibility of District and Building Assessment Coordinators to be sure Test Administrators are aware of how your district or building will implement this policy and that this policy is enforced.

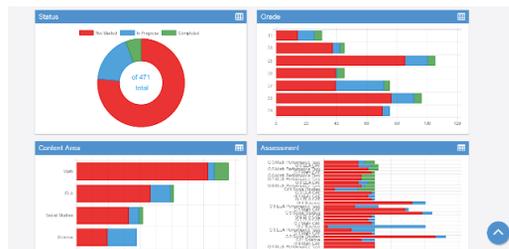
All academic material that is posted on classroom walls must be covered or removed during the test administration. Make sure you emphasize this in your training, it is something that MDE has seen in several instances and this is a testing irregularity that requires the students' to be invalidated or completely re-taken, which is not an ideal situation for anyone.

And, computers or work stations must be arranged so that students are not able to view other students' work during testing.

Online Administration: Monitoring test completion

In the DRC INSIGHT Portal, users can monitor progress toward test completion on the Student Status page.

Users can view a graph of not started, in progress, or completed:



When you are logged in, you can monitor test completion in the DRC INSIGHT Portal on the Student Status screen by grade and by content.

Remember that this screen shows progress toward completion based on the students who were Pre-ID'ed and pulled into the DRC INSIGHT Portal. This is not the screen or list of students that accountability uses as the expected to test list – that list comes from MSDS. You can only use this screen to verify that students who were pulled into the DRC INSIGHT Portal and assigned to test sessions are completing testing

It does not identify students who are expected to test by the MDE but were not assigned to the test session. Assessment Coordinators must make sure that all students who are expected to test are Pre-ID'd in the Secure Site and assigned to all of the appropriate test sessions – either through the Secure Site or in the DRC INSIGHT Portal.

Ending a Test Session or Part

Online Administrations

- Collect all test tickets, test rosters, scratch paper and graph paper
- Be sure students exit the testing engine

Paper/Pencil Administrations

- Collect test materials individually (do NOT pass down rows)
- Verify that each student has turned in both the Answer Document and Test Booklet as well as used scratch paper
- Return secure materials

When ending a test session, for an online administration, all test tickets, test rosters, scratch paper and graph paper if used, must be collected to be securely destroyed. Test Administrators should also be sure that students exit the testing engine.

In paper/pencil administrations, test booklets, answer documents, scratch paper, and graph paper if used, should be collected individually – these documents should not be passed down rows. Be sure to verify that all answer documents, test booklets, and scratch paper are collected from all students – Test Administrators must verify that all materials are collected before students are dismissed and the test session ended.

All secure materials are then returned for secure storage or destruction.

Collecting Materials

Be sure to collect signed OEAA Security Compliance Forms from Test Administrators prior to the testing session.

Collect final Testing Schedules

Paper/Pencil Administrations

- Collect Test Booklets and Answer Documents
 - Ensure that all used Answer Documents have correct barcode label affixed - and the student information is completed and matches the barcode label.
 - Ensure or fill in appropriate accommodations bubbles on Answer Documents

Materials need to be collected after the Test Administrations for both online and paper/pencil administrations. Be sure that signed Security Compliance Forms are collected from all staff involved in test administration.

Also, final copies of Testing Schedules must be completed and collected. These should be kept for 3 years after the test administration.

For paper/pencil administrations, all test booklets and answer documents must be collected. Any used answer document must have the correct barcode label affixed, and any accommodations used need to be filled in on the answer document. Also be sure the student information is completed and matches the information on the barcode label – in the event the barcode label becomes damaged or falls off the document.

The Test Administration Manual includes detailed instructions for materials return.



Common Problems and What to Do

Common Problems
Incident Reports

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Spring 2021



Things come up during testing. There can be student behaviors that impact testing, students sometimes submit a fixed-form test on accident or have trouble logging in to the test. If you have any problems during testing, there are things you can do to resolve the issue and you'll be able to find information for how to resolve most issues in the TAM.

