

MI-Access Assessments Preparation

Relevant assessments:

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

- Who Takes MI-Access Assessments
- Important Dates
- Policies and Procedures
- Security
- Test Directions
- OEAA Secure Site and DRC INSIGHT Portal
- Testing Schedule
- Off-Site Testing
- Accommodations
- Preparing Staff
- Paper/Pencil Administration

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

If as a new **MI-Access** Assessment Coordinator you have not already reviewed the [Quick Start Guide](#) in the **Overview Module** of this training guide, be sure to do so. The Quick Start Guide was developed with you in mind and lists several up-front tasks that all Assessment Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

MI-Access is Michigan's alternate assessment program. This chapter provides an overview of the tasks that need to be completed **before the MI-Access tests are administered**, as well as information about where to find the resources and tools necessary to complete each task, by answering the following questions:

- ▶ Who should take a MI-Access assessment?
- ▶ Where can I find important dates and deadlines for MI-Access assessment-related tasks?
- ▶ Where can I find all the administration policies and procedures for MI-Access testing?
- ▶ Where can I find information about assessment integrity and security?
- ▶ Where can I find Test Directions for each assessment?
- ▶ What tasks do I need to do in the OEAA Secure Site and how do I do them?
- ▶ What do I need to do in the DRC INSIGHT Portal?
- ▶ How do I create a testing schedule and what must it contain?
- ▶ What is needed for off-site testing?
- ▶ Where can I find information about student supports and accommodations?
- ▶ How do I prepare students for FI online testing?
- ▶ How do I prepare FI students who are testing by paper/pencil?
- ▶ How do I prepare staff for testing?
- ▶ Where can I find additional MI-Access resources?

Who should take a MI-Access assessment?



MI-Access is Michigan's alternate assessment program. The program offers three levels of assessment:

- **Functional Independence (FI)**
- **Supported Independence (SI)**
- **Participation (P)**

All MI-Access assessments are 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. Numerous resources to help teams guide their decisions are found on the [MI-Access web page](#).

Refer to the [MI-Access: Who Takes an Alternate Assessment?](#) chapter of this training guide for more information on the assessment selection process for MI-Access.

Where can I find important dates and deadlines for MI-Access assessment-related tasks?



MI-Access administration allows for a seven-week window to complete all testing. It requires a great deal of internal scheduling and planning, since the Functional Independence (FI) assessments are designed to be administered in small groups (defined as five or fewer students) or in one-on-one situations, while the Supported Independence (SI) and Participation (P) assessments require two administrators (Primary and Shadow Administrators) and are usually instructionally embedded.

The [MI-Access List of Important Dates](#) document includes all major testing milestones and deadlines for testing. This document is posted to the [MI-Access web page](#) each year in late fall, in the Current Administration section. Reminders and updates to assessment-specific deadlines are also announced in the weekly Michigan Department of Education (MDE) [Spotlight on Student Assessment and Accountability](#) newsletter.

Where can I find all the administration policies and procedures for MI-Access testing?



The primary sources for all MI-Access test administration policies and procedures are the two [Test Administration Manuals \(TAMs\)](#), both are available on the [MI-Access web page](#):

- The [Functional Independence \(FI\) Test Administration Manual \(TAM\)](#) covers the student-facing online testing and the paper/pencil booklet procedures for FI administration.
- The [Participation \(P\) and Supported Independence \(SI\) Test Administration Manual \(TAM\)](#) is developed for SI and P Assessment Coordinators and administrators and includes procedures for how the test observation scores are entered online.

Where can I find information about assessment integrity and security?



The [Assessment Integrity Guide](#) defines all the assessment security requirements for MI-Access and other state assessments. It is posted on the [MI-Access web page](#) and details requirements regarding, but not limited to:

- cell phones and electronic devices
- who can administer assessments
- prohibited behavior and materials
- assessment monitoring procedures

- reporting administration irregularities and incidents

It is important that Assessment Coordinators are aware of all policies and expectations prior to testing.

Where can I find Test Directions for each assessment?

Test directions are used during the administration of the MI-Access assessments.

- Online test directions for FI are embedded in the online test engine and are read aloud to students, either by the text-to-speech feature of the online testing system or by the assessment administrator.
- Paper/pencil directions are provided in the [FI TAM](#), for FI administrators to read aloud to the students.
- While there are no SI or P directions that are to be read aloud to the student, the [Assessment Administrator Booklet](#), which is included in the assessment materials order, provides specific directions for administering and adapting the testing environment to meet student needs during testing observations.

What tasks do I need to do in the OEAA Secure Site and how do I do them?

- **Confirm your access** to the [Office of Assessment and Accountability \(OEAA\) Secure Site](#)
 - » See the [OEAA Secure Site](#) chapter of this training guide for information about the OEAA Secure Site and how to get access to the site.
- **Pre-identify Students** for testing to the assessment, type, and content area
 - » See the [Pre-Identification of Students for State Assessments](#) chapter of this training guide for more information.
- **Set up or confirm Test Sessions** for FI online testing
 - » See the [Pre-Identification of Students for State Assessments](#) chapter of this training guide for more information on test sessions.
- **Set up Reporting Codes and/or Research Codes**, if used
 - » See the [Reporting Codes and Research Codes](#) chapter of this training guide for more information.
- **Place Material Orders** for students using MI-Access FI paper/pencil assessments and for the administrators who are administering the SI and P assessments
 - » The [Initial Material Orders](#) and [Additional Material Orders](#) chapters of this training guide both discuss how to order MI-Access assessment materials through the OEAA Secure Site.
- **Manage Accountable Students and Test Verification**

Full directions for all of the OEAA Secure Site tasks described in this section can be found on the [Secure Site Training web page](#).



