Table of Contents

How To Use This Manual... 6

Introduction ...................... 6

Testing Schedules............. 7

Overview ....................... 10

M-STEP Assessments ............ 10
What’s New ...................... 10
English Language Arts .......... 10
LISTENING ..................... 10
Mathematics .................... 10
CALCULATOR POLICY ........... 10
Science Field Test .............. 11
Social Studies ................... 12
The Michigan Merit Examination . 12
Required Grade 8 Testing ...... 12
Scratch Paper Guidelines ...... 12
Supports and Accommodations . 12
Resources for Students to Prepare for Testing. .................. 12

AVAILABLE RESOURCES INCLUDE: . 13
Call Center Contact Information . 13
OEAA Communications with Schools and Districts .... 13
Valid, Equitable, and Ethical Assessment. . 14

Assessment System Access for District and Building Assessment Coordinators .... 14

THE OEAA SECURE SITE .......... 14
ACCESSING THE OEAA SECURE SITE .... 15
THE EDUCATIONAL ENTITY MASTER . 15

Roles and Responsibilities .... 16

District Coordinators ............. 16
Building Coordinators ............ 16
Test Administrators ............. 16
Technology Coordinators ........ 17

Supports and Accommodations ........ 18

What Are Supports and Accommodations? . 18
Supports and Accommodations Tracking Sheet .......... 18
Ordering Accommodated Materials .......... 18
☐ Embedded and Non-embedded Supports and Accommodations .................. 19
☐ Turning On Supports and Accommodations .................. 19
☐ Verifying Test Tickets .......... 19
Where to Find More Information on Supports and Accommodations ........ 20
Nonstandard Accommodations .......... 20
# Table of Contents

- Filling Out Supports and Accommodations
  - Information on Answer Documents ........................................... 20
  - ELA STANDARD SUPPORTS AND ACCOMMODATIONS .......................... 21
  - MATHEMATICS STANDARD SUPPORTS AND ACCOMMODATIONS .......... 21
  - SCIENCE AND SOCIAL STUDIES STANDARD SUPPORTS AND ACCOMMODATIONS .......................................................... 21
- Using Audio CD
  - Versions of the Tests ............................................................ 21
- Using Video DVD
  - Versions of the Tests ............................................................ 22
- Reading Directions and Track/Chapter Numbers—Audio CDs and Video DVDs ......................................................... 23
- Using Reader Scripts ............................................................... 23
- Using Oral Translations for Native Language .................................. 24
- Using Enlarged Print Versions of the Test ...................................... 24
- Using Braille Versions of the Test .................................................. 24
- Directions for Other Common Supports and Accommodations .................. 25
  - SCRIBES AND TAPE RECORDERs ............................................ 25
  - WORD PROCESSORS .......................................................... 25
  - ADDITIONAL OR ADAPTED PAPER AS AN ACCOMMODATION .......... 26
  - EXTENDED TIME/MULTIPLE DAY .......................................... 26
- Closed Captioning for ELA Listening ........................................... 27
- Read-Aloud Guidelines for ELA and Mathematics ................................. 27
- Scribing Protocol ........................................................................ 27

- Word-to-Word Bilingual Dictionaries .......................................... 28
- L1 (First Language) Glossaries .................................................... 28
- Stacked Spanish ........................................................................ 28
- M-STEP Multiplication Table .......................................................... 28
- Returning Accommodated Materials and Answer Documents .............. 29
- Other Reminders for Test Administrators and Accommodations Providers .............................................................. 29

- PAPER/PENCIL ONLY: .............................................................. 29

# Student Pre-ID and Test Eligibility ............................................. 31

- Students to be Tested ................................................................. 31
- Student Populations ................................................................... 31
  - STUDENTS WITH IEPS AND SECTION 504 PLANS ......................... 31
  - ENGLISH LEARNERS (ELS) ..................................................... 31
- Student Grade Considerations ...................................................... 31
  - STUDENTS WHO REPEAT A GRADE LEVEL OR ARE IN ADVANCED CLASSES .............................................................. 31
  - GRADE 12 STUDENTS NOT PREVIOUSLY INCLUDED IN ACCOUNTABILITY .......................................................... 32
- Students in Different Locations ...................................................... 32
  - HOMESCHOoled STUDENTS .................................................... 32
  - STUDENTS ENROLLED IN PRIVATE/ NON-PUBLIC SCHOOLS ............... 32
  - VIRTUAL SCHOOLS ............................................................... 32
  - SHARED EDUCATIONAL ENTITIES (SEES)/SPECIALIZED SHARED EDUCATIONAL ENTITIES (S2E2S) ........................................ 32

www.michigan.gov/mstep  ■  https://mi.drcedirect.com
FOR HELP, call 1-877-560-8378
# Table of Contents

**SEAT TIME WAIVERS** .................................................. 33  
**HOMEBOUND AND HOSPITALIZED STUDENTS** .................. 33  
**Students in Unique Circumstances** ............................. 33  
**SUSPENDED STUDENTS** .......................................... 33  
**EXPELLED STUDENTS** ........................................... 33  
**STUDENTS IN DETENTION OR JUVENILE FACILITIES** ...... 33  
**Accountability Considerations** .................................. 33  
**STUDENTS WHO MOVE INTO A SCHOOL DURING TESTING** .. 33  
**STUDENTS WHO MOVE OUT OF A SCHOOL DURING TESTING** 34  
**Unique Identification Codes** ..................................... 35  
**Test Administration Windows** ................................... 35  
**Computer Adaptive Testing for ELA and Mathematics** ...... 35  
**INSIGHT Availability** ............................................. 35  
**Absences and Makeup Testing** .................................. 35  
**Incident Reporting** ................................................ 36  
**Testing Irregularities** ............................................. 36  
**Before Testing** ...................................................... 37  
**OEAA Assessment Security Compliance Forms** .............. 37  
**Training Tools** ..................................................... 37  
**RECORDED PRESENTATIONS IN EDIRECT** ..................... 37  
**Security** ............................................................. 40  
**Materials Permitted or Required During Testing** .......... 40  
**MDE-APPROVED INSIGHT TOOLS POSTER** ................... 40  
**Calculators** ........................................................ 40  
**Number 2 Pencils** ................................................ 41  
**Highlighters** ....................................................... 41  
**Additional Paper** .................................................. 41  
**Headphones** ........................................................ 41  
**CDs/DVDs** ........................................................... 42  
**Software and Testing Devices** ................................... 42  
**EDIRECT** .............................................................. 42  
**INSIGHT AND TESTING SITE MANAGER/CENTRAL OFFICE** 42  
**Supported Testing Devices** ....................................... 42  
**Testing Devices/Operating Systems Not Supported** ......... 43  
**Important Tasks Before Testing** ................................ 43  
  1. Assign Roles for District Users .................................. 43  
  2. Pre-Identify Students for Testing ................................ 43  
  3. Order Test Materials ............................................. 44  
  4. Load Students in EDIRECT ...................................... 44  
  5. Assign/Edit Test Sessions ....................................... 45  
  6. Assign Supports and Accommodations ......................... 45  
  7. Training Requirements and Resources for Students ....... 45  
  8. Create Testing Schedules ....................................... 46  
  9. Test Ticket Printing ............................................. 48  
**During Testing** ..................................................... 49  
**Important Tasks During Testing** ................................ 49  
  1. Managing Student Test Tickets ................................ 49  
  2. Verifying Supports and Accommodations on Test Tickets 49
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. MOVING ONLINE TESTERS TO A DIFFERENT TESTING DEVICE OR ROOM</td>
<td>50</td>
</tr>
<tr>
<td>4. MOVING PAPER/PENCIL TESTERS TO A DIFFERENT ROOM</td>
<td>50</td>
</tr>
<tr>
<td>5. DURING A TEST SESSION</td>
<td>50</td>
</tr>
<tr>
<td>6. RESUMED TESTING</td>
<td>52</td>
</tr>
<tr>
<td>7. VIDEO SURVEILLANCE CAMERAS</td>
<td>53</td>
</tr>
<tr>
<td>8. ENDING A TEST SESSION</td>
<td>53</td>
</tr>
<tr>
<td>After Testing</td>
<td>54</td>
</tr>
<tr>
<td>Important Tasks After Testing</td>
<td>54</td>
</tr>
<tr>
<td>1. REPORTING DECISIONS</td>
<td>54</td>
</tr>
<tr>
<td>2. CLEARING THE TESTING SITE MANAGER (TSM)</td>
<td>54</td>
</tr>
<tr>
<td>3. MATERIALS HANDLING AND RETURN</td>
<td>55</td>
</tr>
<tr>
<td>Appendix A: Calculator Policy</td>
<td>62</td>
</tr>
<tr>
<td>M-STEP Mathematics Calculator Policy</td>
<td>62</td>
</tr>
<tr>
<td>ONLINE AND PAPER/PENCIL TESTERS</td>
<td>62</td>
</tr>
<tr>
<td>ONLINE TESTERS</td>
<td>62</td>
</tr>
<tr>
<td>PAPER/PENCIL TESTERS</td>
<td>62</td>
</tr>
<tr>
<td>IMPORTANT NOTES</td>
<td>62</td>
</tr>
<tr>
<td>Appendix B: Scratch Paper Policy</td>
<td>63</td>
</tr>
<tr>
<td>M-STEP Scratch Paper Policy</td>
<td>63</td>
</tr>
<tr>
<td>TERMS</td>
<td>63</td>
</tr>
<tr>
<td>ONLINE TESTERS: MATHEMATICS</td>
<td>63</td>
</tr>
<tr>
<td>Appendix C: Incident Reporting Guide</td>
<td>65</td>
</tr>
<tr>
<td>Appendix D: eDIRECT User Guide</td>
<td>76</td>
</tr>
<tr>
<td>Appendix E: List of Important Dates</td>
<td>77</td>
</tr>
<tr>
<td>Appendix F: Administration Resources</td>
<td>79</td>
</tr>
<tr>
<td>M-STEP WEB PAGE</td>
<td>79</td>
</tr>
<tr>
<td>DRC eDIRECT</td>
<td>79</td>
</tr>
<tr>
<td>MDE SECURE SITE TRAINING</td>
<td>80</td>
</tr>
<tr>
<td>Appendix G: Checklists</td>
<td>81</td>
</tr>
<tr>
<td>Before Testing Checklist</td>
<td>81</td>
</tr>
<tr>
<td>During Testing Checklist</td>
<td>82</td>
</tr>
<tr>
<td>After Testing Checklist</td>
<td>82</td>
</tr>
<tr>
<td>Accountability Tasks</td>
<td>82</td>
</tr>
<tr>
<td>Appendix H: Change Log</td>
<td>83</td>
</tr>
</tbody>
</table>
How To Use This Manual

Introduction

This manual is intended to help those involved with administering the Michigan Student Test of Educational Progress (M-STEP) assessments understand (1) how the administration process works from beginning to end, (2) key dates when specific assessment activities take place, (3) the roles that school personnel play in the administration process, and (4) how to use available supports and accommodations.

This manual is divided into ten sections:

• **How to Use this Manual** describes the content and sections included in the manual.

• **Testing Schedule** gathers calendar-related information in one place to help school personnel prepare for, schedule, and administer the test.

• **Overview** describes general information that everyone involved in the M-STEP administration process needs to know.

• **Staff Responsibilities** describes the roles and responsibilities of District Assessment Coordinators, Building Assessment Coordinators, Technology Coordinators, and Test Administrators.

• **Supports and Accommodations** describes in detail the supports and accommodations available to students to during testing.

• **Student Pre-ID and Test Eligibility** describes the tasks associated with determining which students are eligible and expected to test, and how to Pre-ID students for testing.

• **Before Testing Tasks** lists and describes the assessment-related tasks that should be done before testing.

• **During Testing Tasks** lists and describes the assessment-related tasks that should be done during testing.

• **After Testing Tasks** lists and describes the assessment-related tasks that should be done after testing.

• **Appendices** include the M-STEP Calculator Policy, the M-STEP Scratch Paper Policy, the Incident Reporting Guide, the eDIRECT User Guide, the M-STEP List of Important Dates, M-STEP Test Administration Resources, and checklists for before, during, and after testing.

Everyone involved in M-STEP testing must read the Testing Schedule and Overview sections of the manual. District and Building Assessment Coordinators must read the entire Test Administration Manual. Test administrators must read the section (or sections) related specifically to the assessment tasks they will complete before, during, or after the administration of the M-STEP. All other sections are optional; however, it is strongly encouraged that educators read the entire manual, if time permits, to better understand how their role fits into the overall administration process.

The M-STEP assessments are administered primarily online. However, there are two instances in which they may be administered using paper/pencil versions of the test: (1) when required to meet an individual student’s needs, or (2) when a school has applied to the Michigan Department of Education (MDE) for a waiver and the waiver has been approved. The window to apply for a waiver has passed, and was posted in the Spotlight on Student Assessment and Accountability and the M-STEP List of Important Dates.

Since this manual provides information on both types of test administration (online and paper/pencil), the MDE has developed two icons—a computer to represent online testing and a pencil to represent paper/pencil 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.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>🖥️</td>
<td>Online</td>
</tr>
<tr>
<td>🖋️</td>
<td>Paper/Pencil</td>
</tr>
</tbody>
</table>
Testing Schedules

Please feel free to print, copy, and distribute these pages to others involved in the testing process. NOTE: A complete list of dates encompassing the entire 2019 M-STEP administration cycle can be found in the List of Important Dates in Appendix E.

NOTE: The MDE is extending the M-STEP 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. See the List of Important Dates in Appendix E for more information.

### Spring 2019 Testing Schedule for Summative Assessments – REVISED

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Week of</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-STEP Grades 5, 8, and 11</td>
<td>4 weeks extended 1 week</td>
</tr>
<tr>
<td>M-STEP Grades 3, 4, 6, and 7</td>
<td></td>
</tr>
<tr>
<td>MI-Access Alternate Assessments</td>
<td>7 weeks extended 1 week</td>
</tr>
<tr>
<td>College Entrance: SAT w/Essay*</td>
<td>4/9 only</td>
</tr>
<tr>
<td></td>
<td>Makeup 4/23</td>
</tr>
<tr>
<td>Accommodated Testing Window</td>
<td>4/9 – 23</td>
</tr>
<tr>
<td>Work Skills: ACT WorkKeys</td>
<td>4/10 only</td>
</tr>
<tr>
<td></td>
<td>Makeup 4/24</td>
</tr>
<tr>
<td>Accommodated Testing Window</td>
<td>4/10 – 23</td>
</tr>
<tr>
<td>PSAT 8/9 (grade 8)*</td>
<td>4/9</td>
</tr>
<tr>
<td></td>
<td>Makeup 4/10-16</td>
</tr>
<tr>
<td></td>
<td>Makeup 4/23-24</td>
</tr>
<tr>
<td>Accommodated Testing Window</td>
<td>4/9 – 23</td>
</tr>
<tr>
<td>PSAT 8/9 (grade 9) and PSAT 10**</td>
<td>4/9, 10, or 11</td>
</tr>
<tr>
<td></td>
<td>Makeup 4/10-16</td>
</tr>
<tr>
<td></td>
<td>Makeup 4/23-24</td>
</tr>
<tr>
<td>Accommodated Testing Window</td>
<td>4/9 – 23</td>
</tr>
<tr>
<td>WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs</td>
<td>7 weeks</td>
</tr>
</tbody>
</table>

* 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.

NOTE: Because the assessment testing windows have been extended this year, all the dates included in this document are superseded by the dates listed in the Updated Testing Schedule and Updated M-STEP List of Important Dates.
Paper/Pencil Test Dates — Grade 5

<table>
<thead>
<tr>
<th>April 2019</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Makeup</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA</td>
<td>Day 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCIAL</td>
<td>STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Makeup</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCIAL</td>
<td>STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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 — Grade 8

<table>
<thead>
<tr>
<th>April 2019</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Makeup</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSAT</td>
<td>8/9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCIAL</td>
<td>STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Makeup</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCIAL</td>
<td>STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>April – May 2019</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Paper/Pencil Test Dates — PSAT 8/9 for Grade 9 and PSAT 10 for Grade 10

<table>
<thead>
<tr>
<th>April 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunday</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>PSAT 8/9 and PSAT 10*</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td><strong>Makeup</strong></td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td><strong>Makeup</strong></td>
</tr>
</tbody>
</table>

* 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.

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.

