

M-STEP Assessment Administration

Relevant assessments:

- M-STEP

- ☐ Assessment Coordinator Responsibilities
- ☐ Test Session Preparation
- ☐ Handling Secure Materials During Testing
- ☐ Managing Supports and Accommodations
- ☐ Handling Testing Irregularities
- ☐ Ensuring All Students Have Tested

Assessment Coordinator Training Guide

NOTE to Reader:

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

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

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

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

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



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Intro

This chapter provides an overview of the tasks that need to be completed **during the M-STEP 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 Designated 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 [M-STEP Assessment Preparation](#) chapter of this training guide.

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



Both 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 in one or both of the following lists. These lists are intended as a general guideline of responsibilities.

During the M-STEP test administration, District Assessment Coordinators are expected to:

- Communicate established district policies regarding test administration to Building Assessment Coordinators, including:
 - » scratch paper policy
 - » cell phone and personal electronic device policy
 - » testing room policies regarding who has access to the room (including testing personnel, Michigan Department of Education [MDE] Assessment Monitors, tech support personnel, Test Administrators, outsiders), and under what conditions
- Serve as the contact person between the district and the Office of Educational Assessment and Accountability (OEAA)
- Know where to find and become 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 completed any necessary software updates before the beginning of the test window
- Investigate and inform the OEAA of any testing irregularities
- Initiate and submit Incident Reports as needed
- Oversee and ensure the timely return of all secure materials for scoring, if applicable

During the M-STEP test administration, Building Assessment Coordinators are expected to:

- Distribute and discuss the district policies (such as scratch paper policy, cell phone/personal electronic device policy) with Test Administrators, Proctors, and other staff involved in testing
- Serve as the contact person between the school and the District Assessment Coordinator
- Ensure appropriate distribution, security, and collection of test materials
- Ensure students are assigned to appropriate Designated Supports and Accommodations in the [DRC INSIGHT Portal](https://www.mi.drcedirect.com) (<https://www.mi.drcedirect.com>), and ensure accommodated tests and materials are available for Test Administrators and students; this may include reviewing students' Individualized Education Programs (IEPs) and 504 plans to prepare early for required supports
- Ensure that rooms used for testing do not contain any visual materials that would provide clues or answers to questions

- Manage printing, distribution, and secure storage of test tickets, test rosters, test booklets, answer documents, and other secure materials
- Initiate and submit Incident Reports and/or report any testing irregularities to the District Assessment Coordinator

Schools or districts may modify these tasks during testing; however, all of these activities must be managed during testing.

For tasks that need to be done after the testing window, Assessment Coordinators should read the following chapters:

- [Materials Return](#)
- [Accountable Students Enrolled and Demographics](#)
- [Answer Documents Received and Not Tested Students](#)

What will Test Administrators and students need during the Test Session?



During testing, District and Building Assessment Coordinators must make sure that Test Administrators have everything they will need to administer the test. This includes:

■ Online Testing:

- » test tickets and rosters for online tests
- » Test Administrator's Directions and Manual for the assessment being administered
- » headphones are required for:
 - all English language arts (ELA) assessments
 - all tests using Text-to-Speech (TTS)
- » scratch paper (optional)
- » graph paper for mathematics grades 6–7

- » any assigned accommodated materials or tools that students need to use during testing
- » sharpened pencils for students to use with scratch and graph paper

■ Paper/Pencil Testing:

- » Test Administrator's Directions and Manual for the assessment being administered
- » test booklets and answer documents for paper/pencil tests
- » scratch paper (optional)
- » graph paper for mathematics grades 6–7 (optional)
- » calculators for mathematics (part 2) grades 6–7 and for science in all tested grades

- » any assigned accommodated materials or tools that students need to use during testing
- » sharpened No. 2 pencils for students

Test Administrators need to know:

- All student Designated Supports and Accommodations for each test session
- The district's cell phone/personal electronic device policy
- How the district will manage secure materials and where to store secure materials after testing (test rosters, test tickets, any used scratch paper or used graph paper)

- How to manage any items used, such as headphones for online students testing ELA or who use TTS

There is an MDE-approved **INSIGHT Tools Poster** that can be posted in testing rooms during testing to remind students of the tools available in INSIGHT during testing. This document is provided in 8.5 x 11, 11 x 17, and 16 x 24 inch formats on the [M-STEP web page](#) under the Current Assessment Administration header. If it is used, the poster should be posted in the testing room and not at student desks or work stations. Specific directions regarding the allowable use of this poster is provided in the [M-STEP Test Administration Manual](#) and on the [M-STEP web page](#).