But remember, we are here to help you ensure that you have a successful test administration that results in valid test scores for the students in your building. Do not hesitate to reach out to us for support when you run into any challenges – most of the time we can help you get things back on track with minimal impact to testing.

So in this section I'm going to highlight the most common types of things that we see and what you should do if it happens in your school or district.

Common Problems

Online Session Locked

- If 5 or fewer questions have been answered, contact the Call Center at 1-877-560-8378 and select Option 2
- If more than 5 questions have been answered, an Incident Report is required
- For the Science Field Test, the Call Center can unlock those regardless of the number of questions answered

Student becomes ill/parents remove student during test

- Online: Pause and Exit; then resume with the original test ticket in a makeup session
- Paper/Pencil: Collect materials and flag last question answered, resume during a makeup session, and submit an Incident Report

Perhaps the most common problem that happens in the online administration is a student submitting a test before completing it. When this happens, if there are five or fewer questions answered, contact the Call Center at 1-877-560-8378, and select Option 2. They can get that unlocked for you. If there are more than 5 questions answered, then an incident report is required. Just submit the incident report and we will review it and contact you to help you resolve the issue.

Another common problem is if a student becomes ill or is removed from the test session before completing the test. For an online administration, collect the student's test ticket and instruct the student to pause and exit the test. The test may be resumed in a later test session, using the original test ticket.

For a paper/pencil administration, the Test Administrator should collect the test materials and flag the last question answered. The test can then be resumed during a makeup session, and an incident report should be submitted.

Common Problems

Chromebook testers – Keyboard MUST be set to US Keyboard – if it is not, the student will not be able to use quotation marks or apostrophes in text boxes

- BEFORE testing: Select 'Settings' then 'Keyboard Settings' and select US Keyboard
- DURING testing: click outside of the text box and press CTRL-SHIFT-SPACE BAR to select US Keyboard

Students testing on Chromebook who have the wrong keyboard setting – US International Keyboard – will not be able to use the quotation marks or apostrophes while in text boxes.

To resolve this issue before testing begins, choose Settings on the Chromebook, then choose “Keyboard Settings” and be sure US Keyboard is selected.

If this happens during testing, have the student click outside of the text box, then press Control-Shift-Space Bar which will bring up the option to select the US Keyboard setting.

Common Problems

INSIGHT disconnections, not advancing, or other technical error

- Contact your local tech support first
- If tech support cannot resolve the problem, the Technology Coordinator should contact DRC Customer Support and the M-STEP Coordinator submits an Incident Report

In the online administration, there may be an issue with INSIGHT disconnections or other technical errors. This can be due to a local connectivity issue, or a network issue, or it may be an issue that needs to be resolved with DRC. So, the first step in any situation of a technical issue while testing online is to contact your local Technology Coordinator.

If the Technology Coordinator cannot resolve the problem, then they should contact DRC Customer Support. Submit an incident report if the problem cannot be solved by the Technology Coordinator or DRC's Customer Support. We have folks available who can help you figure out what's happening and work with you so that you can resume testing.

Incident Reporting

Testing Irregularity: any deviation from any test policy during the test administration.

Reasons a testing irregularity may occur:

- Student prohibited behaviors: cell phone use, copying/cheating
- Student Supports and Accommodations – either assigned when they should not be or not assigned when they should be
- Building emergency during a test administration; other unexpected event

What may happen when there is a testing irregularity:

- Test may be unlocked or regenerated (NOTE: these are very different)
- Test may be invalidated – marked “Do Not Score” or “Prohibited Behavior”, etc.

During testing, things come up and you may have a need to submit an incident report. It's important that you know how to handle this if it happens.

First, a testing irregularity is any deviation from any test policy during test administration. There are many things that can cause a testing irregularity and they're not necessarily that someone has done something 'wrong'. Some examples of what a testing irregularity may be are listed here. Students could engage in prohibited behaviors, like using or accessing a cell phone or electronic device, or copying or cheating on the test.