### Paper/Pencil Test Dates — Grade 11

<table>
<thead>
<tr>
<th>April 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunday</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>SAT w/Essay</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td><strong>Makeup Science/Social Studies</strong></td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td><strong>Makeup SAT</strong></td>
</tr>
<tr>
<td>28</td>
</tr>
</tbody>
</table>
M-STEP Assessments
The Spring 2019 Michigan Student Test of Educational Progress (M-STEP) includes summative assessments designed to measure student performance relative to the Michigan Academic Standards in English language arts (ELA), mathematics, science, and social studies. This overview will describe the unique characteristics of these subject–area tests.

What’s New
For 2019, there are updates to the required science field test, and to the new grade 8 testing for ELA and mathematics. Grade 8 will continue to participate in the M-STEP Science Field Test and M-STEP Social Studies, and will take the PSAT 8/9 for ELA and mathematics.

English Language Arts
English language arts (ELA) is assessed with the M-STEP in grades 3-7. ELA covers four claims: reading, writing, listening, and research. There is one test ticket for online testers and three parts to be completed in two days for paper/pencil testers. Reminder: Grade 8 will be assessed in ELA and mathematics with the PSAT 8/9. See the PSAT 8/9 Coordinator Manual for more information.

LISTENING
Listening is part of the ELA assessment for all students. Students testing online will be required to have headphones to hear the audio presented for this portion of the test.

Mathematics
Mathematics is assessed with the M-STEP in grades 3-7. It covers four claims: concepts and procedures, problem solving, communicating reasoning, and modeling and data analysis. There is one test ticket for online testers and two parts to be completed in one day for paper/pencil testers.

CALCULATOR POLICY
Calculator use varies by grade and assessment type (online or paper/pencil). Therefore, it is important for Test Administrators to understand the state’s policy on their use.
No Calculators Allowed in Grades 3, 4, and 5
Regardless of the type of test a student is taking (online or paper/pencil), calculators may not be used for any item on the mathematics grades 3, 4, and 5 assessments; calculator use would change the construct of the items, or what they are intended to measure. All students must abide by this policy, even students whose Individualized Education Programs (IEPs) or Section 504 Plans specify otherwise. The use of a calculator at grades 3, 4, and 5 is considered a nonstandard accommodation, which will render the assessment invalid. If a student in one of these grades uses a calculator, an incident report must be submitted. See the Incident Reporting Guide in Appendix C.

Embedded Calculators are Provided for Online Testers in Grades 6 and 7
Students in grades 6 and 7 taking an online test will use the calculator embedded in the online delivery engine. A basic calculator is provided for students in grade 6. (The calculator only performs basic functions; students must know the order of operations for the M-STEP assessment). A scientific calculator is provided for grade 7.

NOTE: The online calculator is available only on items that allow the use of the calculator.

Calculator Use for Paper/Pencil Testers
Students in grades 6 and 7 taking a paper/pencil test will use a handheld calculator. Students in grade 6 will use a basic calculator, and students in grade 7 will use a scientific calculator. The test booklets are divided into two parts: Part 1 does not allow the use of calculators, but Part 2 does. Once a student starts Part 2, he or she may not return to the non-calculator items in Part 1. If a calculator is used in Part 1, an Incident Report needs to be submitted to mark the test as Nonstandard Accommodation. Since external hand-held graphing calculators are programmable, there is potential for a security breach. Therefore, all programmable calculators must be set to TEST mode during testing sessions.

The state’s full Calculator Policy can be found in Appendix A. Coordinators and/or Test Administrators may copy and share it in its entirety with others involved in testing mathematics.

Science Field Test
For Spring 2019, the Michigan K-12 Science Standards (MSS) are being assessed in a required statewide field test in grades 5, 8, and 11, with a fixed-form online or paper/pencil test. This year, the test will have:

- two test tickets and two parts in grades 5 and 8 for online testers
- one test ticket and one part in grade 11 for online testers
- two parts to be completed in one day for paper/pencil testers in grades 5 and 8
- one part to be completed in one day for paper/pencil testers in grade 11
Overview

The test will include six clusters for each grade assessed, compared to three in 2018.

- **Cluster** – a stimulus (or context) about a phenomenon and a set of 5-8 related items designed to assess all Performance Expectations (standards) in one Topic Bundle

- **Topic Bundle** – a group of related Performance Expectations (standards) that are assessed as a group

Social Studies

Social studies is assessed in grades 5, 8, and 11 with a fixed-form online or paper/pencil test. The test will have:

- two test tickets and two parts in grades 5 and 8 for online testers
- one test ticket and one part in grade 11 for online testers
- two parts to be completed in one day for paper/pencil testers in grades 5 and 8
- one part to be completed in one day for paper/pencil testers in grade 11

The Michigan Merit Examination

The Michigan Merit Examination (MME) is administered to grade 11 students (and eligible students in grade 12). In Spring 2019, the MME consists of the SAT with Essay®; ACT WorkKeys™; and M-STEP summative assessments in science and social studies. To learn more about administering the MME, go to the [MME web page](www.michigan.gov/mme).

Required Grade 8 Testing

Students in grade 8 will take the M-STEP Science field test and social studies test, and the PSAT 8/9. Information on administering the PSAT 8/9 may be found in the PSAT 8/9 Coordinator Manual and on the [PSAT web page](www.michigan.gov/psat).

Scratch Paper Guidelines

Scratch paper use varies by test type, grade, and subject area. Be sure to review the state’s full [Scratch Paper Policy](#) in Appendix B. It has been updated for Spring 2019.

Supports and Accommodations

The [Michigan Supports and Accommodations Guidance Document](#) which includes the Supports and Accommodations Tables presents appropriate accommodations, supports, identification processes, classroom considerations, and guidelines for all state assessments. The document can be found on the [M-STEP web page](www.michigan.gov/mstep). Guidance in the documents pertains to general education students, as well as to English learners (ELs), students with disabilities (SWDs), and students who are considered ELs and are also identified as SWDs.

Some supports and accommodations may require a student to take the test online. Identifying individual students who require online supports and/or accommodations must be done in eDIRECT. Remember that testing students online requires that a caching server be set up and that INSIGHT, the test engine, be installed.

Conversely, other supports and accommodations for students require them to take paper/pencil versions of the tests. These tests must be specifically requested when ordering materials in the OEAA Secure Site.

See the Supports and Accommodations section of this manual for more detailed information.

Resources for Students to Prepare for Testing

A number of resources and tools have been developed to help students gain valuable experience with testing. The resources for online
test may be accessed in the Accessing Online Tools Training mini-module available in eDIRECT (https://mi.drcedirect.com). Go to All Applications → General Information → Documents. Sample items for paper/pencil testers are available on the M-STEP web page (www.michigan.gov/mstep).

AVAILABLE RESOURCES INCLUDE:

- grade-level Sample Item Sets
- sample Essay Prompts
- calculator practice
- Online Tools Trainings (OTTs) for general education students
- OTTs for students using supports and accommodations
- Student Tutorials (for use with classrooms of students to provide an overview of what they will practice using the OTTs)

It is highly recommended that schools provide students with opportunities to practice using these resources before they take the online or paper/pencil tests.

### Call Center Contact Information

The Office of Educational Assessment and Accountability (OEAA) has a call center to answer questions related to M-STEP testing.

Agents are available to receive questions at the following toll-free phone number and email address during specific hours.

- Call: 1-877-560-8378
- Email: mde-oeaa@michigan.gov
- December 1, 2018–April 8, 2019: 8:00 AM–5:00 PM (M–F)
- April 8, 2019–May 24, 2019: 7:00 AM–5:00 PM (M–F)

The following table shows the options related to the M-STEP that are available on the call center phone menu. Select the appropriate option when contacting the OEAA, either through our toll-free number (877-560-8378) or the Lansing-area local number (517-241-4102).

<table>
<thead>
<tr>
<th>Topic</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known or suspected cheating or unethical testing practices on any state assessment</td>
<td>1</td>
</tr>
<tr>
<td>eDIRECT, INSIGHT, TSM, COS, or online assessment tools related to the online M-STEP</td>
<td>2</td>
</tr>
<tr>
<td>OEAA Secure Site, testing policies and paper/pencil materials regarding the M-STEP, MI-Access, and Accountability reporting</td>
<td>3</td>
</tr>
</tbody>
</table>

### OEAA Communications with Schools and Districts

Keeping educators up to date regarding changes in assessment and accountability is critical. The OEAA communicates with the field in a number of different ways, including:

- **Spring 2019 Training (live and recorded) and Video Tutorials** (online focus only) for online M-STEP Coordinators in eDIRECT (https://mi.drcedirect.com)

- **Spring 2019 M-STEP Test Administration Recorded Presentations** (online and paper/pencil testing information in chapters) available on the M-STEP web page (www.michigan.gov/mstep) – watch the Spotlight for details

- **Spotlight on Student Assessment and Accountability weekly newsletter** – sign up to receive the newsletter and/or read archived copies on the Spotlight web page (www.michigan.gov/mde-spotlight)

- **M-STEP web page** (www.michigan.gov/mstep)
- **eDIRECT** (https://mi.drcedirect.com)
Overview

• the Announcement page on the OEAA Secure Site (www.michigan.gov/oeaa-secure)

• targeted email communications for important or urgent communications during the testing window (targeted emails are sent to the persons who have assigned roles in the EEM; it is important that all roles are current and contact information is up to date)

• presentations at state conferences, including the Michigan School Testing Conference held each year in February

Check these sources regularly to stay up to date on assessment- and accountability-related issues and activities.

Valid, Equitable, and Ethical Assessment

The Assessment Integrity Guide (AIG) was revised and updated in November 2018. This document, available for download on the M-STEP web page (www.michigan.gov/mstep), establishes ground rules for how state-level assessments should be administered. The AIG also includes information on roles and responsibilities, test preparation, administration irregularities, and security.

District and Building Coordinators are required to read the AIG in its entirety, and all other district and building staff who participate in the administration of the assessment are required to read the sections of the AIG that pertain to their role in test administration. This includes test administrators, proctors, and providers of supports and accommodations.

By following the guidelines in the Assessment Integrity Guide, schools ensure that:

• students’ test results are valid and reliable

• the testing context is equitable for all students

• all practices are ethical

Assessment System Access for District and Building Assessment Coordinators

Both the OEAA Secure Site and the Educational Entity Master (EEM) are systems District and/or Building Coordinators will access for test administration tasks.

THE OEAA SECURE SITE

Many functions to assist in testing take place in the OEAA Secure Site (www.michigan.gov/oeaa-secure), including:

• pre-identification of students

• test selection and test session creation

• ordering of paper/pencil test materials (and accompanying Return Materials)

• printing of barcode labels for paper/pencil answer Documents (as necessary)

• incident reporting

• reviewing “Accountable Students and Test Verification” functions

• downloading the L1 (First Language) glossaries for mathematics assessments

• look-up for District and School Contacts

• access to student scores and reports
ACCESSING THE OEAA SECURE SITE

If District or Building M-STEP Coordinators do not have an OEAA 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 is responsible for maintaining the site at the district level.

A user must have a Michigan Education Information System (MEIS) Login to log into the Secure Site system. The Secure Site login screen will contain a link to the “Request MEIS ID” process. If the user has a MEIS ID but does not have access to the OEAA Secure Site, the system will display a screen to request access after logging on. Users requesting district, school administrator, and/or school user access will have the ability to submit a request using the request access screen.

Those who are unfamiliar with the OEAA Secure Site can find training resources on the Secure Site Training web page (www.michigan.gov/secsitestetraining).

THE EDUCATIONAL ENTITY MASTER

The Educational Entity Master (EEM) is a 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 up to date. The OEAA will use this information in various ways throughout the M-STEP testing process.

For the M-STEP administration, it is especially important to ensure the district and building M-STEP coordinator contact information and physical address is accurate and up to date, to ensure testing materials are sent to the correct address. **NOTE:** Test materials are sent to the address provided for the M-STEP Coordinator and cannot be shipped to a P. O. box.

The EEM may be accessed on the EEM web page (www.michigan.gov/eem). The EEM may be viewed by anyone, but it can only be updated by the authorized district EEM user. If you do not know who your EEM authorized user is, you can locate their name, email, and phone number on the District and School Contact page of the OEAA Secure Site. The EEM authorized user is listed on the District and School Contact page.
District and school professional staff members play a key role in the fair and equitable administration of state assessments.

While districts may adjust the roles and responsibilities to fit their size and organizational structure, all roles must be filled in some way. Each role may be carried out by one individual or split among several individuals. No function or responsibility, however, should be ignored.

There are four roles associated with M-STEP testing:

1. District Coordinators
2. Building Coordinators
3. Test Administrators
4. Technology Coordinators

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.drcedirect.com).

The District, Building, and Technology coordinators should all be identified in the EEM. NOTE: While the EEM will allow multiple entries for each role, the OEAA only uses the most recent entry.

Following is a brief description of each M-STEP role. Detailed information on the roles and responsibilities of district and school staff involved in test administration can be found in the Assessment Integrity Guide, which is located on the M-STEP web page (www.michigan.gov/mstep).

**District Coordinators**

District M-STEP Coordinators are responsible for overseeing all testing at the district level and acting as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, ensure that Building Coordinators and Test Administrators are aware of training opportunities for students, and so forth.

The District Coordinator must be identified in the EEM with current and accurate contact information.

**Building Coordinators**

Each school building involved with M-STEP testing—including alternative education programs, Shared Educational Entities (SEE), and Specialized Shared Educational Entities (S2E2) must have a Building M-STEP Coordinator. This person may be the school principal or another professional staff member. The Building M-STEP Coordinator is responsible for arranging training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules based on the school’s resources (i.e., available computers, testing rooms, etc.) and needs, and ensuring the overall integrity of the assessment process.

The Building Coordinator must be identified in the EEM with current and accurate contact information.

**Test Administrators**

Test Administrators are responsible for making preparations for and administering the M-STEP tests directly to students. Although there are separate manuals that contain specific test directions, this manual provides an overview of what Test Administrators are expected to do before, during, and after testing.
Roles and Responsibilities

Technology Coordinators

Technology Coordinators (TCs) are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Testing Site Manager (TSM) and/or Central Office Services (COS), which are local caching systems that securely cache test content and student responses. TCs must:

- complete an OEAA Assessment Security Compliance form
- download and install INSIGHT and the TSM/COS on any devices new to online testing
- verify that the latest versions of INSIGHT and the TSM/COS are installed (if the school participated in online testing before, this may require old programs be uninstalled)
- configure all devices used for testing in schools to communicate with the TSM/COS (if not already done)
- provide contact information to District and Building M-STEP Coordinators so they can easily request help in solving any technology issues that arise before, during, or after testing
- be available during testing to troubleshoot and help Building M-STEP Coordinators and Test Administrators
- clear the TSM at the end of each testing window (this can be done daily, if desired, but only after testing is finished for the day)

The Technology Coordinator must be identified in the EEM with current and accurate contact information.
What Are Supports and Accommodations?

Generally speaking, supports and accommodations are tools, resources, and strategies that allow all students equitable access to the content measured on the state’s standardized assessments.

There are three broad categories into which these tools, resources, and strategies fall:

1. **Universal Tools** – available to all students
2. **Designated Supports** – based on individual student need (including EL supports), as determined by an adult or team
3. **Accommodations** – specifically documented in a student’s Individualized Education Program (IEP) or Section 504 Plan

This section of the manual provides detailed information specifically related to the latter two categories—designated supports and accommodations. It should be noted that what is considered a designated support for one content area and/or one grade may be considered an accommodation for another content area or grade, so it is imperative to approach the provision of supports and accommodations from a student-centered perspective. **NOTE:** Do not assume that what applies to one student in one grade taking a particular content-area test will apply across the board to all students.

For more detailed information on supports and accommodations (as well as universal tools), refer to the Supports and Accommodations Guidance Document which includes the Student Supports and Accommodations Tables. The guidance document is available on the M-STEP web page (www.michigan.gov/mstep).

Supports and Accommodations Tracking Sheet

The OEAA has developed an optional Supports and Accommodations Tracking Sheet for District and Building M-STEP Coordinators to record the supports and accommodations individual students require regardless of paper/pencil or online testing. It can be used to not only ensure the correct materials are ordered, but that the correct accommodations/supports are turned on/recorded in eDirect. The sheet is intended only for organizational purposes; it should not replace or usurp team-level decisions or documented needs in a student’s IEP or Section 504 Plan. The tracking sheet is available on the M-STEP web page (www.michigan.gov/mstep).

Ordering Accommodated Materials

- Some supports and accommodations may require a student take the test online. Some supports and/or accommodations that an individual student needs to test online must be identified and enabled in eDIRECT.

