

# Early Literacy and Mathematics Benchmark Assessments Administration

## Relevant assessments:

- Early Literacy and Mathematics Benchmark Assessment (K-2)

Assessment Coordinator Responsibilities

What is Needed During Testing

Handling Secure Materials

Managing Supports and Accommodations

Testing Irregularities

Ensuring All Students Have Tested

## Assessment Coordinator Training Guide

## NOTE to Reader:

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

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

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

- A preface for the **Assessment Coordinator Training Guide**, which includes information on how to use the guide
  - An interactive **Table of Contents** for the training guide
  - A reference list of acronym definitions, and
  - Important contact information

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



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# Intro

This chapter provides an overview of the tasks that need to be completed during the Early Literacy and Mathematics Benchmark Assessments test administration by the Building and District Assessment Coordinator(s), by answering the following questions:

- ▶ What are the responsibilities of District and Building Assessment Coordinators during testing?
- ▶ What will Test Administrators and students need during the test session?
- ▶ How should secure materials be handled during the test administration?
- ▶ How do I assign and manage Student Supports and Accommodations?
- ▶ What do I do if there is a testing irregularity?
- ▶ How do I ensure that all students have tested?

For information about how to prepare for the test administration, go to the [Early Literacy and Mathematics Benchmark Assessments Preparation](#) chapter of this training guide.

## What are the responsibilities of District and Building Assessment Coordinators during testing?



District and Building Assessment Coordinators have an important role during the test administration. There are a number of tasks that must be done, and depending on the staff available and assignments in your building or district, you may be responsible for tasks on one or both of the following lists. These lists are intended as a general guideline of responsibilities.

During the Early Literacy and Mathematics Benchmark Assessments test administration, **District Assessment Coordinators** are expected to:

- **Communicate established district policies** regarding test administration to Building Assessment Coordinators, including:
  - » cell phone and personal electronic device policy
  - » access to testing rooms policy
  - » scratch paper policy

- **Serve as the contact person** between the district and the Office of Educational Assessment and Accountability (OEAA)
- **Know where to find and be familiar with information related to testing**
- **Share all correspondence** to relevant district and school staff members during testing
- **Collaborate and communicate** regularly with the Technology Coordinator
- **Ensure the Technology Coordinator has cleared the TSM** at the end of each test window
- **Investigate and inform the OEAA** of any testing irregularities
- **Initiate and submit Incident Reports** as needed

During the Early Literacy and Mathematics Benchmark Assessments test administration, **Building Assessment Coordinators** are expected to:

- **Serve as the contact person** between the school and the District Assessment Coordinator
- **Ensure students are assigned to appropriate designated supports and accommodations**

in the DRC INSIGHT Portal (formerly known as eDIRECT)

- **Manage printing, distribution, and secure storage** of test tickets, test rosters, and scratch paper
- **Report any testing irregularities** to the District Assessment Coordinator

## What will Test Administrators and students need during the test session?



During testing, District and Building Assessment Coordinators will need to make sure that Test Administrators have everything they need to administer the test. Test Administrators will need to know how to manage any items used during testing, such as headphones.

- **Materials Needed include:**

- » headphones for all students in Kindergarten and grade 1, and for students using Text-to-Speech (TTS) in grade 2

- » scratch paper (optional)
- » sharpened pencils for students to use with scratch paper

- **In addition, test administrators will need:**

- » test tickets and rosters
- » Test Directions for the assessment being administered

## How should secure materials be handled during the test administration?



District and Building Assessment Coordinators are responsible for developing and communicating the policy regarding handling of secure materials during testing and for managing the secure handling of materials throughout the test window.

All secure materials must be retained in one secure, locked location within the school. During the test administration, materials must be distributed and collected each day. For the Early Literacy and Mathematics Benchmark Assessments, the used scratch paper, test rosters, and test tickets are secure material.

Test tickets for tests that have been completed and submitted must be securely shredded. Test tickets for tests that have not been completed and will be resumed in a later test session must be collected and stored in the secure, locked location in the school. After testing, test rosters and test tickets must be collected by the Test Administrator and returned to the Building Assessment Coordinator.

## How do I assign and manage Student Supports and Accommodations?



Students who are assigned Designated Supports or Accommodations according to the [Early Literacy and Mathematics Benchmark Assessments \(K-2\) Supports and Accommodations Table and Resources](#) will need to have access to these supports and accommodations.

TTS for grade 2 is assigned in the DRC INSIGHT Portal. For information about how to assign TTS in the DRC INSIGHT Portal go to the [DRC INSIGHT Portal](#) chapter of this training guide.

The Building Assessment Coordinator should work closely with the Special Education Director to assign, monitor, and track tools and accommodations for any student with disabilities before and during testing.

## What do I do if there is a testing irregularity?



A testing irregularity is any deviation of the test administration from the policies and procedures defined in the [Test Administration Manual](#) and [Assessment Integrity Guide](#).

For Early Literacy and Mathematics Benchmark Assessments, District Assessment Coordinators use the [Incident Reporting Tool](#) in the [OEAA Secure Site](#) to report and resolve testing irregularities. These could be student prohibited behavior, a test regeneration request, a misadministration, or any other event that requires reporting and resolution.

The [Early Literacy and Mathematics Benchmark Assessments Test Administration Manual](#) includes an [Incident Reporting](#) table that schools should use in determining whether a testing irregularity occurred and how to address it.

More information about testing irregularities is available in the [Testing Irregularity](#) chapter of this training guide.

## How do I ensure that all students have tested?



It is important that District and/or Building Coordinators make sure that all students who are expected to test complete testing before the window closes. To help with this task for students testing online, the [DRC INSIGHT Portal](#) has a [Testing Status](#) screen that allows users to view how many students have not started, are in progress, and have completed tests they are assigned to by grade and content area. More information about how to use this feature in the DRC INSIGHT Portal is available in the [DRC INSIGHT Portal](#)

[Basics](#) chapter of this training guide. Note, however, that only students who are pre-identified and assigned to a test session will appear on this page. You will still need to make sure that all students who are expected to test are assigned to a test session for each content area tested in the grade.

Be sure to read the chapters in the [After Testing](#) module of this training guide for tasks that need to be done after the testing window.