How should secure materials be handled during the test administration?



District and Building Assessment Coordinators are responsible for developing and communicating the policy regarding the 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, secure materials must be distributed and collected each day.

For online testing, secure materials include:

- » test rosters and test tickets
- » used scratch paper and used graph paper

Test rosters and test tickets must be collected by the Test Administrator and returned to the Building Assessment Coordinator. 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.

Used scratch paper and graph paper can be collected for redistribution when resuming an in-progress test if the student name is on the scratch

or graph paper and it is used for the completion of the same test. Any used scratch paper for a test that has been completed or that does not have the student's name on it must be securely shredded.

For paper/pencil testing, secure materials include:

- » test booklets
- » all used answer documents
- » L1 (First Language) glossaries (mathematics)
- » any accommodated versions of the test
- » Reader Scripts
- » used scratch or graph paper

After testing is complete, Test Administrators must collect test booklets, used answer documents, and used scratch or graph paper individually from students (do not pass down rows). These materials must be returned to the Building Assessment Coordinator to be stored in the locked, secure location until materials are returned to the scoring contractor. Used scratch paper and graph paper must be securely destroyed.

Detailed information about handling secure materials after testing is available in the [M-STEP Test Administration Manual](#).

How do I assign and manage student supports and accommodations?



Students who are assigned Designated Supports and Accommodations according to the supports and accommodations tables located in the [Supports and Accommodation Guidance Document](#) will need to have access to these supports and accommodations.

If the student is testing online, many—but not all—Designated Supports and Accommodations are assigned in the [DRC INSIGHT Portal](#). Other Designated Supports or Accommodations can require materials that students should have access to during testing.

For information about how to assign Designated Supports or Accommodations in the DRC INSIGHT Portal, go to the [DRC INSIGHT Portal Basics](#) chapter of this training guide.

MDE has developed optional tools that can be used to help monitor and track student supports and accommodations. These tools are available on the [M-STEP web page](#) under the Student Supports and Accommodations section. These tools—or other locally developed tools—can be used to help track the Designated Supports and Accommodations that

are needed in each test session. It is the responsibility of the Building Assessment Coordinator to ensure that Test Administrators are made aware of Designated Supports and Accommodations in the test session(s) they administer, and that any accommodated materials or tools are made available.

The Building Assessment Coordinator should work closely with the Special Education Director to assign, monitor, and track Designated Supports or Accommodations before and during testing for students who have Individualized Educational Programs (IEPs) or 504 plans. Building Assessment Coordinators also must work closely with the English Learner (EL) Director to assign, monitor, and track Designated Supports before and during testing for students identified as English Learners.

For more information on Universal Tools, Designated Supports, and Accommodations, see the [Student Supports and Accommodations Overview](#), and the [Selecting and Assigning Universal Tools, Designated Supports, and Accommodations](#) chapters of this training guide.

What do I do if there is a testing irregularity?



A testing irregularity is any deviation of test administration policies and procedures defined in the [M-STEP Test Administration Manual](#), [Test Administrator's Directions and Manuals](#), and [Assessment Integrity Guide](#).

For M-STEP, District Assessment Coordinators use the [Incident Reporting Tool](#) in the [Office of Assessment and Accountability \(OEAA\) Secure Site](#) to report and resolve testing irregularities. These could be student

prohibited behavior, a request to unlock a test, a misadministration, or any other event that requires reporting and resolution.

The [M-STEP Test Administration Manual](#) includes an Incident Reporting Table that schools are to use in determining whether a testing irregularity occurred and how to address it.

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



How do I ensure that all students have tested?

It is important that District and/or Building Assessment 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, or have completed tests they are assigned to by grade and content area.

Note: Only students who are pre-identified and assigned to an online session will appear on this page. You will still need to make sure that all students who are expected to test are assigned to an online session for each content area tested in the grade.

For more information on the DRC INSIGHT Portal see the [DRC INSIGHT Portal Basics](#) chapter of this training guide.