- Conversely, other supports and accommodations for students require them to take paper/pencil versions of the tests. **NOTE:** These tests must be specifically requested when ordering materials in the OEAA Secure Site (www.michigan.gov/oeaa-secure).

If a student requires a Reader Script, an audio CD, or a video DVD, a special accommodations kit must be ordered for that student. **These kits only contain one paper/pencil test booklet.** Therefore, when more than one student will use the same Reader Script, CD, or DVD (e.g., when students will be testing in small groups), additional paper/pencil test booklets must be ordered (the order screen will request the number of students expected to test with each kit, so be sure to enter the correct number).
Embedded and Non-embedded Supports and Accommodations

The Spring 2019 M-STEP online assessments offer two kinds of supports and accommodations—embedded and non-embedded.

Embedded supports and accommodations are those that are integrated into the online testing system. These designated supports and accommodations need to be turned on, or enabled, by the Building M-STEP Coordinator in eDIRECT BEFORE a student’s test ticket is generated.

Non-embedded accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student. Keep in mind that any option identified as an Accommodation must only be made available to students with IEPs/504 plans and should only be made available to those students if they have a need for the accommodation outlined in their IEP/504.

The Student Supports and Accommodations Tables which are included in the Supports and Accommodations Guidance Document can help educators determine which designated supports and accommodations need to be enabled and identified for use in eDIRECT. The table is located on the M-STEP web page (www.michigan.gov/mstep).

Turning On Supports and Accommodations

For detailed information related to turning on embedded accommodations, refer to the mini-module called How to Assign and Mass-assign Student Supports and Accommodations, which can be found in eDIRECT (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Mini-Modules.

Verifying Test Tickets

Test Administrators can verify a student’s online designated supports and accommodations by reviewing the student’s test ticket(s).

<table>
<thead>
<tr>
<th>M-STEP Spring 2019</th>
<th>Test Ticket G3 ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part 1</td>
</tr>
<tr>
<td>Student Name: DelaCruz, Juan J</td>
<td></td>
</tr>
<tr>
<td>Date of Birth: 3/3/2010</td>
<td></td>
</tr>
<tr>
<td>Username: JDELACRUZ1</td>
<td></td>
</tr>
<tr>
<td>Password: ZM5XQYZ8</td>
<td></td>
</tr>
</tbody>
</table>

(Note: Username and password are not case sensitive)

Accommodation: MSK
Test Session: Sample Session

The table shows how online supports and accommodations are abbreviated on the test tickets.

<table>
<thead>
<tr>
<th>Online Supports/ Accommodations</th>
<th>Test Ticket Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abacus</td>
<td>A</td>
</tr>
<tr>
<td>Auditory Amplification</td>
<td>AA</td>
</tr>
<tr>
<td>Alt communication devices</td>
<td>ACD</td>
</tr>
<tr>
<td>Administered Individually/Small Group</td>
<td>AISG</td>
</tr>
<tr>
<td>Sign Language ASL Video</td>
<td>ASL</td>
</tr>
<tr>
<td>Administrator Sign Test Content in ASL</td>
<td>ASTC</td>
</tr>
<tr>
<td>Administrator Sign Test Directions in ASL</td>
<td>ASTD</td>
</tr>
<tr>
<td>Bilingual word-to-word dictionary</td>
<td>BWWD</td>
</tr>
<tr>
<td>Color Choices</td>
<td>CC</td>
</tr>
<tr>
<td>Closed Captioning</td>
<td>CCAPTION</td>
</tr>
<tr>
<td>Contrasting Color</td>
<td>CTC</td>
</tr>
<tr>
<td>Masking</td>
<td>MSK</td>
</tr>
<tr>
<td>Noise Buffers</td>
<td>NB</td>
</tr>
<tr>
<td>Non-embedded Calculator</td>
<td>NEC</td>
</tr>
</tbody>
</table>
Supports and Accommodations

<table>
<thead>
<tr>
<th>Online Supports/Accommodations</th>
<th>Test Ticket Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>OEAA Multiplication Table</td>
<td>OMT</td>
</tr>
<tr>
<td>Oral Translated Test Directions</td>
<td>OTTD</td>
</tr>
<tr>
<td>Read Aloud (Human Reader)</td>
<td>RAHR</td>
</tr>
<tr>
<td>Scribe (Non-Writing Items)</td>
<td>SNWI</td>
</tr>
<tr>
<td>Spanish Translation (Stacked)</td>
<td>ST</td>
</tr>
<tr>
<td>Scribe (Writing Items)</td>
<td>SWI</td>
</tr>
<tr>
<td>Text-To-Speech (Items Only)</td>
<td>TTS</td>
</tr>
<tr>
<td>Text-to-Speech (Items &amp; Passages)</td>
<td>TTSPASSAGE</td>
</tr>
<tr>
<td>Visual Aids</td>
<td>VA</td>
</tr>
</tbody>
</table>

Keep in mind that not all available universal tools, designated supports, and accommodations are tracked in eDirect.

Nonstandard Accommodations

Any student who receives a nonstandard accommodation will not count as being assessed. If a non-eligible student receives an accommodation during testing, coordinators are required to file an Incident Report. Contact the OEAA Call Center (at 1-877-560-8378) for assistance, if needed.

The following are two examples of why some accommodations are considered nonstandard.

- The M-STEP grade 3–5 ELA tests are intended to measure how well a student can read through decoding. Therefore, if the reading passages are read aloud to a student, it becomes a listening test and not a reading test. In this way, the construct of the test (or what it is designed to measure) is changed.
- Using a calculator on any portion of the M-STEP mathematics tests where calculators are not permitted is considered a nonstandard accommodation because the items are intended to measure a student’s ability to make the calculations himself/herself (for example, adding or subtracting two numbers). If a calculator is used on these items, it changes the construct of what is being measured.

Where to Find More Information on Supports and Accommodations

Essential supports and accommodations information can be found on the M-STEP web page (www.michigan.gov/mstep), including:

- Supports and Accommodations Guidance Document which includes the Student Supports and Accommodations Table, as well as guidance related to qualifications for translators; scribing protocols; English, Arabic, and Spanish read-aloud guidelines; and text-to-speech/read-aloud guidance
- Online videos with additional information will be made available in the winter of 2019 and will be available under the Professional Development section

Filling Out Supports and Accommodations Information on Answer Documents

Test Administrators working with paper/pencil testers to complete the demographic portion of their answer documents, will need to make sure that information related to supports and accommodations is correctly recorded on the answer documents.
ELA STANDARD SUPPORTS AND ACCOMMODATIONS

- Directions Read in Native Language
- Braille (Form 88)
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- Other

MATHEMATICS STANDARD SUPPORTS AND ACCOMMODATIONS

- Directions Read in Native Language
- Oral Translation in Native Language
- Braille (Form 88)
- Spanish Booklet
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- Abacus
- L1 Glossary
- Other

SCIENCE AND SOCIAL STUDIES STANDARD SUPPORTS AND ACCOMMODATIONS

- English DVD
- Spanish DVD
- Arabic DVD
- Reader Script
- Oral Translation in Native Language
- Braille (Form 88)
- Enlarged Print
- Audio CD
- Multiple-Day Testing
- Other

Using Audio CD Versions of the Tests

(Use Form 1 test booklet only)

- Audio CDs are ONLY available for the M-STEP science and social studies assessments.
- The audio CD versions of the M-STEP tests are created from a Form 1 test booklet.
- Students using an audio CD must have a printed copy of a Form 1 test booklet to use during testing. Be sure to grid “Form 1” on the students’ answer documents as noted in the test directions.
- This version of the test (designated support) will be shipped with one Form 1 test booklet. Be sure to order additional accommodated forms (Form 1) if using an audio CD with multiple students; this done by accurately indicating the number of students to be tested with the CD on the materials order page in the OEAA Secure Site (www.michigan.gov/oeaa-secure).
• The District/Building M-STEP Coordinator may order additional audio CDs.

The following instructions should be followed when administering audio CD versions of the tests.

• Audio CDs are intended to be used by one student or by small groups of no more than five students.

• Individual students may use their audio CD in a small group setting only when the computer or CD player has headphones and the student has personal control over the equipment.

• Students should be able to use the equipment independently since this designated support should be used routinely in the classroom. Students may be assisted in playing the audio CD but may not be given any help with answering test items. Students who use audio CDs (based on individual need) must use a standard Spring 2019 Answer Document. Students may be assisted in playing the audio CD but may not be given any help with answering test items. Students who use audio CDs (based on individual need) must use a standard Spring 2019 Answer Document.

– grid their own answer documents
– mark their answers in their test booklets and have a Test Administrator, proctor, or test accommodations provider transcribe them onto their answer documents
– dictate responses to a scribe or into a tape recorder and have a Test Administrator, proctor, or test accommodations provider grid the answer documents (refer to the Scribing Protocol found in the Supports and Accommodations Guidance Document located on the M-STEP web page under the Student Supports and Accommodations section)
– braille their responses and have a Test Administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents

For students using an audio CD as a designated support, it is important that the “Audio CD” circle is filled in on the students’ answer document(s).

• Make sure a barcode label is placed on the front of each student’s answer document where indicated.

Using Video DVD Versions of the Tests
(Use Form 1 test booklet only.)

Video DVDs are available only for the M-STEP science and social studies tests, and provide an enhancement to the audio CD versions. Students are able to use the video display as an additional cue when determining where they should be in a test booklet while they are taking a test.

• DVDs are designed to be used with a television and a DVD player. This equipment will produce the highest quality results.

• Students using a DVD must have a printed copy of a Form 1 test booklet to use during testing. Be sure to indicate “Form 1” on each student’s answer document as noted in the test directions.

• This version of the test will be shipped with one Form 1 test booklet. Be sure to order additional accommodated forms (Form 1) if using a DVD with multiple students; this is done by accurately indicating the number of students to be tested with the DVD on the materials order page in the Secure Site (www.michigan.gov/oeaa-secure).

• The District/Building M-STEP Coordinator may order additional video DVDs.

• Video DVDs for science and social studies are available in Spanish, Arabic, and English. (They are not available at all for ELA and mathematics.)

The following instructions should be followed when administering video DVD versions of the tests.

• Tests are to be administered to students either individually or in small groups (up to five students) in a setting where the video will not disturb other students.
• The Test Administrator will need to make sure the appropriate video language circle is filled in on each student’s answer document.

• Students who use videos (based on individual need) must use a standard Spring 2019 Answer document. Responses can be recorded in a number of ways. Students may:
  – grid their own answer documents
  – mark answers in their test booklets and have a Test Administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents
  – dictate responses to a scribe or into a tape recorder and have a Test Administrator, proctor, or test accommodations provider grid the answer documents (refer to the Scribing Protocol found in the Supports and Accommodations Guidance Document located on the M-STEP web page under the Student Supports and Accommodations section)

• Each test question is marked on the DVD. This helps students return to the appropriate place, if needed, during test administration.

• For students using DVDs as a designated support, mark the appropriate DVD bubble on their answer document.

• Make sure a barcode label is placed on the front of each student’s answer document where indicated.

Reading Directions and Track/Chapter Numbers—Audio CDs and Video DVDs

Audio CDs and video DVDs are formatted so that the track number in Part 1 of each test corresponds to the test questions for each test part. Test Administrators and accommodations providers should be aware of the following information.

• Directions on the CDs and DVDs are attached to a test question. For example, the initial directions for social studies, Part 1 will be part of Track or Chapter 1. This means a student who returns to test question 1 will hear the directions again. This is a drawback, but it is the only way tracks/chapters can be aligned with the actual test question numbers.

• Test Administrators or accommodation providers must read the directions aloud to the student(s) exactly as written, so students may ask questions before beginning the test. Students will hear the directions a second time on the CD or DVD because the directions are attached to test question tracks.

• Tracks/chapters for Part 2 (if applicable) of the DVDs may begin with Track or Chapter 1 again. This may not correspond to the test question numbers. Students may need to search for the test question numbers by paging back and forth rather than using the menu function offered in the software.

• There are two CDs for science grade 11. The first three clusters (stimuli and items) are on CD1 and the last three clusters are on CD2.

Using Reader Scripts

The use of Reader Scripts (scripted versions of the M-STEP test) standardizes the way in which tests are read aloud to students. Reader Scripts are ONLY offered for M-STEP science and social studies and they are considered a designated support. (See the Read-Aloud Guidelines on page 27 for information on readers for ELA and mathematics.)

Reader Scripts may be administered one-on-one or in small groups of up to five students. Students will use a Form 1 test booklet while the test administrator reads aloud from the Reader Script. (NOTE: For social studies only, a Form 2 Reader Script and Test Booklet are required for emergency testing.) The ordering process for Reader Scripts is similar to the process used for ordering video DVDs.
For students using a Reader Script as an accommodation, it is important that the “Reader Script” circle is filled in on their answer document. Also make sure a barcode label is placed on the front of each student’s answer document where indicated.

- If students use an enlarged print version of the test, it is important that the “Enlarged Print” circle is filled in on their answer document.
- Make sure a barcode label is placed on the front of the transcribed answer document where indicated.

**Using Oral Translations for Native Language**
(Use Form 1 test booklet only)
For science and social studies, translations for native languages must use the Reader Script. If administering a social studies Form 2 (emergency) test, the Form 2 Reader Script must be used.

**Using Enlarged Print Versions of the Test**
(Use Form 1 test booklet only)
- Use of the enlarged print version of the assessment is a standard accommodation for (1) students with disabilities who need that accommodation as defined in their IEP, or (2) general education students with Section 504 Plans.
- *Form 1* is used as the basis for the enlarged print version of the test.
- Students who use an enlarged print version of the test must record their answers in their test booklet and have them transferred by a Test Administrator, proctor, or accommodations provider onto a regular answer document. Spelling, punctuation, indentation, etc., must be transcribed exactly as it appears in the student’s original response.
- Once student responses have been transcribed onto a regular answer document, the student’s test booklet can be returned in a secure, non-scorable box.

**Using Braille Versions of the Test**
Using braille versions of the assessment is a standard accommodation for (1) students with disabilities who need this accommodation as defined in their IEP, or (2) general education students with Section 504 Plans.
- The use of a Braillewriter is permissible. If a student uses a Braillewriter as an assessment accommodation, a Test Administrator, proctor, or accommodations provider must transcribe the student’s responses onto a regular answer document that is returned along with other secure, scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it appears in the student’s original response.
- Each braille version of a subject-area M-STEP test will be a unique test form (Form 88).
- Each grade-level/subject-area braille accommodated kit will include a companion Assessment Administrator Booklet for Braille. This booklet is provided so Test Administrators/accommodations providers can see how the original test items were modified for the student. It also allows them to follow along with the student, even if they do not read braille.
- A Print-to-Braille Correspondence document is available on the *M-STEP web page* (www.michigan.gov/mstep).
• If students use a braille version of the test or a Braillewriter, it is important that “Form 88” is bubbled on their answer document.

• The answer document to be used for braille is included in the braille kit.

• Make sure a barcode label is affixed to the front of the student’s transcribed answer document where indicated.

Directions for Other Common Supports and Accommodations

SCRIBES AND TAPE RECORDERS
(Use the test booklet form assigned to the student)

Dictating responses to a scribe or into a tape recorder is a standard support or accommodation for students who need this support or accommodation as defined in their IEP or Section 504 Plan, or for students who have rapid onset of a medical disability.

• Scribes should review the Scribing Protocol found in the Supports and Accommodations Guidance Document to make sure they are doing their job correctly. The guidance document can be found on the M-STEP web page (www.michigan.gov/mstep).

• If a student uses a tape recorder or scribe as a designated support or assessment accommodation, a Test Administrator, proctor, or accommodations provider must transcribe the student’s response onto a regular answer document that is returned along with other scorable materials.

• For students using a tape recorder as a designated support or accommodation, it is important to grid the “Other” circle on each student’s answer document and indicate the administered accommodation.

• For students using a scribe as a designated support or accommodation, grid the “Scribe” circle on each student’s answer documents and indicate the administered support.

• Make sure a barcode label is affixed to the front of the answer document where indicated.

WORD PROCESSORS
(Use the test booklet form assigned to the student)

The use of word processors for constructed-response items is a standard accommodation for students who need this support or accommodation as defined in their IEP or Section 504 Plan, or for students who have rapid onset of a medical disability.

Because the ELA tests assess the student’s use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored to ensure that spell check, dictionary, thesaurus, and grammatical software is not activated. Auto-correct may not be used, either.