What do I need to do in the DRC INSIGHT Portal?

The [DRC INSIGHT Portal](#) (formerly known as eDIRECT) is Data Recognition Corporation's (DRC) test management system; it is used to manage student online testing, and perform the following functions:

- Assign student supports and accommodations (FI only)
- Print test tickets and test rosters (for FI online testing and P and SI score entry)
- Set up and maintain test sessions

- Monitor Test Completion (FI only)

Refer to the [DRC INSIGHT Portal Basics](#) chapter of this training guide for more information on the portal and how to obtain access.

Additional directions for performing tasks in the DRC INSIGHT Portal, including step-by-step instructions for managing test sessions, are available on the DRC INSIGHT Portal welcome page. Select the link in the [Documents and Training Materials](#) bullet.



How do I create a testing schedule and what must it contain?

It is the Building Assessment Coordinator's responsibility to develop test administration schedules for the MI-Access assessments based on the school's resources and needs. The testing schedule must follow the test administration windows as established by the OEAA. Testing schedules minimally include the following information:

- district name
- building name
- Building Assessment Coordinator's name
- date of assessment administration

- location of testing session(s), such as room number or classroom
- 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 might request a copy of a building's testing schedule for monitoring and testing irregularity investigation purposes.



What is needed for off-site testing?

There is an [Off-Site Test Request](#) form for MI-Access. The request window dates are posted in the [MI-Access List of Important Dates](#) document and Excel file, and will be posted in the weekly [Spotlight on Student Assessment and Accountability](#) newsletter. For more information on Off-site Test Administration Request procedures, see the [Appropriate Practices for Test Security](#) chapter of this training.

Students should be familiar with the administrators who will be conducting the off-site testing. Administrators are encouraged to make testing a part of the student's instruction by embedding the assessment into daily instructional routine. This means when a staff member meets with a student for instruction, they should present the student with the MI-Access assessment as if it were a daily learning activity.

Where can I find information about student supports and accommodations?



The Student Supports and Accommodations section of the [MI-Access web page](#) provides detailed information and documents regarding which universal tools, designated supports, and accommodations are available to MI-Access students during testing, following the directions found in a student's IEP.

Additionally, the [Student Supports and Accommodations Overview](#) chapter of this

training guide includes detailed information about which universal tools, designated supports, and accommodations are available to students while testing. The [Selecting and Assigning Universal Tools, Designated Supports, and Accommodations](#) chapter of this training guide describes how to assign supports and accommodations for students.

How do I prepare students for FI online testing?



The MDE recommends that all students taking FI online tests be prepared to use the tools and functionality of the test prior to testing. The recommended order is:

1. View the [Student Tutorials](#) in the [DRC INSIGHT Portal](#) with students in the classroom
2. Model the use of the [Online Tools Training \(OTTs\)](#) for students in the classroom

3. Provide students the opportunity to [work with the OTTs on the device they will use for testing](#) prior to the test administration

More information about where to find these resources and other considerations for preparing students for testing is available in the [Preparing Students and Parents for Testing](#) chapter of this training guide.

How do I prepare FI students who are testing by paper/pencil?



Some schools might have a few students who are testing with paper/pencil, due to their assigned accommodations. In some situations, all of the students taking FI assessments may need to test using paper/pencil.

Testing with paper/pencil requires pre-identification of the student(s) to the paper/pencil administration of the assessment, and ordering materials for the student(s).

When all students taking the FI assessment in a building need to test using paper/pencil, an [Online Waiver Request](#) must be submitted in the [OEAA Secure Site](#). The Online Waiver window occurs in late

fall each year, preceding testing. Be sure to watch the [Spotlight](#) newsletter and refer to the [MI-Access List of Important Dates](#) for the dates.

For more information on all of these activities, see the following chapters of this training guide:

- [Pre-Identification of Students for State Assessments](#)
- [OEAA Secure Site](#)
- [Initial Material Orders](#)
- [Additional Material Orders](#)



How do I prepare staff for testing?

District Assessment Coordinators are responsible for providing training on the policies and procedures listed in the two [MI-Access TAMs](#) and in the [Assessment Integrity Guide](#) for staff involved in test administration. Also, all staff involved in testing must sign the [OEAA Assessment Security Compliance Form](#).

For more information on preparing staff for testing, refer to the following chapters of this training guide:

- [Preparing Yourself and Staff as a District Coordinator](#)
- [Preparing Yourself and Staff as a Building Coordinator](#)



Where can I find additional MI-Access resources?

The MI-Access web page has various documents that provide guidance on a variety of assessment activities including, but not limited to:

- [Assessment Training and Resources for Educator](#) section that covers all levels of the assessments and your administration training needs.
- [List of Important Dates](#) documents for each of the assessment programs
- [Assessment Selection](#) guidance documents and online training modules
- [Test Administration Manuals \(TAMs\)](#), the primary training source for each assessment program
- [Supports and Accommodations Guidance](#) documents, including [FAQs](#)
- various assessment-specific, detailed resources, such as the [Supported Independence and Participation Scoring Rubric Training](#), which shows how these two levels of the assessment are administered and scored