Testing irregularities may be the result of errors with Designated Supports or Accommodations, either if something was assigned when it should not have been or not assigned when it should have been.

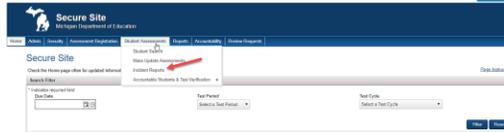
There are different ways that incident reports are resolved, and it is always specific to the events that occurred. But some things that might happen is the test could be unlocked or regenerated. The note here is to remind you that unlocking a test means the student can continue where they left off, whereas a regeneration erases all of the student's responses and they have to completely restart.

Next, a test can be invalidated, such as being marked Do Not Score, or Prohibited Behavior.

Incident Reporting

1. Get the facts:

- What happened?
- Who was involved?
- What was the impact to testing?



2. Get statements from staff involved, as appropriate

3. Testing irregularities must be reported using the OEAA Secure Site Incident Reporting Tool within two school days of notification of the irregularity

- Log into the Secure Site
- Select the Student Assessments Tab, and then Incident Reports from the drop-down menu

If a testing irregularity occurs, it's important that you follow these steps to respond to it.

Start by getting the facts – what happened, who was involved, and what was the impact to testing?

Next, get statements from staff involved, when warranted.

Once you know what's happened from all of the involved parties, then you submit your incident report. The Incident Reporting Guide that is in the Test Administration Manual can help you through this process and give you some ideas about what to expect for a response.

Incident Reporting

- Report any testing irregularity within two school days
- Test administered without a required designated support or accommodation:
 - If a **designated support**: must submit signed form from parent indicating the reason for the retest and parent permission to retest **and** signed form from educator responsible for day-to-day instruction in the content area affirming the student uses the assigned designated support as a part of daily instruction
 - If an **accommodation**: must submit signed form from parent indicating the reason for the retest and parent permission to retest **and** appropriate page(s) from IEP and/or Section 504 plan that indicates the required accommodation for the content-area test

We've made some updates to Incident Reporting requirements for Spring 2021. The TAM's Incident Reporting Guide includes all of this information in detail, so be sure that you review that section of the TAM before the testing window begins.

The first update for 2021 is that any testing irregularity is expected to be reported within two school days – either within two school days of the testing irregularity itself, or within two school days of you being notified of the testing irregularity. Remember: you must report all testing irregularities; do not neglect to report a testing irregularity if it was not reported within two school days. This is to ensure that irregularities are reported in a timely manner so that we can work with you to appropriately resolve the issue.

There are also updates to testing irregularities that are reported due to an error in the administration of a designated support or accommodation. These are the most common incident reports we receive, and the vast majority of those incidents are incidents where a student completed a test without a required designated support or accommodation. So for 2021, if a designated support that should have been provided wasn't provided, then the school must submit a signed form from the parent indicating the reason for the need to retest and permission to retest. If you have been

involved in this type of incident in the past, then you will be aware that this is not new – MDE has a template that you use to provide the parent, you complete the grade/content area/designated support, then the parent decides which option and signs the form. This form is available on the Secure Site at the top of the Incident Reporting tool. What is new in 2021 is that for a designated support, the educator who is responsible for day-to-day instruction in the content area needs to sign a statement that affirms that the student uses that designated support as a part of daily instruction. There is not a form for this. The educator can write or type a statement as simple as, 'I affirm that [insert the student's name] uses [and list the designated support] as part of daily instruction [also include the content area].' and then sign the statement.

For testing irregularities where an accommodation that is assigned in the student's IEP or Section 504 plan was not administered, the signed parent form is still required and beginning in 2021 you will need to upload the appropriate page or pages from the student's IEP or Section 504 plan. Only upload the page or pages that indicate required testing accommodations. Please note here that something that is considered a designated support on M-STEP can be administered as a required accommodation – such as TTS-items only. This is technically a designated support for M-STEP, but an IEP team may include TTS or read-aloud as an accommodation on the IEP. In situations like these, then this is a required accommodation and the procedures for accommodations should be followed.