• Fill in the “Other” circle on the student’s answer document and indicate that the student used a word processor as an accommodation.

• If the spell check, dictionary, thesaurus, and grammatical software was not deactivated, the “Nonstandard Accommodations” circle must be gridded.

• If a student uses a word processor or another accommodation to record multiple-choice answers, these must be transferred onto a regular answer document by the student, Test Administrator, proctor, or accommodations provider. Word-processed constructed-response answers do not need to be transcribed onto the student’s answer document.
Each word-processed page must be printed and identified with the following student information:
- student barcode label from the OEAA Secure Site (www.michigan.gov/oeaa-secure)
- subject area and item number
- current test year (for example, Spring 2019)

OR
- student name, UIC, and birth date
- school code and district code
- current test year, grade, subject area, and item number

Word-processed page(s) must be inserted into the student’s answer document with all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer document.

Word-processed pages returned without a completed student answer document cannot be scored.

Make sure a barcode label is placed on the front of the answer document where indicated.

All answer documents containing word-processed pages must be shipped in the orange Special Handling Envelope.

ADDITONAL OR ADAPTED PAPER AS AN ACCOMMODATION (Use the test booklet form assigned to the student)

- The use of additional paper is permitted for students who need this accommodation due to their large handwriting. The need must be documented in the student’s IEP or Section 504 Plan.
- When additional paper is used, the student should only be allowed to write the equivalent of what could be written (with average-sized handwriting) in the original space provided in the test booklet.

Each additional piece of paper must be identified with the following information:
- student barcode label from the OEAA Secure Site (www.michigan.gov/oeaa-secure)
- subject area and item number
- current test year (for example, Spring 2019)

OR
- student name, UIC, and birth date
- school code and district code
- current test year, grade, subject area, and item number

It is important to grid the “Other” circle on the student’s answer document and to indicate the administered accommodation.

The additional paper must be inserted into the student’s answer document with all required student identification information completed. Do not staple or otherwise attach additional paper to the answer document.

Additional paper that is returned without a completed student answer document cannot be scored.

All answer documents containing additional paper must be shipped in the orange Special Handling Envelope.

EXTENDED TIME/MULTIPLE DAY

- All M-STEP tests are untimed and student-paced.
- If an online tester requires more than one day to complete any single section of an online test, the test may be paused and exited at any point. The student will be able to log back into his/her 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.
- Students taking a paper/pencil test with a multiple-day designated support will use the form of the test assigned to their school.
• As with any support, educators must provide ONLY those supports the student needs. Significant research indicates that providing students with unnecessary or unneeded tools or supports may negatively impact their test scores.

• Students who qualify for testing beyond the initial test dates will have until the last day of the grade-specific testing window to finish testing.

• Students may not begin a subject-area test before the first date the subject-area test is scheduled for all students.

• If extended time is used for a paper/pencil test, it is important to grid the “Multiple-Day Testing” circle on the student answer document(s).

Closed Captioning for ELA Listening

Closed captioning is only available for the listening items on the ELA online assessments. It will not be available for any other ELA items or for the mathematics, science, or social studies tests.

Read-Aloud Guidelines for ELA and Mathematics

The use of human readers is allowed across all grades as a designated support for M-STEP mathematics and non-passage parts of the ELA assessments. Human readers are also allowable for ELA reading passages as a documented accommodation in grades 6–7 (but not for grades 3–5). This accommodation is appropriate for only a very small number of students. For information on documentation requirements and decision-making criteria related to using human readers, refer to the Supports and Accommodations Guidance Document found on the M-STEP web page (www.michigan.gov/mstep). The protocol outlines the required procedures a scribe must follow. Scribes are allowed as a documented accommodation for ELA writing, and as a designated support for science, social studies, mathematics, and ELA non-writing items.

Scribing Protocol

The Scribing Protocol can be found in the Supports and Accommodations Guidance Document located on the M-STEP web page (www.michigan.gov/mstep). The protocol outlines the required procedures a scribe must follow. A scribe is an adult who writes down exactly 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 and can respond to test content. Scribes may also be necessary for testing students with “sudden or rapid onset” conditions, such as broken arms or wrists. Save any documentation, such as doctor’s notes, when using a scribe for “sudden or rapid onset” conditions.
Word-to-Word Bilingual Dictionaries

The M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance provides a recommended list of non-electronic word-to-word bilingual dictionaries and glossaries that can be used during M-STEP and MI-Access testing only. It is available on request through an e-mail to mde-oeaa@michigan.gov. This list is different than a similar list used for the SAT suite of assessments, and cannot be used for the SAT suite of assessments.

L1 (First Language) Glossaries

L1 Glossaries are ONLY available for the M-STEP mathematics assessment. Glossaries are available in a number of different languages for use on the paper/pencil mathematics tests. All L1 glossaries can be downloaded from the Initial Materials Order window in the Secure Site. The following languages are available:

- Arabic (can also be ordered during Initial Materials Orders in the OEAA Secure Site)
- Cantonese
- Eastern Punjabi
- Ilokano
- Korean
- Mandarin
- Russian
- Spanish (can also be ordered during Initial Materials Orders in the OEAA Secure Site)
- Tagalog
- Ukrainian
- Vietnamese
- Western Punjabi

Stacked Spanish

Stacked Spanish is ONLY available for the M-STEP mathematics assessment. “Stacked Spanish” refers to the presentation of one part of the item in Spanish followed by the same part in English. A stacked Spanish test is available for use on the mathematics online and paper/pencil tests for students who are fluent in Spanish but may need a parallel English version to fully demonstrate what they know and are able to do. Spanish-speaking students are presented with both Spanish and English as they work through the test. It is possible that a Spanish-speaking student may not be able to read Spanish; in that case, the stacked Spanish could be used as a Spanish Reader Script by a qualified translator who follows the Spanish Read-Aloud Guidelines found on the M-STEP web page (www.michigan.gov/mstep).

The Spanish mathematics tests for online test takers should be selected in eDIRECT. For paper/pencil testing, the Spanish mathematics test booklet should be ordered as a material from the OEAA Secure Site and marked as a support on the student’s mathematics answer document.

M-STEP Multiplication Table

The M-STEP Multiplication table is ONLY available for the M-STEP mathematics assessment. For students in grades four and above who have a need (such as a persistent calculation disability [e.g., dyscalculia]) that is documented in their Individualized Education Program (IEP) or Section 504 Plan, the OEAA has developed the M-STEP Multiplication Table. It can be used for both the online and paper/pencil mathematics tests. The table can be accessed upon request by sending an e-mail to mde-oeaa@michigan.gov.
Returning Accommodated Materials and Answer Documents

- Audio CDs, video DVDs, enlarged print, and braille versions of the test, as well as Reader Scripts, are secure materials that must be returned at the end of each test window. No copies of these materials may be made, downloaded, or retained. Make sure that all secure materials are included in return shipments.

- If a paper/pencil tester has word processed or additional pages, those pages must be inserted in the student’s answer document and returned in the orange Special Handling Envelope in order to be scored. All other answer documents may be returned together in the secure, scorable materials boxes. See the Materials Handling and Return section of this manual for more detailed information.

Other Reminders for Test Administrators and Accommodations Providers

- The Student Supports and Accommodations Tables are the educator’s guide to understanding supports and accommodations offered on the state assessments. The table can be found in the Supports and Accommodations Guidance Document, which is located on the M-STEP web page (www.michigan.gov/mstep) under the Student Supports and Accommodations section.

- All M-STEP test supports and accommodations must be clearly defined by subject area in the testing section of each student’s IEP, Section 504 Plan, or EL instructional record.

- New students with IEPs, Section 504 Plans, and EL services who move from one Michigan school to another must be identified quickly so supports and accommodations from the previous school can be implemented.

- Plan ahead. The OEAA recommends that schools/districts maintain a spreadsheet of students, with each student’s needed supports and accommodations by subject area. A template can be found on the M-STEP web page (www.michigan.gov/mstep).

- Ensure that each student is taking the correct test (M-STEP or MI-Access) for each subject area. Students who mistakenly take the wrong test(s) may have to take an emergency test to gain a valid score. An Incident Report must be filed.

- An M-STEP test administered with an incorrect accommodation based upon the IEP is considered invalid. The student must take a new (emergency) test to gain a valid score. An Incident Report must be filed.

- Students may refuse to use a support or accommodation. If this happens, try to resolve the situation with the students’ parents/guardians immediately. Document any change approved by parents/guardians.

PAPER/PENCIL ONLY:

- Audio CDs, video DVDs, Reader Scripts, and Read-Aloud Guidelines must be used when test content is to be read aloud as a designated support or accommodation.

- Paper/pencil testers must take the entire test in the same form of the test. Do not split form numbers within tests or parts of tests. Be sure to administer all parts of the tests.
• When students with supports and accommodations use audio CDs, video DVDs, and Reader Scripts in small groups of up to five students, extra Form 1 test booklets may be needed. When ordering, be sure to specify the number of students using each accommodation kit.

• Some supports and accommodations, such as using a scribe, do not require Form 1 test booklets. Use the form assigned to the student.

• Do not begin a subject-area test before the initial test date. Students who are absent on the initial test day may begin testing on the makeup date for the missed subject area.

• Audio CDs, Reader Scripts, or DVDs may not be used with braille kits.

• Standard answer documents are used with the enlarged print and braille versions of the M-STEP tests.

• Braille and enlarged print kits are ordered by student on the Materials Order page.
Students to be Tested

Public schools are required to test all of their students; testing for students who are home schooled or who attend nonpublic schools is optional.

Results from state-mandated assessments are a key component of Michigan’s accountability system and are used to help the state fulfill federal requirements for educational accountability.

Following is a detailed description of testing requirements for students in various populations, locations, and unique circumstances.

Student Populations

The MDE has two online resources aimed at helping school/district personnel, parents, and the public understand the state guidelines for selecting the proper state assessment for a student, which is available on the MI-Access web page (www.michigan.gov/mi-access).

- **Assessment Selection Guidelines Training**
  Web-based presentation focused on helping IEP teams understand how to make decisions for between general and alternate assessments

- **Assessment Selection Interactive Decision-Making Tool for IEP Teams**
  A question-based navigational tool to help IEP teams to decide the most appropriate level of assessment for students

**STUDENTS WITH IEPS AND SECTION 504 PLANS**

Special education students (also referred to as students with disabilities [SWDs]) must participate in the state’s general education or alternate assessments, with or without accommodations as specified by subject area in their Individualized Education Program (IEP). Students with a Section 504 Plan must have accommodations identified in their Section 504 Plan. There may also be students who require designated supports during testing.

Students with disabilities publicly placed in private schools as a means of receiving special education and related services are required to be included in the statewide assessment system. **NOTE:** Grade 11 students who are repeating 11th grade and have already taken the test are not expected to re-test.

The Supports and Accommodations section of this manual includes more detailed information.

To learn more about the universal tools, designated supports, and accommodations allowed for these populations during M-STEP testing, also refer to the Supports and Accommodations Guidance Document, which is located on the M-STEP web page (www.michigan.gov/mstep).

**ENGLISH LEARNERS (ELS)**

ALL English Learners (ELs), including ELs with disabilities, must participate in state assessment programs. ELs who are in their first year in a U.S. school (defined as the first twelve months of enrollment) may not be required to participate in the M-STEP ELA assessment if they have taken the WIDA ACCESS Placement Test (W-APT), WIDA Screener, or WIDA ACCESS for ELs and have been identified in the Michigan Student Data System (MSDS) as needing EL services. This flexibility is only allowed one time per student. In order to take advantage of the one-time exemption, a Not Tested issue with the reason of the one-time exemption must be submitted and approved. This is done in the OEAA Secure Site Answer Documents Received and Not Tested Students page, in June.

**Student Grade Considerations**

**STUDENTS WHO REPEAT A GRADE LEVEL OR ARE IN ADVANCED CLASSES**

Students must take the M-STEP test for the grade level in which they are enrolled. If a student takes a test that is in a grade different from the one identified for him/her in the Michigan Student Data System (MSDS), the student will be considered "Out of Level" and "Not Tested" for accountability purposes.
Grade 12 students who were not included in 11th-grade accountability (i.e., they skipped 11th grade) are required to take the complete Michigan Merit Examination (MME), which includes M-STEP science and social studies.

For additional information on MME eligibility, see the Who Must/Can Take the MME? document on the MME web page (www.michigan.gov/mme).

Students in Different Locations

HOMESCHOoled STUDENTS

Homeschooled students are eligible for testing, but they are not required to test. If they opt to participate in testing, they must contact their local public school and arrange for their participation. All homeschooled students who test must have a state-assigned unique identification code (UIC); additionally, if the school claims a partial FTE for homeschooled students, the correct residency code (07 or 15) for these students must be entered in the MSDS to keep the student out of the school’s accountability calculations.

If the district is not claiming a partial FTE for a homeschooled student, then the student must be identified as homeschooled (HS) on his/her record on the student’s demographic screen in the OEAA Secure Site.

When homeschooled students take the test, their test results will not be included in school and district test results if the student is appropriately reported in MSDS and/or identified in the OEAA Secure Site as homeschooled.

Students are expected to follow the school-established test schedule (the school is not required to provide makeup testing).

When returning test results to homeschooled students, schools may request a stamped, self-addressed envelope from the parent.

STUDENTS ENROLLED IN PRIVATE/ NON-PUBLIC SCHOOLS

Private/non-public students are eligible for testing, but they are not required to test. If they opt to participate in testing, they may only take M-STEP tests at their own school, unless the students also take courses at a public school. In that case, students may take the M-STEP tests in the public school, but they MUST have the correct non-public residency code of 04 or 08 entered in the residency field in the MSDS, or they will be included on the school’s “Expected to Test” list and accountability calculations.

VIRTUAL SCHOOLS

Students in online or virtual schools must be tested by those schools at a remote site. Virtual school personnel should plan to work closely with the OEAA to ensure that testing at remote sites is managed in a secure fashion. Students may NOT be tested online in their homes or in any unproctored session. Test sessions must be proctored and may NOT have family or virtual proctors. An Off-site Test Administration Request must be submitted and approved. The request form can be found on the M-STEP web page (www.michigan.gov/mstep).

Shared Educational Entities (SEEs)/ Specialized Shared Educational Entities (S2E2s)

All information for students enrolled in SEEs or S2E2s will be based on MSDS enrollment information. All students are expected to test where they are enrolled. SEE schools and the schools that operate S2E2 classroom programs are responsible for handling all assessment and related verification processes in the OEAA Secure Site. These processes occur during various date windows and should be completed on behalf of the resident districts that the SEE/S2E2 serves. Only SEE schools and the schools that operate S2E2 classroom programs will be able to view and manage the SEE/S2E2 students in the OEAA Secure Site to ensure enrollment and
demographics are correct. SEE schools and the schools that operate S2E2 classroom programs are the only entities that can view and submit issues for missing answer documents or not-tested students. Student scores will not be sent back for school accountability attribution purposes; however, testing arrangements and expectations are still based on enrollment information submitted in the MSDS. A student’s Primary Educational Providing Entity (PEPE) school is the school responsible for testing that student.

SEAT TIME WAIVERS
Students receiving seat time waivers must be tested on the same dates, using the same guidelines as all other students. Students with seat time waivers should be tested by their PEPE school.

HOMEBOUND AND HOSPITALIZED STUDENTS
Students who are homebound or hospitalized during the testing window are required to test. An Off-site Test Administration Request must be submitted and approved. The request form can be found on the M-STEP web page (www.michigan.gov/mstep).

Students in Unique Circumstances

SUSPENDED STUDENTS
Schools must test suspended students. Testing may occur in a separate location, such as an administration building; students taking the online test may be given a unique time within the established window. If students are tested off campus, an off-site test request should be filed.

EXPELLED STUDENTS
Schools are not expected to test expelled students unless the expulsion specifies “With Services”; however, MSDS enrollment information must reflect the expulsion status. Students who are expelled “With Services” are still expected to be tested by their PEPE school. Students who are expelled “Without Services” are not expected to be tested by their PEPE school and instead must have a district exit record submitted for them in the MSDS, using an appropriate “as of” date prior to the Student Record Maintenance (SRM) deadline for assessment and accountability purposes.

STUDENTS IN DETENTION OR JUVENILE FACILITIES
A student’s enrollment information in the MSDS determines who is responsible for administering the M-STEP. The school the student is enrolled with by the end of testing (May 24, 2019) will be the school held accountable for testing the student.

Accountability Considerations

STUDENTS WHO MOVE INTO A SCHOOL DURING TESTING
All students moving into a receiving school during the testing window must complete M-STEP tests for the grade level in which they are enrolled. This includes students who move into the school district from outside the state or country. Students moving from one Michigan school to another Michigan school may have completed one or more of the M-STEP tests in their previous school.

To determine if they have, use the following steps. (Do not rely on the student to confirm which tests he/she may or may not have taken.)

Directions for the receiving school:
• Contact the new student’s former school principal and confirm which, if any, M-STEP tests the student completed prior to arriving in the receiving school. Students moving from within the state do not need to retake subject-area tests if the sending school confirms that all parts of the test have been completed. Maintain documentation.
Student Pre-ID and Test Eligibility

- Verify whether the new student has an IEP, Section 504 Plan, or EL instruction documentation that specifies an alternate state assessment or any required supports and/or accommodations.
- Pre-identify the student for M-STEP in the OEAA Secure Site.
- If a new student has not started a previously scheduled M-STEP test, then administer the missed test(s) on a regularly scheduled makeup day for either paper/pencil or online tests.
- For all paper/pencil or online M-STEP tests scheduled on the day of or after the new student’s arrival, administer tests according to the M-STEP schedule using the school-assigned test forms. This applies to any new student, including out-of-state students, previously homeschooled students, or transferring nonpublic school students.
- If the new student has started, but not completed, all parts of a previously scheduled M-STEP test, paper/pencil schools must administer one entire test using the school-assigned form. Online schools must assign and administer all sessions of the test.
- Be sure to generate, print, and affix barcode labels for the new student; attach one to each of his/her subject-area answer documents (paper/pencil).
- Ensure that the student’s MSDS information and entry date into the school are correct.
- For accountability purposes, it is critical that the “Accountable Students and Test Verification” processes on the OEAA Secure Site are carefully reviewed for these students. Make sure MSDS reflects accurate enrollment and exit dates.

STUDENTS WHO MOVE OUT OF A SCHOOL DURING TESTING

Students who move out of a sending school during the test window create record-keeping challenges. The following steps should help school administrators ensure that such students do not adversely affect the school’s test results and accountability.

Directions for the sending school:
- Do not send any test materials with the student to the new school. The sending school remains responsible for these materials.
- If the student has completed one or more paper/pencil M-STEP tests, return his/her answer document(s) with the rest of the school’s scorable materials to the scoring vendor.
- If the student has started, but not completed, all parts of one or more subject-area M-STEP online tests, an Incident Report should be filed to request a Do Not Score for the test.
- If the student has started, but not completed, one or more subject-area M-STEP paper/pencil tests, write “Do Not Score” prominently across the front page of his/her answer document(s) along with the reason, and return the answer document(s) in the orange Special Handling Envelope provided by the M-STEP contractor.
- Be prepared to accept a call from the student’s new school and to provide information on which state assessments he/she has not yet taken, the status of test completion, any documented accommodations in the student’s IEP, Section 504 Plan, or EL instruction documentation.
- Ensure that the student is exited from the school on the correct date in the MSDS.
For accountability purposes, it is critical that the “Accountable Students and Test Verification” processes on the OEAA Secure Site are carefully reviewed for these students. Ensure the MSDS reflects accurate enrollment and exit dates. Simply unassigning students from the M-STEP in the Secure Sites does not remove them from accountability calculations.

Unique Identification Codes

Each student in Michigan is assigned a unique identification code (UIC) when he or she enrolls in a public school. Homeschooled, private, and non-public students are also required to have a UIC in order to take state assessments. UICs are used to identify students and report their test results; therefore, it is vital that the codes are correctly applied.

Test Administration Windows

Each online Test Administration window is four weeks long. One week of overlap between the two testing windows allows the total testing time to remain at seven weeks. See the Spring 2019 testing schedule on page 7 of this manual for online test administration dates.

For paper/pencil testers, the test window is three weeks, with specified days for testing in each content area. See the Paper/Pencil Test Dates calendars on pages 8-9 of this manual.

These windows help reduce the overall footprint of testing in schools, while providing schools with flexibility to successfully administer the tests. In addition, these test administration windows fall outside the spring break holiday for most schools and ensure all testing is completed before Memorial Day.

💻 Computer Adaptive Testing for ELA and Mathematics

The ELA and mathematics M-STEP tests in grades 3-7 will continue to use computer adaptive testing (CAT). This means that item presentation will vary depending on a student’s responses. For example, if a student answers Question 1 correctly, he or she will be presented with a more challenging second question than a student who answers Question 1 incorrectly. In this way, the computer adjusts, or adapts, itself to each student. This is not the case for science and social studies; these will be tested using fixed forms (i.e., items will be presented in the same order, regardless of student responses).

Those students who take CATs may notice that when they get to the end of the test, they will receive a congratulatory message and will have to click on an “Exit” button. There is no “End Test” button on the CAT as there is for fixed-form online tests.

INSIGHT Availability

INSIGHT—DRC’s Online Learning System, which provides a secure online testing environment—will only be available from 7:00 AM to 4:00 PM unless an Alternate INSIGHT Availability Request is submitted and approved by the date listed on the Important Dates document in Appendix E. The Alternate INSIGHT Availability Request form is available on the M-STEP web page (www.michigan.gov/mstep).

Absences and Makeup Testing

All makeup testing must be completed during the designated test window (based on grade). Being absent during a regular testing session is not a reason for students not to test at all.
For online students who never started a test, there is no need to create a new test session for makeups. Students can remain in the same test session to which they were originally assigned. (For paper/pencil makeup test dates, see the Testing Schedule section on pages 8-9 of this manual.)

### Incident Reporting

Incident reports must be completed by District M-STEP Coordinators. Examples of when Incident Reports must be completed include:

- requesting a new test (online or paper/ pencil)
- reporting a student who is resuming testing (paper/pencil only)
- reporting test irregularities and misadministrations
- marking a test “Do Not Score”
- marking a test “Prohibited Behavior”
- marking a test “Nonstandard Accommodation”

For more detailed information on situations requiring incident reports, see the Incident Reporting Guide in Appendix C of this manual.

### Testing Irregularities

Any irregularities that occur outside the scope of Appendix C must be reported to the OEAA Call Center as quickly as possible (1-877-560-8378). The OEAA will work with the school to avoid marking tests “Do Not Score.” It is possible that an emergency test(s) will be required. If it becomes necessary to use an emergency test, there will be no charge for testing irregularities when self-reported by the district. However, a $50 fee will be charged per scored subject-area test if the irregularity is not self-reported.

Examples of test irregularities include, but are not limited to:

- not removing or covering posters, maps, and other instructional aids in the testing room(s)
- not allowing a student to complete a test (M-STEP tests are untimed, so time should not be a factor if scheduled properly)
- security breaches with test materials or answer documents
- allowing students to be unsupervised during testing
OEAA Assessment Security Compliance Forms

OEAA Assessment Security Compliance Forms are available on the M-STEP web page (www.michigan.gov/mstep) and are also sent to schools and districts with their initial materials shipment. All staff involved in the administration of M-STEP tests must read and sign an OEAA Assessment Security Compliance Form asserting that they (1) have read the required assessment materials related to their role in the M-STEP administration process, and (2) understand their role and responsibilities. This includes technology coordinators, district and building test coordinators, test administrators, proctors, and all other staff or volunteers with access to secure test materials or student responses.

All OEAA Assessment Security Compliance Forms must be returned to the Building M-STEP Coordinator and kept on file for three years.

Training Tools

The OEAA and its testing contractors have developed a number of resources to help staff prepare for test administration.

RECORDED PRESENTATIONS ON THE M-STEP WEB PAGE

The following presentation will be available in chapters on the M-STEP web page (www.michigan.gov/mstep). Go to Professional Development.

<table>
<thead>
<tr>
<th>Recorded Presentation</th>
<th>Description</th>
<th>Date Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-STEP Online and Paper/Pencil Test Administration Training</td>
<td>Covers information necessary to correctly administer the online and paper/pencil M-STEP assessments.</td>
<td>Watch the Spotlight for availability</td>
</tr>
</tbody>
</table>

RECORDED PRESENTATIONS IN eDIRECT

The following presentations will be available in eDIRECT (https://mi.drcedirect.com). Click on All Applications → General Information → Documents → Document Type: Training Presentations & FAQs.

<table>
<thead>
<tr>
<th>Recorded Presentation</th>
<th>Description</th>
<th>Date Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>District and Building Coordinator Training (recorded)</td>
<td>Provides (a) an overview of what’s new for Spring 2019, (b) where to find resources, (c) software required for the implementation of online testing, and (d) a Q&amp;A. Watch the Spotlight for information on how to register for the live training.</td>
<td>March 5, 2019</td>
</tr>
<tr>
<td>Technology Coordinator Recorded Presentation</td>
<td>Provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2019 testing. It is optional viewing for District and Building Coordinators.</td>
<td>available now</td>
</tr>
</tbody>
</table>
# Before Testing

## MANUALS

The following manuals are available on the [M-STEP web page](http://www.michigan.gov/mstep) and in [eDIRECT](https://mi.drcedirect.com). Click on All Applications ➔ General Information ➔ Documents).

<table>
<thead>
<tr>
<th>Manual</th>
<th>Description</th>
<th>Where to find it</th>
<th>Date Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-STEP Test Administration Manual (TAM)</td>
<td>This manual (electronic only)</td>
<td>M-STEP web page and eDIRECT</td>
<td>January 2019</td>
</tr>
<tr>
<td>M-STEP Online Administration Directions</td>
<td>Online test administration directions for Test Administrators (printed booklet and electronic)</td>
<td>eDIRECT and M-STEP web page</td>
<td>Watch the Spotlight for dates available</td>
</tr>
<tr>
<td>M-STEP Paper/Pencil Administration Directions</td>
<td>Paper/Pencil test administration directions for Test Administrators (printed booklet and electronic)</td>
<td>M-STEP web page</td>
<td>Watch the Spotlight for dates available</td>
</tr>
<tr>
<td>New Assessment Coordinator Training Guide</td>
<td>This training guide provides information and resources for new Assessment Coordinators for before, during and after testing. The guide can be used as a training tool and read beginning to end, or it can be used as a refresher with modules or chapters that address specific questions.</td>
<td>M-STEP web page and all MDE assessment web pages</td>
<td>Available now!</td>
</tr>
</tbody>
</table>

## MINI-TUTORIALS (ONLINE ADMINISTRATION ONLY)

Mini-tutorials are short videos designed to help District M-STEP Coordinators, Building M-STEP Coordinators, and Test Administrators better understand online testing tasks. They are available in [eDIRECT](https://mi.drcedirect.com).

<table>
<thead>
<tr>
<th>Mini-Tutorial</th>
<th>Description</th>
<th>Where to find it</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing Documents in eDIRECT</td>
<td>How to access, sort, and filter documents on the eDIRECT test management website</td>
<td>All Applications ➔ General Informations ➔ Documents ➔ Document Type: Mini-Modules</td>
<td>All</td>
</tr>
<tr>
<td>Accessing Online Tools Trainings (OTTs) for Students</td>
<td>How to access OTTs – the student practice tests</td>
<td>All Applications ➔ General Informations ➔ Documents ➔ Document Type: Mini-Modules</td>
<td>All</td>
</tr>
</tbody>
</table>
Before Testing

<table>
<thead>
<tr>
<th>Mini-Tutorial</th>
<th>Description</th>
<th>Where to find it</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searching for Students in eDIRECT</td>
<td>How to find students who have been pre-loaded into eDIRECT</td>
<td>All Applications ➔ General Informations ➔ Documents ➔ Document Type: Mini-Modules</td>
<td>District Coordinator, Building Coordinator</td>
</tr>
<tr>
<td>Accommodations: Adding, Editing, and Mass-Assigning</td>
<td>How to add, edit, and mass-assign accommodations to students’ tests in eDIRECT</td>
<td>All Applications ➔ General Informations ➔ Documents ➔ Document Type: Mini-Modules</td>
<td>District Coordinator, Building Coordinator</td>
</tr>
<tr>
<td>Creating Test Sessions in eDIRECT</td>
<td>How to create and edit test sessions, and print test tickets</td>
<td>All Applications ➔ General Informations ➔ Documents ➔ Document Type: Mini-Modules</td>
<td>District Coordinator, Building Coordinator</td>
</tr>
<tr>
<td>Checking Student Test Status</td>
<td>How to check where students are in the testing process at any given time (not started, in progress, or completed)</td>
<td>All Applications ➔ General Informations ➔ Documents ➔ Document Type: Mini-Modules</td>
<td>District Coordinator, Building Coordinator</td>
</tr>
</tbody>
</table>

TRAINING MODULES THROUGH MICHIGAN VIRTUAL UNIVERSITY


<table>
<thead>
<tr>
<th>Training Module</th>
<th>Description</th>
<th>Date Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: An Introduction to Test Security</td>
<td>This module covers why test security is important.</td>
<td>February 8, 2019</td>
</tr>
<tr>
<td>Module 2: Getting Ready for Testing</td>
<td>This module covers steps to take before testing, such as staff training and preparing the test environment. These steps will help you avoid common security problems, protecting both your staff and the validity of your test results.</td>
<td>February 8, 2019</td>
</tr>
<tr>
<td>Module 3: Test Administration</td>
<td>This module covers security concerns and considerations during testing. What should test administrators do on-site? What student behaviors should you watch for?</td>
<td>February 8, 2019</td>
</tr>
<tr>
<td>Module 4: Incident Response</td>
<td>This module covers what to do if something goes wrong. Most problems can be prevented with preparation and monitoring, and most can be mitigated with a quick and careful response.</td>
<td>February 8, 2019</td>
</tr>
</tbody>
</table>
Before Testing

Security
All materials that allow access to or 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 paper/pencil materials, accommodated materials, used scratch paper, online test tickets, and test rosters. Following is more detailed information related to security that District M-STEP Coordinators, Building M-STEP 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 that accompany shipments. These materials must be returned to the scoring contractor. NOTE: Schools should expect to account for every secure item provided on the materials list.

• Test tickets used to log students into each online test are considered secure materials and must be treated as such. Test rosters, which automatically print along with test tickets, are also considered secure.

• Paper/Pencil answer documents are considered secure and must be handled and protected accordingly. All UNUSED ELA and mathematics answer documents must be returned to the scoring contractor in a non-scorable box. UNUSED science and social studies answer documents can be securely shredded.

• All secure materials must be retained in one secure, locked location within the school. During the test administration window, they must be distributed and collected daily.

• All used scratch paper (including graph paper) must be collected and returned to the Building M-STEP Coordinator immediately after testing, for shredding. No used scratch or graph paper may be kept in the classroom. Used scratch paper must never be taken from one test session to another.

• No test materials that contain test questions or student responses may be copied at any time or retained in the schools.

• Using cameras or cell phones and posting pictures to social media sites is an enormous security risk. Therefore, photographs may not be taken at any time by students or personnel during testing. If students violate this policy, their tests will be marked “Prohibited Behavior”; no emergency tests will be permitted.

Materials Permitted or Required During Testing

- **MDE-APPROVED INSIGHT TOOLS POSTER**
  The MDE-approved INSIGHT Tools poster is the ONLY INSIGHT Tools poster that may be posted during testing. No other Tools poster or testing help/tips may be displayed at any time during testing.

  Posters must not be within reach of students during testing – the poster is to be displayed in the classroom, but not placed at or on student desks or computers.

  Any other use of these posters, or any other INSIGHT Tools poster, is prohibited.

- **CALCULATORS**
  For information on the state’s Calculator Policy, see Appendix A of this manual. Specific directions related to the use of both handheld (paper/pencil) and embedded (online) calculators are also contained in the grade-level specific Test Administration Directions that are shipped to schools along with their other assessment materials.
Before Testing

**NUMBER 2 PENCILS**

To ensure responses are correctly captured by the scanning equipment, number 2 pencils are required for paper/pencil testing and are optional for online testing. If a different writing utensil is used on an answer document, it will be necessary to transcribe the answers onto a new answer document by following these steps:

- For your protection, have the District or Building M-STEP Coordinator file an Incident Report.
- Affix a new barcode label for the student to a new answer document and fill out the student name and date of birth, and the district/school fields.
- Have the student transcribe his/her answers onto the new answer document in a one-on-one proctored session.
- Write “**Do Not Score**” across the front page of the original answer document and place it in the orange Special Handling Envelope for return to the contractor.

Number 2 pencils should be made available to online test takers to use with scratch paper or graph paper.