Incident Reporting

In three instances:

1. Student becomes ill and goes home on test day
2. Student spends less than 15 minutes (total) in test
3. Student does not take prescribed medication on day of test

If an incident report is submitted by 11:59 PM on the day the incident occurred, then the test can be regenerated. This will require:

- Documentation of parent permission
- Documentation of verification of incident

Also updated, based on research and feedback from the field, there are going to be three new instances where, if reported on the day that it happens, we will be able to regenerate tests in situations where we have not previously offered this option.

First, if a student becomes ill and goes home on test day. This is for those situations where a student sits to complete an entire test, then you find out – or figure out – later that the student was ill enough to have to go home sick that day. Again, the incident must be reported by 11:59 PM on the day it occurs.

The second instance is when a student begins a test and submits it while spending fewer than 15 minutes in the test. Again, you must submit the incident report on the day the irregularity occurred.

The last instance is if you have a student who has prescribed medication but does not take the medication on test day. Again, it must be submitted on the day of the irregularity.

There is required documentation, but before I get to that, know that you can submit the incident report without this documentation so that it is submitted on the same

day, and then gather the documentation after the incident is reported. You just have to get the incident submitted on the same day, we can help you with getting the documentation in a timely manner, but only if you initially submit the incident on the day the irregularity occurs.

So for all of these situations, you need documentation that the parent is providing permission to take the test again – this is required in any instance of a regeneration. Next, you need to submit verification of the incident. For students who become ill, this should typically be an attendance record indicating the student went home ill. For students who didn't take their medication, a statement from a teacher, staff member, or parent who has reason to know whether the student took their medication is sufficient. And for students who spend fewer than 15 minutes testing MDE can verify through the DRC INSIGHT Portal once the test has been submitted. MDE can only see the time spent testing after the test has been submitted, and remember this is for a test that was started and completed all in one sitting on the same day.

Incident Reporting Tool

Secure Site - Quality Assurance
Michigan Department of Education

Home Admin Security Assessment Registration Student Assessments Reports Accountability Review Requests

Incident Report Details

If the incident has affected a student's test, you must select yes on the question were "Students Involved in the Incident?", then click the "Select Students" button to bring up the list of students to select from. [View Instructions](#)

IMPORTANT NOTE: When selecting yes to "Do online sessions need to be regenerated?" you will be required to select the part of the test to be regenerated. For ELA and Math, the CAT is considered Part 1 and the Performance Task is considered Part 2. This is very important to know this when requesting a test be regenerated or unlocked.

Request Details

* Indicated required field

Requestor Name Gohs, Phoebe	Requestor Phone 517-325-1394	Requestor Email gohsp@michigan.gov	CC Email
Contact Title	Contact Name	Contact Phone	Contact Email
Test Cycle Spring 2017 M-STEP	* ISD	* District	* School Select a School
* Grade Select a Grade	* Content Area Select a Content Area	* Testing Mode <input type="radio"/> Paper/Pencil <input type="radio"/> Online	
* Incident Category Select an Incident Category	* Incident Subcategory Select an Incident Type		* Date and Approximate Time Incident Occurred

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Spring 2021



Incident Reports are submitted through the Secure Site.

Users select the Student Assessments tab at the top of the page, and then Incident Reports in the dropdown menu.

The Contact information is prepopulated based on the M-STEP Assessment Coordinator who is assigned in the EEM.

Once you have selected the test cycle and entity information, select the grade, content area and testing mode. Based on these selections, the incident category dropdown will update. Then select the incident subcategory. Directions about which category and subcategory should be used, based on your situation, can be found in the Incident Reporting Table in the M-STEP Test Administration Manual. This table is organized based on the incident categories listed in the dropdown menu of the Secure Site.