**HIGHLIGHTERS**

- Highlighters are a universal tool.
- Highlighters are embedded in the online test engine (INSIGHT).
- Highlighters can be provided to paper/pencil testers and may be used ONLY in the test booklet (never on the student’s answer document).

If highlighters are used on a paper/pencil student answer document, follow these steps:

- For your protection, have the District or Building M-STEP Coordinator file an Incident Report.
- Affix a new barcode label for the student to a new answer document and fill out the student name and date of birth, and district/school fields.
- Have the student transcribe his/her answers onto a new answer document in a one-on-one proctored session.
- Write “**Do Not Score**” across the front page of the original answer document and place it in the orange Special Handling Envelope for return to the contractor.

**ADDITIONAL PAPER**

- Scratch paper is allowed for both the online and paper/pencil tests.
- Graph paper will be provided to online testers in grades 6–7 for the mathematics test. Paper/pencil testers may write on the graphs that are printed in their test booklets.
- The school may choose to provide additional graph paper to paper/pencil testers; however, no formulas, reference materials, or information of any kind can appear on that paper.
- Under no circumstances can used scratch paper, graph paper, or notes be taken from one test session or test part to another.
- All scratch paper and graph paper must be collected immediately after testing, returned to the Building Coordinator, and securely shredded.

For more detailed information on scratch paper, see the [Scratch Paper Policy](#) in Appendix B.

**HEADPHONES**

- Headphones are required for (1) ELA online listening items, (2) online testers who need text-to-speech accommodations, and (3) students using CDs or DVDs as an accommodation or support for paper/pencil science and social studies.
Before Testing

- Students may use their own headphones or earbuds, but Test Administrators should check them prior to testing to ensure they are working properly.

**CDs/DVDs**
- CD/DVD players may be used for students using CDs or DVDs as an accommodation or support for paper/pencil science and social studies.
- CD players may also be used for the listening part of the paper/pencil ELA test. A script of the listening part is also provided if the school prefers to have someone read that part of the ELA test aloud to students.
- Additional information about the use of CDs and DVDs can be found in the Supports and Accommodations section of this manual.

**Software and Testing Devices**

**eDIRECT (HTTPS://MI.DRCEDIRECT.COM)**
eDIRECT is Data Recognition Corporation’s (DRC’s) custom-built web application. eDIRECT allows Michigan users to access training materials, download testing software, manage online test sessions, print test tickets, assign and manage online testing accommodations, and monitor testing progress. Each eDIRECT user will receive his/her own login information and password with specific permissions based on his/her role as entered in the OEAA Secure Site. Test administrators do not need access to eDIRECT. eDIRECT is used in connection with DRC’s online test engine, INSIGHT.

**INSIGHT AND TESTING SITE MANAGER/CENTRAL OFFICE**
DRC’s INSIGHT Online Learning System is software that provides a secure online testing environment. The software is available from eDIRECT and must be installed on each device used for testing. In addition, a caching server (Testing Site Manager and/or Central Office) is needed to (1) allow the audio components of the test to function properly, and (2) ensure a smooth and secure testing environment. The caching server helps manage network traffic, connectivity, and bandwidth issues, so that students are not kicked out of the system during testing. The caching server also reduces bandwidth consumption and provides backup response storage in the event of network issues. See the Technology User Guide available in eDIRECT (https://mi.drcedirect.com) for additional details.

**SUPPORTED TESTING DEVICES**
Students may test using the following devices:
- Windows-based desktops or laptops
- Mac-based desktops or laptops
- iPads
- Chromebooks, Chromeboxes, and Chromebases

Refer to the Technology User Guide or “DRC INSIGHT System Requirements” available in eDIRECT (https://mi.drcedirect.com) for more detailed information about supported devices and versions.

**NOTE about Chromebooks:** When testing on Chromebooks, the keyboard must be set to US Keyboard. If it is not set this way, 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 anywhere outside of the text box and press CTRL + SHIFT + SPACE BAR to select US Keyboard

**NOTE about iPads:** When testing on iPads, after logging in to the test, students will receive the following message:
Before Testing

The student or Test Administrator should select “Yes” to continue testing. Once “Yes” has been selected, the test Welcome page will appear.

TESTING DEVICES/OPERATING SYSTEMS NOT SUPPORTED

Thin Clients (for any test with audio) are not supported for Spring 2019 testing. Neither is Windows XP. Refer to the Technology User Guide for more detailed information on these devices.

Important Tasks Before Testing

The following tasks should be performed in the order listed.

1. ASSIGN ROLES FOR DISTRICT USERS

District M-STEP Coordinators will need to make sure all key personnel in the assessment process (Technology Coordinators, District Coordinators, and Building coordinators) have access to eDIRECT. Staff who need access to eDIRECT should request the access they need for eDIRECT through the OEAA Secure Site. Instructions on how to request access is available on the Secure Site Training web page (www.michigan.gov/secsitetraining) under the Security section. Users with a role in the OEAA Secure Site for eDIRECT and with access to M-STEP will be loaded into eDIRECT. This is the only method to get access to eDIRECT.

- Technology Coordinators will need access to eDIRECT to download testing software.
- Building Coordinators will need eDIRECT access to manage online test sessions, assign accommodations, and print test tickets.
- District Coordinators will need access to eDIRECT to monitor testing progress and serve as backup support for Building Coordinators.
- Test Administrators do not need access to the password-protected part of eDIRECT to obtain the materials they need.

Everyone, including Test Administrators, has access to the Documents section of eDIRECT (https://mi.drcedirect.com) as this section does not require a login (click on All Applications → General Information → Documents).

2. PRE-IDENTIFY STUDENTS FOR TESTING

The Office of Educational Assessment and Accountability (OEAA) pre-identified students for the Spring 2019 M-STEP using the Fall 2018 MSDS General Collection and Student Record maintenance (SRM) files. Starting January 7, 2019, a Pre-ID Student Report can be generated from the OEAA Secure Site. Instructions on how to create a Pre-ID Student Report can be found on the Secure Site Training web page (www.michigan.gov/securesitetraining). It is the responsibility of the district/school to review the report and take the following actions:

- Ensure that all students in grades 3–8 and 11 and the required grade 12 students are included in the Pre-ID Student Report.
- Remove, or unassign, students who have exited the school or are taking the MI-Access assessment (the state’s alternate assessment). (NOTE: Students who are unassigned from testing are not removed from accountability calculations, just from testing. To remove a student from accountability calculations, the
Before Testing

student must be exited in the MSDS in the Spring 2019 MSDS General Collection or an SRM collection.

• Assign any new students to M-STEP testing if they have enrolled since the fall MSDS General Collection (student count day).

Barcode labels will be printed and shipped, along with the requested test materials, by the contractor for students who were pre-identified as M-STEP paper/pencil testers in the Secure Site by 5:00 PM, February 13, 2019. Schools administering the paper/pencil tests will be required to print barcode labels from the Secure Site for students pre-identified after that date.

3. ORDER TEST MATERIALS

It is up to the district to determine who will handle the placing of orders for paper/pencil test materials—either the District or the Building M-STEP coordinator.

Initial Materials Orders

All test materials orders are placed in the OEAA Secure Site (www.michigan.gov/oeaa-secure) during a specific time frame. Initial material orders are created based on the number of students pre-identified to the M-STEP on the OEAA Secure Site, when their mode of testing is paper/pencil. Accommodated orders must be keyed in by the district or school on the Initial Material Order page.

To ensure that materials are ordered and shipped to the correct location, the person responsible for placing orders must verify on the Initial Order Screen in the Secure Site that the name and shipping address of the building or district M-STEP coordinator (depending on the shipping destination selected) is correct. If the information is incorrect, it must be updated in the EEM by the authorized district EEM user by no later than 5:00 PM on February 13, 2019. If you do not know who your district authorized EEM user is, you can find his/her name, email, and phone number on the District and Schools Contact page of the Secure Site.

Instructions for Initial Materials Orders can be found on the Secure Site Training web page (www.michigan.gov/securesitetraining). Click on “Initial Materials Order” under the Material Orders section.

Orders for Online Testers

Materials needed for online testing will automatically be sent to all schools; the schools do not need to take any action. It is important for M-STEP coordinators to view the instructions for Initial Material Orders on the Secure Site Training web page (www.michigan.gov/securesitetraining). This will ensure that you understand how this process works and you get the correct amount of materials. See the List of Important Dates in Appendix E of this manual for material ordering dates.

Additional Materials Orders

During the Additional Materials Order window, schools will have the opportunity to order additional standard and accommodated paper/pencil test materials, if necessary, from the Additional Material Order page of the Secure Site. See the List of Important Dates in Appendix E of this manual for dates when additional material orders can be placed. Instructions for placing an additional material order can be found on the Secure Site Training web page (www.michigan.gov/securesitetraining).

Supports and Accommodations

Some supports and accommodations for students require that they take paper/pencil versions of the tests. These tests must be specifically requested when ordering materials in the OEAA Secure Site (www.michigan.gov/oeaa-secure).

4. LOAD STUDENTS IN EDIRECT

Students cannot be loaded directly into eDIRECT. Instead, follow the procedures established to pre-identify students in the Secure Site. Once they are entered there, it will take about one business day for them to be loaded into eDIRECT.
Before Testing

NOTE: If a student is loaded into eDIRECT from the Secure Site, but then unassigned in the Secure Site, the student will NOT be removed from eDIRECT. Students can be removed from the test session in eDIRECT, but they cannot be removed from eDIRECT.

Helpful Hint: Some schools choose to create a “Not Testing” session and move those students there to avoid confusion.

5. ASSIGN/EDIT TEST SESSIONS

There are two methods to assign test sessions for students testing online. Initially, this is done in the OEAA Secure Site. If students were not assigned to test sessions in the OEAA Secure Site before the posted deadline (see the List of Important Dates in Appendix E), those students can be placed directly into test sessions within eDIRECT. After this posted deadline, students must still be pre-identified on the OEAA Secure Site. They will then be transferred into eDIRECT, where schools will have to place students into test sessions.

- Schools administering assessments online can group students into online sessions on the Secure Site before the posted deadline (see the List of Important Dates in Appendix E). This is true for all students, whether they were pre-identified by the district/school or by the OEAA.

- Instructions for completing assigning test sessions in the Secure Site can be found on the Secure Site Training web page (www.michigan.gov/securesitetraining). Click on “Creating Online Sessions” located under the Quick Reference section.

- After the posted deadline:

  - pre-identified students will be available in eDIRECT within one business day, starting March 8, 2019

  - new students will be available in eDIRECT within one business day, starting March 8, 2019

6. ASSIGN SUPPORTS AND ACCOMMODATIONS

The Spring 2019 M-STEP online assessments offer two kinds of supports and accommodations—embedded and non-embedded. Embedded supports and accommodations are those that are integrated into the online testing system.

NOTE: When assigning universal tools, designated supports, and accommodations, be sure to review the Student Supports and Accommodations Tables found in the Supports and Accommodations Guidance Document on the M-STEP web page (www.michigan.gov/mstep).

The embedded supports and accommodations need to be turned on in eDIRECT before the student’s test ticket is generated. Non-embedded supports and accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student.

For detailed information on assigning accommodations, refer to the How to Assign and Mass-assign Student Supports and Accommodations mini-module found in eDIRECT (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Mini-Modules.

7. TRAINING REQUIREMENTS AND RESOURCES FOR STUDENTS

Online Student Tutorials

Online Student Tutorials are designed to be viewed with students in a classroom environment to provide an overview of the INSIGHT testing engine and tools. It is a companion activity that prepares students for the Online Tools Training (OTTs). The tutorials are not a substitute for the hands-on practice that the OTTs provide.
The tutorials are available in two places.

- In eDIRECT (https://mi.drcedirect.com), go to All Applications → General Information → Tutorials (a login is not needed).
- Open the INSIGHT testing engine and select the tutorial link at the bottom of the screen.

Online Tools Training (OTT) for Students

Online Tools Trainings (OTTs) allow students to see what different test items look like and to practice using the online testing tools. Before the testing software is installed, you must use the Google CHROME web browser to access the OTTs at the OTT portal (https://wbte.drcedirect.com/MI/portals/mi/). Note: If Chrome is not your default browser, you will need to copy and paste this url address into a CHROME web browser. You can access the OTTs through the testing software, once it is installed.

OTT resources include:

- all ELA, math, science, and social studies OTTs
- calculator practice module
- masking accommodation
- color choices/contrasting color/reverse contrast accommodations
- stacked Spanish translation accommodation (for mathematics)
- text-to-speech (TTS) accommodation
- Video Sign Language (VSL) accommodation

Providing students with ample practice opportunities will ensure they are familiar with the test content, item types, navigation strategies, and system tools on test day.

Paper/Pencil Sample Item Sets for Students

Sample Item Sets are not a practice test; they provide students practice opportunities (by grade and content area) to practice with the types of items and answer options they will encounter on the paper/pencil M-STEP assessments. Answer keys for mathematics, science, and social studies are provided at the end of each document; answer keys for ELA are a separate document. Science also provides a separate sample item answer document.

To access the paper/pencil Sample Item Sets, go to the M-STEP web page (www.michigan.gov/mstep) and scroll to the Content Specific Information section, and select Paper/Pencil Sample Item Sets.

8. CREATE TESTING SCHEDULES

Before testing begins, testing schedules must be developed for the school. The Assessment Integrity Guide (AIG) has been updated for the 2019 test administration, and testing schedules must be established and maintained on-site for three years. This requirement replaces the seating chart requirement. (Seating charts are no longer required for the M-STEP administration.)

Documentation of testing schedules must minimally include:

- 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 session

Detailed information and a sample test schedule are available in the AIG. See the AIG for more information.

To support the development of testing schedules, the OEAA has prepared estimates of the time it expects each test component to take, as shown...
in the tables below. **NOTE:** The overall time is the same for both online and paper/pencil tests, although the latter tests have different test sessions-parts.

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. You may expect some students will complete the test in less time than estimated while others may require additional time. Be sure to plan for both contingencies. Schools should also consider the ages and needs of their students and schedule planned breaks as appropriate.

Estimated test session times do not include:
- travel to and from the testing room
- distribution and collection of test tickets, test booklets, answer documents, scratch paper, and when allowed, calculators
- signing into the test session
- review of online or paper/pencil test directions and paper/pencil ELA and mathematics sample items with students
- completion of the first page (demographic page) of the answer document

### Spring 2019 Estimated Test Session Timings Grades 3–7

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Computer Adaptive</td>
<td>2:00</td>
<td>2:00</td>
<td>2:00</td>
<td>2:00</td>
<td>2:00</td>
</tr>
<tr>
<td>Mathematics Computer Adaptive</td>
<td>1:30</td>
<td>1:30</td>
<td>1:30</td>
<td>2:00</td>
<td>2:00</td>
</tr>
<tr>
<td>Science Field Test Part 1</td>
<td>NA</td>
<td>NA</td>
<td>0:45</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Science Field Test Part 2</td>
<td>NA</td>
<td>NA</td>
<td>0:45</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Social Studies Part 1</td>
<td>NA</td>
<td>NA</td>
<td>0:30</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Social Studies Part 2</td>
<td>NA</td>
<td>NA</td>
<td>0:30</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Estimated Total Hours</td>
<td>3:30</td>
<td>3:30</td>
<td>6:00</td>
<td>4:00</td>
<td>4:00</td>
</tr>
</tbody>
</table>

**NOTE:** Times are in **hours:minutes**. Example, **1:30** equals **1 hour 30 minutes**.

### Spring 2019 Estimated Test Session Timings Grade 8

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-STEP Science Field Test Part 1</td>
<td>:45</td>
</tr>
<tr>
<td>M-STEP Science Field Test Part 2</td>
<td>:45</td>
</tr>
<tr>
<td>M-STEP Social Studies Part 1</td>
<td>:30</td>
</tr>
<tr>
<td>M-STEP Social Studies Part 2</td>
<td>:30</td>
</tr>
<tr>
<td>PSAT 8/9 (ELA and Mathematics)</td>
<td>2:40</td>
</tr>
<tr>
<td>Estimated Total Hours</td>
<td>5:10</td>
</tr>
</tbody>
</table>

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

Each student will require a test ticket for every online test session. (Building Coordinators may want to print test tickets for each session on a different color paper to reduce potential confusion about which test tickets to use when.) Each test ticket has a username and a unique password.

Refer to the following chart to determine the number of test tickets required for each grade.

**Test Tickets by Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Number of Tickets</th>
<th>Non-Accommodated Assessments (# of Tickets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>ELA (1) Mathematics (1)</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>ELA (1) Mathematics (1)</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>ELA (1) Mathematics (1) Science (2) Social Studies (2)</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>ELA (1) Mathematics (1)</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>ELA (1) Mathematics (1)</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>Science (2) Social Studies (2)</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>Science (1) Social Studies (1)</td>
</tr>
</tbody>
</table>

A test roster will print with each set of test tickets. If a roster is not desired, it is possible to print only the tickets by adjusting the print settings to leave off the first 1–2 pages of the document. Both the test tickets and test roster are secure materials.

**Sample Test Tickets**

Each test ticket will have a unique password. Following are examples of test tickets for a two-part test.

**M-STEP Spring 2019**

**Test Ticket G5 Social Studies**

**Part 1**

- Student Name: DelaCruz, Juan J
- Date of Birth: 3/3/2012
- Username: JDELACRUZ1
- Password: ZM5XQYZ8

(Note: Username and password are not case sensitive)

Accommodation: MSK

Test Session: Sample Session

**M-STEP Spring 2019**

**Test Ticket G5 Social Studies**

**Part 2**

- Student Name: DelaCruz, Juan J
- Date of Birth: 3/3/2012
- Username: JDELACRUZ1
- Password: ZM5XQYZ8

(Note: Username and password are not case sensitive)

Accommodation: MSK

Test Session: Sample Session

For detailed information on printing test tickets, refer to the **How to Create Test Sessions and Print Test Tickets** mini-module found in eDIRECT (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Mini Modules.
Important Tasks During Testing

The following tasks should be performed in the order listed.

1. MANAGING STUDENT TEST TICKETS

Test tickets and rosters are secure materials. Once printed, they should be kept in a secure location until the test 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.

Only one test ticket should be distributed at a time; students should not have access to any test ticket other than the test the student is currently taking.

After a testing session is complete, the Test Administrator should return all test tickets (and rosters, if printed) to the Building M-STEP Coordinator for:

- destruction (if all students finished the test)
- secure storage (if students have not completed the test)

2. VERIFYING SUPPORTS AND ACCOMMODATIONS ON TEST TICKETS

For students with supports and accommodations, some of those supports/accommodations will be displayed at the bottom of their test ticket (see the bold text on the sample test ticket below).

Online supports and accommodations are abbreviated on the test tickets as follows:

<table>
<thead>
<tr>
<th>Embedded Online Supports/ Accommodations</th>
<th>Test Ticket Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abacus</td>
<td>A</td>
</tr>
<tr>
<td>Auditory Amplification</td>
<td>AA</td>
</tr>
<tr>
<td>Alt communication devices</td>
<td>ACD</td>
</tr>
<tr>
<td>Administered Individually/Small Group</td>
<td>AISG</td>
</tr>
<tr>
<td>Sign Language ASL Video</td>
<td>ASL</td>
</tr>
<tr>
<td>Administrator Sign Test Content in ASL</td>
<td>ASTC</td>
</tr>
<tr>
<td>Administrator Sign Test Directions in ASL</td>
<td>ASTD</td>
</tr>
<tr>
<td>Bilingual word-to-word dictionary</td>
<td>BWWD</td>
</tr>
<tr>
<td>Color Choices</td>
<td>CC</td>
</tr>
<tr>
<td>Closed Captioning</td>
<td>CCAPTION</td>
</tr>
<tr>
<td>Contrasting Color</td>
<td>CTC</td>
</tr>
<tr>
<td>Masking</td>
<td>MSK</td>
</tr>
<tr>
<td>Noise Buffers</td>
<td>NB</td>
</tr>
<tr>
<td>Non-embedded Calculator</td>
<td>NEC</td>
</tr>
<tr>
<td>OEA Multiplication Table</td>
<td>OMT</td>
</tr>
<tr>
<td>Oral Translated Test Directions</td>
<td>OTTD</td>
</tr>
<tr>
<td>Read Aloud (Human Reader)</td>
<td>RAHR</td>
</tr>
<tr>
<td>Scribe (Non-Writing items)</td>
<td>SNWI</td>
</tr>
<tr>
<td>Spanish Translation (Stacked)</td>
<td>ST</td>
</tr>
<tr>
<td>Scribe (Writing items)</td>
<td>SWI</td>
</tr>
<tr>
<td>Text-To Speech (Items Only)</td>
<td>TTS</td>
</tr>
<tr>
<td>Text-to-Speech (Items &amp; Passages)</td>
<td>TTSPASSAGE</td>
</tr>
<tr>
<td>Visual Aids</td>
<td>VA</td>
</tr>
</tbody>
</table>

Test Administrators need to know which universal tools, designated supports, and accommodations are needed for all students prior to the test administration.
During Testing

Students or Test Administrators will be required to turn on some accommodations once the student has launched INSIGHT. Refer to the M-STEP Online Test Directions for more information about turning on universal tools, designated supports, and accommodations. These grade-specific documents are available in eDIRECT (https://mi.drcedirect.com) and on the M-STEP web page (www.michigan.gov/mstep).

3. MOVING ONLINE TESTERS TO A DIFFERENT TESTING DEVICE OR ROOM

There are two main reasons why it would be necessary to move an online tester from one computer to another during testing.

1. There are technology issues with the computer software or hardware that make it difficult and/or impossible for the student to continue testing on that computer.

2. The student requires additional time to complete the test and another location would be more suitable.

If a student needs to move from one computer to another after testing has begun, follow these steps.

1. Click on the “Pause” button and then click the “Exit” button (do not click “End Test”).

2. Collect the student’s test ticket and any used scratch paper, to bring to the new testing computer.

3. Escort the student to the new location (or computer).

4. Launch the testing software.

5. Hand the test ticket back to the student.

6. Observe the student entering his/her username and password.

7. The student will be required to view and click through the test directions.

8. The student will click “Start Test” and will be taken to the same question where he/she left off prior to pausing.

9. Collect the student’s test ticket.

10. Continue to monitor the test session with the normal security procedures.

4. MOVING PAPER/PENCIL TESTERS TO A DIFFERENT ROOM

Sometimes paper/pencil testers have to be moved to a different location during testing. This usually happens when one student takes longer than other students to complete the test. If this happens, put the student’s answer document and any used scratch paper inside his/her test booklet, and move the student to a quiet location that is void of cluing materials (maps, equations, posters, etc.). The student must be accompanied by a Test Administrator or proctor until he/she finishes testing.

5. DURING A TEST SESSION

Detailed test directions are included in the M-STEP Online Test Directions and the M-STEP Paper/Pencil Test Administration Directions. Electronic copies of the M-STEP Online Test Directions and the Paper/Pencil Test Administration Directions can be downloaded from the M-STEP web page (www.michigan.gov/mstep) or eDIRECT (https://mi.drcedirect.com). Printed copies of test directions are also included in the Initial Material Orders.

Test Administrators must have a printed copy of the test directions for the test being administered. Directions must be read and followed explicitly.

Ensuring Test Directions are read for each test administered

The MDE has received requests from schools to be allowed to administer more than one test at a time for mixed-age and/or mixed-content groups of students, while directions for one test are read. For example:
During Testing

• “Can we administer the 3rd and 4th grade mathematics M-STEP at the same time, reading the directions from one of the tests to all students?”

• “Can students be given test tickets for more than one test so they can move from one test to the next?”

• “Can students taking different tests be tested in the same room?”

The answer to all of these questions is based on the requirement stated below.

Directions must be read and followed explicitly.

Test Administrators cannot read directions for one grade of the mathematics test and presume that those directions will cover students taking a different grade of the mathematics test. There are slight, but important, differences in the directions for different grade and/or content area tests.

If the Test Administrator is able to ensure that the appropriate Test Directions are read to students for each test, while not disrupting testing of any other students, then testing in more than one grade or content area is allowable.

Per the Assessment Integrity Guide, noting the content area and grade is required on the Testing Schedule for each test session. When testing more than one grade or content area in a single test session, each assessment being administered to each student must be clearly documented in the Testing Schedule. In addition, a notation must be made on the Testing Schedule describing the steps taken to ensure all students are provided a quiet, distraction-free testing environment when more than one assessment is administered in the same room.

If students are resuming testing in a makeup or extended session and have already heard the test directions, then testing of multiple grades and content areas in the same room is allowed, since the students have already heard test directions read aloud.

Breaks During Testing

Breaks are allowed during M-STEP testing (online and paper/pencil). During online test sessions, breaks can be provided using the software’s “Pause” feature (do not click “Review/End Test”—that will cause the student’s responses to be submitted). Tests can be paused for up to 20 minutes. If the 20-minute limit expires, the student will need his/her test ticket to log back in.

If a student does not finish a single assessment on the same day in which it was started, the Test Administrator should collect the student’s test ticket and store it in a secure place for redistribution on the next testing day. All test tickets must be destroyed once the test is complete.

Paper/pencil testers are allowed to take breaks any time a “stop” sign appears in their test booklets. These signs appear at the end of each test part, which will be noted in the test directions. If one or more students leave the room, the Test Administrator must collect their answer documents and any used scratch paper, put them inside the students’ test booklets, and give the booklets back to the students when they return. Students may not return to an earlier part of their test booklet after a break is taken.

Testing Status

A student’s testing status can be checked in eDIRECT. For information on how to access the student test status, refer to the Checking Student Test Status mini-module in eDIRECT (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Mini-Modules. The following table defines the status notations that are used.

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Started</td>
<td>Student has not started this test</td>
</tr>
<tr>
<td>In Progress</td>
<td>Student began this test but has not finished</td>
</tr>
<tr>
<td>Completed</td>
<td>Student completed and submitted the test or clicked “End Test”</td>
</tr>
</tbody>
</table>
During Testing

Testing Irregularities
If any irregularities occur before, during, or after testing, they must be reported to the District M-STEP Coordinator and the OEAA, if appropriate, as soon as possible. See the Incident Reporting Guide in Appendix C for examples of what is considered an irregularity and what follow-up may be required.

Issues Specific to Online Testers
While reading test directions to online testers, it is very common for them to click ahead. Some students may reach the “Begin Test” button before they are directed to begin. In some cases, the student may even start taking the test. On a fixed-form test (that is, any grade and part of science or social studies, and some accommodated versions of ELA and mathematics), when the student realizes he or she has gone too far, there is a tendency to click “End Test” to get out of the test. If this happens, the test will become locked and it cannot be unlocked. This will result in the submission of a test with no responses. Therefore, before you begin reading the test directions, it may be helpful to remind students not to click ahead. If they do click the “Begin Test” button early, they should select the “Pause” button and wait for your directions.

On a Computer Adaptive Assessment (non-accommodated ELA and mathematics), if a student selects “Begin Test” before being directed to begin, the student should pause the test while the test directions are read. Once test directions are completed, the student can resume testing by selecting “Resume”. If the test has been paused for more than 20 minutes, the student will need to log in again using the original test ticket.

Internet Connectivity
Online testing requires a reliable connection to the internet. If a student’s computer loses contact with the caching server or DRC during computer adaptive testing, or if response caching is not enabled, testing will be paused while INSIGHT attempts to reconnect. If INSIGHT cannot reconnect, the student will be logged out of the test. The student can log back in once the connection is restored, usually immediately. If student responses were being cached, responses may need to be pushed from the TSM to DRC, either manually or by an automatic process.

The connection is checked every 45 seconds or whenever an answer is selected. At most, one answer is lost to a lost connection (or up to 45 seconds of an essay). Testing resumes at the point where the connection was lost. Where available, wired connections usually have fewer disconnect “blips” than wireless connections. Work with the Building Coordinator and Technology Coordinator to resolve connectivity and other computer issues.

6. RESUMED TESTING
Resumed testing applies only to students testing with paper/pencil. (Online students who do not complete testing in the scheduled testing time may continue testing at a later time or date during the test window with their test ticket.)

For test security reasons, paper/pencil students are expected to complete all testing on the designated day, unless they are absent or provided the multiple-day testing designated support; this allows for intentional scheduling for some students who use additional supports. The paper/pencil tests are structured to allow ample time for all students to complete required testing in one day. It is incumbent upon the school staff to consider the needs of all students, including those who might require additional time, when building test schedules. The OEAA recommends that testing begins as early as feasible in the school day to accommodate students who need additional time.

Students may resume testing if:
- the student goes home sick
- the student is removed from school by a parent or guardian for an appointment
During Testing

When this happens, the following must be done.

- Flag the last item answered; the student may not go back to previously answered questions.
- Resume testing on a makeup day in a one-on-one proctored session.

7. VIDEO SURVEILLANCE CAMERAS

If a school has surveillance video cameras in the computer lab(s) or in any other room it will use for testing, a test security issue could be created. However, in the interest of student and staff safety, the use of surveillance cameras during testing is allowed. Cameras should be directed at equipment and test materials in such a way that test items or student responses are not compromised. Once testing is complete, any recordings made during test sessions must be deleted as soon as possible. The video recording of any test session or material cannot be archived.

8. ENDING A TEST SESSION

Online Testers

When students have completed their test, they should click “End Test” or “Exit” if taking a CAT. Students taking fixed-form tests will see the review screen after clicking “End Test.” Students should review any flags they selected on any items and ensure they have answered all questions. After viewing the review screen, students will click “End Test.” The next screen will give students an opportunity to return to the review screen or Submit the test. Clicking “Submit” ends the test and takes the student to the INSIGHT sign-in screen.

When taking a CAT test, students will work until they click “Next” on an item and receive a “Congratulations!” screen which shows they have completed the test. Students select “Exit” and return to the INSIGHT sign-in screen. At that point, the Test Administrator should see the desktop or home screen of the device.

If students are testing on devices they carry with them (commonly called 1:1 devices), Test Administrators need to check the devices to make sure the desktop or home screen is showing before students leave the testing room. This is the only way to be sure that students are not still logged into the testing software.(See the M-STEP Online Test Directions for more detailed information on ending online tests.)

Paper/Pencil Testers

All parts of the M-STEP test are untimed and student-paced. Therefore, students must be given as much time as needed during the same continuous session on the test date to complete each part of the test. If a test session time slot has ended but there are a few students who need more time to finish, their test materials may be collected and they may be escorted immediately to a different supervised location where they may complete their test.

For all other students who have finished testing, collect their test materials individually (do not have them pass their materials to the ends of rows or aisles). Verify that each student has returned both his/her answer document and test booklet, and then return the secure materials to the Building M-STEP Coordinator. See the M-STEP Paper/Pencil Test Administration Directions for more detailed information on ending paper/pencil tests.
Important Tasks After Testing

The following tasks should be performed in the order listed. **Note:** This task list focuses primarily on the administration of the assessment; other accountability and reporting tasks to be done are not included here (watch the Spotlight for up-to-date information).

1. **REPORTING DECISIONS**

   In some instances, District and/or Building M-STEP Coordinators may be called on to make two important decisions that will impact the reporting of results.

   **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, 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 the attainment of achievement objectives among those students who participated 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 distinct number, from 1 to 10.
   - Districts may elect to use one or both of the research code options at any or all of the grades assessed.
   - Research codes can be entered into the Secure Site through the end of Tested Roster or filled in on the student answer document.

2. **CLEARING THE TESTING SITE MANAGER (TSM)**

   Once a testing session starts caching responses on the TSM, it will continue to do so until the student logs out. While there is no harm, it is not necessary to manually push student responses while students are testing. If a student cannot log back into a test because responses are waiting on the TSM, it is simplest to send all pending responses to DRC. Work with your Technology Coordinator to clear the TSM.

   The TSM needs to be cleared of any stored responses at the end of each online testing window. If Technology Coordinators choose to, they may clear the TSM on a daily basis. Usually the TSM would only need to be cleared at the end of the day after all testing has been completed; however, if students are having problems logging into tests, the TSM may be cleared more frequently.
### 3. MATERIALS HANDLING AND RETURN

All test materials must be managed in a specific way after each test window closes. In addition to online test tickets and rosters, this applies to paper/pencil used and unused test booklets (standard, braille, and enlarged print), used and unused answer documents (student-completed and adult-transcribed), CDs, DVDs, word-processed pages, scratch paper, graph paper, Listening Scripts, Listening CDs, Reader Scripts, etc. The table below shows what to do with each material once testing is complete.