Incident Reporting Tool

Home Admin Security Assessment Registration Student Assessments Reports Accountability Review Requests

Request Action

Indicates required field

Resolution Action

No resolution action needed

Unlock online tests

Regenerate online tests

Order emergency paper materials

Students Involved or Impacted

Indicates required field

Were specific students involved in or impacted by the incident?

Yes No

Incident Description

Indicates required field

Incident Description

The description should be as complete as possible and include:

- a list of staff involved by name and role
- a description of the incident, and
- whether security of any test item or secure material was potentially compromised

Attach Documentation

Attach documents to support the Report (Allowed extensions are: .doc, .docx, .xls, .xlsx, .csv, .txt, .pdf)

Print Save Save and Submit Back

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After you have selected the category and subcategory, you can select your requested action. Depending on the incident category and subcategory that you've selected, student names may be required. Student names that are populated are based on students who were pre-identified for testing.

Then, a description of the incident is included.

Once you've included all of the information about your testing irregularity, be sure to "Save and Submit" your Incident Report – if you do not submit the incident report MDE can not respond to your incident.

You can find more information about how to use the Incident Reporting tool on the Secure Site Training page at www.Michigan.gov/securesitetraining.

Incident Reporting Tool: Selecting MDE Action Requested

LIC	DATE OF BIRTH	ASSIGNED	MDE ACTION REQUEST							
			NO MDE ACTION	UNLOCK ONLINE TEST	MARK AS MISADMINISTERED	MARK AS PROHIBITED BEHAVIOR	MARK AS NONSTANDARD ACCOMMODATION	MARK AS DO NOT SCORE	REGENERATE ONLINE TEST	ORDER EMERGENCY MATERIALS
			All Students Involved or Impacted	All Students Involved or Impacted CAT	All Students Involved or Impacted CAT	All Students Involved or Impacted				

- No MDE Action
- Unlock Online Test
- Mark as Misadministered
- Mark as Prohibited Behavior
- Mark as Nonstandard Accommodation
- Mark as Do Not Score
- Regenerate Online Test
- Order Emergency Materials

When you're working in the Incident Reporting Tool, there is space for you to indicate specifically what you're requesting to be done. You can see the different ways that an incident may be resolved listed on this slide. Be sure to let us know how you prefer to resolve your incident.

What's New in 2021: Read by Grade 3 Legislation

At the time of this presentation, the Read by Grade 3 legislation remains in effect. This includes the use of M-STEP results for identifying 3rd grade students who require support in reading and who are eligible for possible grade retention. Until the law is modified, OEAA must continue planning for the full implementation of the law. Any updates will be communicated through Spotlight.

Preliminary scale scores will be used to determine:

- > 1271 Meets Requirements
- 1253-1271 Needs Support
- < 1253 Eligible for Retention

Per the legislation, letters will be sent by CEPI directly to parents of students who are eligible for retention.

Schools can view student preliminary scores within 48 hours of the student submitting the test (usually by the next day) and an indicator will be added to the grade 3 ELA reports. MDE encourages schools to monitor Preliminary Reports to identify students who are eligible for retention before parents receive letters.

I wanted to include this slide about the Read by Grade 3 legislation just to make sure everyone is aware of this important information.

Unless there is a change in the legislation, MDE must still prepare for implementation of the Read by Grade 3 legislation. At the time of this presentation, the Read by Grade 3 legislation is still in effect, including using M-STEP results to identify 3rd grade students who require support for reading and who are eligible for grade retention. Until – or unless – the law is modified, OEAA must continue planning for the full implementation of the law. Any changes or updates will be promptly communicated through Spotlight.

So, to determine students who meet requirements, need support, or are eligible for retention, MDE will use preliminary scale scores. You can see here, students scoring higher than 1271 will meet the requirements of the law, students scoring between 1253 and 1271 will be identified as needs support, and students scoring below 1253 will be eligible for retention.

According to the requirements of the legislation, letters will be sent by CEPI directly to parents of students who are eligible for retention.

Schools will be able to view student preliminary scores within 48 hours of the student submitting the test – and usually by the next day. There will be an indicator on the grade 3 ELA reports so that schools can monitor the Preliminary Reports to know which students are eligible for retention before parents begin receiving their letters.

Resources

Here I'm going to remind you about some of the resources that are available to you before, during and after testing. If you get a chance, go to the M-STEP web page at www.Michigan.gov/mstep and look through the documents there. There is a lot of good information available and it's sorted according to **What New**, the **Current Assessment Administration, Supports and Accommodations, Content Specific Information** where you'll find information about the ELA test, or the science test and so on, there are also sections for **Professional Development, Reporting** and more – so it's organized into the topic of information that you might be looking for.

Take a look when you get a chance – there's a lot of information out there!

Test Administration Manual

Policies regarding test administration are included in the TAM: the calculator policy, scratch paper policy, and supports and accommodations information is also included.

The Test Administration Manual (TAM) has checklists of tasks that need to be done before, during, and after test administration.

The TAM also includes detailed directions regarding how to address testing irregularities in the Incident Reporting Table.

The Test Administration Manual includes all of the test administration policies, procedures, supports and accommodations information, materials management requirements, and more. Make sure you read this document so that you are prepared for anything that may come up during testing.

There are also checklists you can use to make sure you're getting everything done, and they're sorted into a Before Testing Checklist, During Testing Checklist, and After Testing Checklist.

The TAM also includes detailed directions for reporting any testing irregularities in the Incident Reporting Guide. Make sure you're familiar with this guide because it'll help you if anything comes up during testing.

More Resources – www.michigan.gov/mstep

Assessment Integrity Guide

New Assessment Coordinator Training Guide

List of Important Dates – PDF, Google calendar, and excel spreadsheet

MDE-Approved INSIGHT Tools Poster

Remember to make sure to visit the M-STEP web page at www.michigan.gov/mstep for more resources. I'm just highlighting a few of the most important things that are out there for you now.

The updated Assessment Integrity Guide is available. The AIG contains important information about test security and mandatory assessment administration guidelines for all Michigan state assessments.

The New Assessment Coordinator Training Guide provides training on each task to be done for administering Michigan state assessments – organized into before, during, and after testing.

The lists of important dates are available as PDFs, Google calendars, and as the excel spreadsheet. These are all accessed through the M-STEP web page by selecting List of Important Dates in the Current Assessment Administration section. This takes you to the assessment calendar page that includes all formats of important dates.

The approved INSIGHT Tools Poster is also available on the M-STEP web page. This is the only allowed poster that schools can post in the classroom during testing to cue

students on the use of the tools in the online assessment. Some schools like to use this as a reminder for students during testing – if so just remember it can be posted but not at each student’s desk or work station.

There’s a lot more – take a look for yourself at www.Michigan.gov/mstep

Stay Informed!



What's New
Week of March 4, 2021

- Statewide Assessment Waiver Request Update
- Return to Learn Local Benchmark Assessment Collection Now Available
- WIDA and Spring 2021 Summative Assessments Must be Administered to Person
- M-STEP Test Administration Manuals Now Available
- DETC Online Trainings for District and Building Coordinators – Recordings Available
- Who Takes the M-STEP Mathematics in Spanish?
- M-STEP Required and Accommodations Office Hours
- Spring 2021 Michigan Educational Research Association (MERA) Virtual Conference

Statewide Assessment Waiver Request Update
Please refer to this Michigan Department of Education (MDE) press release that details recent communication from the U.S. Department of Education (USED). This communication does not provide for any change to MDE plans for testing of this time. It does state that USED is open to receiving waiver requests for accountability and assessment from states. MDE is still waiting for a response to our waiver request that was submitted in January. Until USED responds directly to Michigan's request, schools/districts are to continue to administer WIDA assessments and prepare for other spring testing. However, MDE would need flexibility from both federal and state requirements to change testing plans.

Return to Learn Local Benchmark Assessment Collection Now Available
Public Act 149 of 2020 requires all districts to administer benchmark assessments to all students in grades K-2. If a district chooses to provide either benchmark assessments with progress monitoring tools or local benchmark assessments, the district must report to the Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI):

- the benchmark assessment(s) administered
- how that assessment measures change
- the districts plan for addressing any losses in learning

If a district uses multiple local assessments for different grade spans, each assessment and the grade served must be reported.

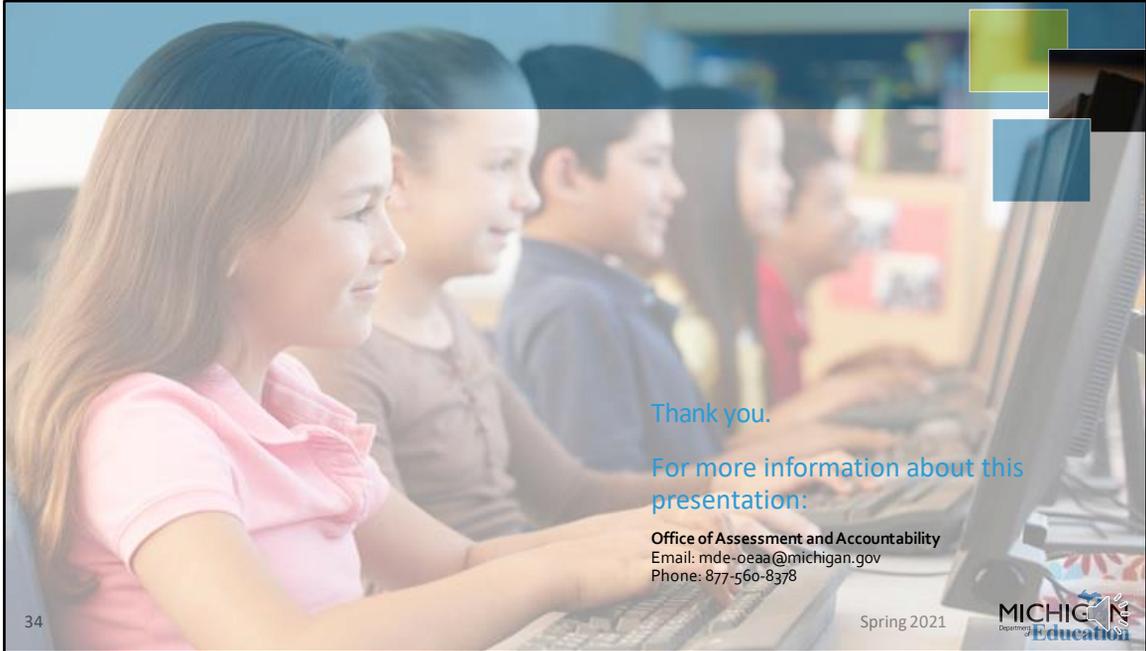
Sign up for Spotlight: www.michigan.gov/spotlight, or for access previous editions | Call Center: 877-566-8378

LA Content / ACT 400/405 / Important Dates / Contacts

Sign up for the Spotlight!

Make sure you're signed up for the Spotlight! This is the place to go to find out important information about assessment and accountability throughout the year. It comes out every Thursday afternoon.

If you aren't already signed up, go to the M-STEP web page – www.Michigan.gov/mstep, scroll down until you see the Spotlight logo, click on it, and you can sign up there!



Thanks for joining me for the second chapter of the 2021 M-STEP Administration Training! Our contact information is available here – if you have any questions send an email to mde-oeaa@Michigan.gov or you can call 877-560-8378 and follow the prompts.

Also, if you have ideas, suggestions, or ways that you manage your test administration tasks that you think other schools might find helpful, send us an email! We include those in Spotlight articles, and all of the Helpful Hints that you see in the TAM came from tips from folks from the field. Let us know what's working for you!

There'll be another chapter of this training to cover what needs to be done after testing – make sure you watch the Spotlight for when that is available!

Thanks for watching!