#### How to Process Secure M-STEP Test Materials After Testing

<table>
<thead>
<tr>
<th>Secure Test Materials</th>
<th>Return to M-STEP Contractor</th>
<th>Schools Keep</th>
<th>Schools Destroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used answer documents (all content areas)</td>
<td>scorable box(es)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unused ELA and mathematics answer documents</td>
<td></td>
<td>✓*</td>
<td></td>
</tr>
<tr>
<td>Student test tickets and test rosters</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Used orange Special Handling Envelope(s) with contents</td>
<td>scorable box(es)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used and unused test booklets (grades 3–8 &amp; 11)</td>
<td></td>
<td>✓*</td>
<td></td>
</tr>
<tr>
<td>Accommodated versions of the test (reader scripts, braille, enlarged print, audio CD, video DVD, translated versions, etc.)</td>
<td></td>
<td>✓*</td>
<td></td>
</tr>
<tr>
<td>ELA Listening CDs</td>
<td></td>
<td>✓*</td>
<td></td>
</tr>
<tr>
<td>ELA Listening Scripts</td>
<td></td>
<td>✓*</td>
<td></td>
</tr>
<tr>
<td>L1 (First language) Glossaries (mathematics)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Used scratch paper (including graph paper)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

* Can be returned with the scorable materials, or in a separate box as directed in [Instructions for Packing Non-scorable Materials for Return](#) on page 58 of this manual.
How to Process Non-Secure M-STEP Test Materials After Testing

<table>
<thead>
<tr>
<th>Non-Secure Test Materials</th>
<th>Return to M-STEP Contractor</th>
<th>Schools Keep</th>
<th>Schools Destroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unused science and social studies answer documents</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Unused orange Special Handling envelopes</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Test administration manuals</td>
<td></td>
<td>optional</td>
<td></td>
</tr>
<tr>
<td>Test administration directions</td>
<td></td>
<td>optional</td>
<td></td>
</tr>
<tr>
<td>Signed OEAA Assessment Security Compliance Forms</td>
<td></td>
<td>store at district for 3 years</td>
<td></td>
</tr>
<tr>
<td>Testing Schedules</td>
<td></td>
<td>store at district for 3 years</td>
<td></td>
</tr>
</tbody>
</table>

Return Tools

The M-STEP contractor has provided districts/schools with a number of tools for returning materials, including:

- Orange Special Handling Envelopes
- FedEx Express Airbills for shipping
- Blue scorable stickers for the outside of boxes containing scorable materials

**NOTE:** Districts and schools are encouraged to complete and return test materials as early as possible following each grade-specific testing window.

See the List of Important Dates in Appendix E of this manual for window dates. The M-STEP scoring contractor can then begin to scan and score student responses immediately. Fees are assessed for the late return of scorable materials.

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

Return Shipping Schedule

The Materials Return Dates on page 60 of this manual shows the dates by which answer documents must be returned for each testing window. It also shows the late fees and penalties that will be applied when materials are not returned promptly. Materials must be returned within three business days of the close of each testing window to avoid penalty. Answer documents returned after May 16, 2019 (for the grades 5, 8, and 11 window) and after June 6, 2019 (for the grades 3, 4, 6, 8 window) will not be scored.

OEAA Assessment Security Compliance Forms and Testing Schedules

Building M-STEP Coordinators must give their school’s signed OEAA Assessment Security Compliance Forms and test schedules to the District M-STEP Coordinator, who will keep them on file for a minimum of three years. Do not return these documents to the M-STEP contractor.
After Testing

Preparing Answer Documents for Return

The Orange Special Handling Envelope

The orange Special Handling Envelope(s) is used for the following materials:

- damaged answer documents that are **not** biohazards
- responses on contaminated answer documents should be transcribed onto a new answer document; the contaminated answer document **must** be securely destroyed
  - Schools must submit an Incident Report when transcribing any answer document. See the M-STEP Incident Reporting Guide in Appendix C.
  - A bar code label must be printed and affixed to the new answer document, which will be returned with the scorable materials.
- used answer documents that the school has invalidated by printing “Do Not Score” prominently on the front page
- all word-processed pages and additional paper with complete student information inserted in each student’s answer document, for students who required these accommodations; see the Word Processors section in the Supports and Accommodations chapter of this manual

When preparing materials for return, set aside the completed orange Special Handling Envelope(s) with its contents. The envelope(s) must be placed at the top of Box 1 prior to the box being sealed and shipped.

The orange Special Handling Envelope only has to be returned if it is used. If the school does not have any items to be placed in the orange Special Handling Envelope, the envelope should be securely destroyed.

Organizing Answer Documents for Verification

Follow these steps for preparing M-STEP Answer Documents for return to the M-STEP contractor **at the end of each testing window**.

First, organize the answer documents into stacks for each grade level and subject being tested in your school. For example, at the end of the testing windows for grades 5 and 8, there will be discrete answer document stacks for grade 5 mathematics, ELA, science, and social studies, and discrete answer document stacks for grade 8 science and social studies.

If any students used an enlarged print or braille version of the test, a Test Administrator must transcribe their responses onto a regular answer document. Transcribed answer documents may be returned along with the other used answer documents.

Reviewing/Verifying Answer Documents

Once the answer documents are separated into stacks, review them using the following steps. Be sure to conduct this review for **each** stack of answer documents at the end of each grade-specific testing window.

For each stack, verify that:

- all answer documents are for the same grade level and same subject area
- all answer documents are for M-STEP (not MI-Access, ACT WorkKeys, SAT, or PSAT)
- only No. 2 pencils have been used
- no correction fluid, crayons, markers, highlighters, or colored pencils have been used
- any sticky notes, paper clips, rubber bands, staples, glue, or other extraneous materials have been removed from inside and outside the answer documents

All **used** answer documents for the grades tested in the particular test window will go into the scorable boxes.
After Testing

All unused ELA and mathematics answer documents will be returned, along with the secure test booklets, either in a scorable materials box or in a box affixed with a FedEx label and shipped back to the M-STEP scoring contractor; a non-scorable label is no longer needed in order to return nonscorable materials.

All verified unused science and social studies answer documents should be shredded, immediately following shipment of all other M-STEP materials.

Individual Answer Document Checks
Once all the answer documents are in stacks but before they are packed into scorable boxes, review each individual answer document to ensure that:

- the student information has been completed at the top of the answer document (student’s legal name, teacher name, school name, district or PSA)
- the Student Birth Date field has been filled in accurately
- the Assessment Date and Test Form Number fields have been filled in accurately
- the Applicable School Use Only bubbles are correctly completed
- each answer document has an undamaged barcode label adhered carefully within the designated frame (a $10 fee may be assessed for every answer document returned for scoring without a barcode label)
- the student name and school name on each barcode label matches the student information at the top of the answer document

It is not permissible for anyone to inspect answer documents for completion or to review student responses at this time. Test Administrators are responsible for ensuring that students have completed testing prior to the materials being collected from students and returned to the Building M-STEP Coordinator.

Packing Scorable and Non-scorable Materials for Return
Either the District M-STEP Coordinator or the School M-STEP Coordinator may return materials for scoring through FedEx Express shipping. Regardless of which coordinator is returning materials, the packing instructions are the same. Follow the instructions below when packing scorable materials.

It is vital that used answer documents be returned in boxes marked with a Blue Scorable Label. Failure to return answer documents properly can jeopardize a school’s accountability calculations.

Instructions for Packing Scorable Materials for Return
1. Organize used answer documents by grade and then by subject area for the appropriate test window.
2. Pack used answer documents in boxes, using cushioning materials if needed to keep them secure. Schools should use the same boxes the materials were delivered in to ship the materials to M-STEP Scoring Services (the M-STEP scoring contractor). If these boxes are not available, use sturdy boxes to return the materials. NOTE: Do not use boxes that originally contained copy paper.
3. When returning multiple boxes of scorable materials, place the completed orange Special Handling Envelope (if used) on top of the contents of the first box.
4. NOTE: Used answer documents and other secure materials (e.g., test booklets) may be returned in the same box when only one box is being returned. When returning all materials in the same box, place the scorable materials and the Special Handling Envelope on the top and separate the scorable materials from the nonscorable materials with a sheet of paper. Place a Blue Scorable Label on the top of the box.
5. Remove or black out any old shipping labels on the boxes, including the original shipping barcode, and seal the boxes with plastic shipping tape. Place three strips of tape on the top of each box and three strips of tape on the bottom.

6. Affix a Blue Scorable Label to the top of all boxes containing used answer documents.

7. In addition to the blue Scorable label, affix a FedEx Express Airbill to the first box of your scorable materials boxes. The FedEx Express driver will produce additional multiple-piece shipment labels and affix to them to the remaining boxes of scorable materials.

**NOTE:** Only one box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way as this may affect FedEx processing and delay the shipment.

### Instructions for Packing Non-scorable Materials for Return

1. Pack all used and unused test booklets, all unused ELA and mathematics answer documents, and any accommodated materials in the boxes, using cushioning materials to keep them secure. All CDs, DVDs, Reader Scripts, ELA Listening CDs, ELA Listening Scripts, Enlarged Print, and/or braille materials must be returned. Pack CDs and DVDs at the top of the box(es). It is preferable to use the same boxes that the materials originally came in to ship the materials to M-STEP Scoring Services (the M-STEP scoring contractor).

2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with plastic shipping tape. Place three strips of tape on the top of the boxes and three strips of tape on the bottom.

**NOTE:** Boxes that contain only nonscorable materials no longer need a nonscorable label.

3. 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 more M-STEP-specific questions than a regular Customer Service Representative, but either will be able to help you schedule your M-STEP pickup if you specify that you need to schedule a FedEx Express pickup for the M-STEP project.

### Instructions for Returning All Materials via FedEx Express

1. Place the boxes where the FedEx driver normally delivers or picks up packages.

2. To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt ("Welcome to FedEx. In a few words, please tell me what you’re calling about."), you can press 9 or say, “Premiere Customer Service Program.”

3. 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)

5. If you do not have enough Scorable Labels and/or FedEx Express Airbills, contact your District M-STEP Coordinator, who can order them on the Additional Materials Order page and select “ship to district.”

6. Any remaining Scorable Labels and FedEx Express Airbills can be used for other testing windows if needed. After returning all of your materials for this project, destroy any remaining FedEx Express Airbills, as these are year-specific.

**Important:** Keep the *sender’s copy* of the FedEx Express Airbill for each package so you can easily track your packages. If requested, the FedEx Express driver will supply small adhesive tracking labels. These labels will match the multiple-piece shipment labels on your packages.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Final date to ship without penalty and for inclusion in answer document verification</th>
<th>Shipping dates with $250 late fee charge</th>
<th>Shipping dates with $250 late fee and $25 processing fee per answer document</th>
<th>Dates after which materials will NOT be scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 5, 8 and 11</td>
<td>May 1, 2019</td>
<td>May 2–8, 2019</td>
<td>May 9–15, 2019</td>
<td>May 16, 2019</td>
</tr>
</tbody>
</table>
After Testing

Diagram for Packing Scorable Materials

Note: Group used answer documents by grade and subject.

Materials should be returned at the end of each test window. See the assessment schedule for return deadlines.

Example:
Assembling Answer Documents for Return
After the Grades 5, 8, and 11 Testing Window
M-STEP Mathematics Calculator Policy

ONLINE AND PAPER/PENCIL TESTERS

Students in grades 3, 4, and 5 are not allowed to use a calculator on ANY item in the mathematics assessment, as the use of calculators at these grade levels changes the construct of the items and what they are intended to measure. All students must abide by this no-calculator-allowed policy, even students whose IEP or 504 Plan specifies otherwise. The use of a calculator at grades 3, 4, or 5 is considered a nonstandard accommodation. Nonstandard accommodations render the assessment invalid.

ONLINE TESTERS

Students in grades 6 and 7 will use the calculator embedded within the online delivery engine. The calculator will appear in the toolbar when items allow its use; it will not appear when items do not allow its use.

There are two types of embedded online calculators:

- Grade 6 – basic calculator
- Grade 7 – scientific calculator

The Office of Assessment and Accountability (OEAA) has developed resources for online testers to help prepare them for online testing. One of the resources is an online calculator practice tool. It is recommended that online testers visit the practice environment to see sample items and familiarize themselves with the online calculator tool. To practice using the M-STEP online calculators, go to the OTT portal (https://wbte.drcedirect.com/MI/portals/mi/) using the Google Chrome web browser.

PAPER/PENCIL TESTERS

Students in grades 6 and 7 will use a handheld calculator. The test booklets are divided into two parts. Part 1 of the paper/pencil mathematics assessment is considered non-calculator, and students must not have a calculator within reach during this part of the test. Part 2 of the paper/pencil mathematics assessment allows the use of a calculator. Once students start Part 2, they are not allowed to return to the non-calculator items in Part 1. Since external handheld graphing calculators are programmable, there is a potential of a security breach. All programmable calculators must be set to TEST mode during the testing session.

Types of allowable handheld calculators:

- Grade 6 – basic
- Grade 7 – scientific

IMPORTANT NOTES

Alignment

The operational items on all of the assessments have been field tested and are aligned to Michigan’s standards.

Fairness

The issue of fairness between online testers and paper/pencil testers with regard to calculator usage has been raised. The OEAA decided not to burden schools by requiring them to purchase calculators for a possible one-time use specifically for this assessment. Some schools may not have the grade-specific calculators for their paper/pencil testers to use. The OEAA has reviewed each mathematics item to determine if the use of an above-grade-level calculator would give those students using them an advantage. It was determined students will not be advantaged or disadvantaged based on using an above-grade calculator on the mathematics assessment.

Managing Online Testers and External Handheld Calculators

The OEAA prohibits online testers from using external handheld calculators instead of the embedded online calculator. The only online testers who may use an external calculator are those students whose IEP or Section 504 Plan specifies the use of a special adaptive calculator.
Appendix B: Scratch Paper Policy

M-STEP Scratch Paper Policy

Scratch paper is a universal tool that may be made available to students during testing. Used scratch paper is a secure material. District Coordinators should develop and disseminate procedures for the secure handling and disposal of used scratch paper.

TERMS

Graph Paper: blank, gridded paper provided by MDE for use in grades 6-7 mathematics

Scratch Paper: blank, lined, or unlined paper

Graph paper and scratch paper are separated into two types:

Unused Scratch/Graph Paper: scratch paper that does not include any student markings - unused scratch/graph paper may include a student’s name written on it

Used Scratch/Graph Paper: scratch/graph paper that includes any student markings beyond the student’s name

ONLINE TESTERS: ENGLISH LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES

Scratch paper is allowed in all test sessions. For all grades this must be blank ruled or unruled paper.

Fresh scratch paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for login, a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.

Students must write their names on the scratch paper. When students are given a break, the scratch paper must be collected and securely stored with test tickets until testing resumes.

If a student’s name is clearly written on the used scratch paper, it can be returned to that student to use when resuming an in-progress test.

ONLINE TESTERS: MATHEMATICS

Scratch paper is allowed in all test sessions.

For students in grades 6-7, blank graph paper is required and is provided in the online initial material order. The grades 3-5 tests do not include items that require graph paper. Additional graph paper can be downloaded from the M-STEP web page (www.michigan.gov/mstep).

For grades 3-5, scratch paper must be blank ruled or unruled, or (optionally) graph paper.

For grades 6-7 must be blank graph paper.

Fresh scratch/graph paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for login, a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.

For grades 6-7 must be blank graph paper.

Fresh scratch/graph paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for login, a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.

PAPER/PENCIL TESTERS: MATHEMATICS

Scratch paper is allowed in all test sessions and test parts. For grades 3-5 this must be blank ruled or unruled, or (optionally) graph paper. Testers in grades 6-7 may be provided blank graph paper in place of blank ruled or unruled paper; however, students may also use the graphs in their test booklets to solve problems. Additional graph paper can be downloaded from the M-STEP web page (www.michigan.gov/mstep).
Appendix B: Scratch Paper Policy

Fresh scratch paper must be distributed with each part of a test and students must write their names on the scratch paper. After students encounter a “stop” sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.

Note: In order to prevent the use of an inappropriate writing utensil on the answer document, students should only have access to number 2 pencils during paper/pencil testing.

# PAPER/PENCIL TESTERS: ENGLISH LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES

Scratch paper is allowed in all test sessions and test parts. For all grades this must be blank ruled or unruled paper.

Fresh scratch paper must be distributed with each part of a test and students must write their names on the scratch paper. After students encounter a “stop” sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are given a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.

Note: In order to prevent the use of an inappropriate writing utensil on the answer document, students should only have access to number 2 pencils during paper/pencil testing.

## Mathematics: Online and Paper/Pencil

<table>
<thead>
<tr>
<th>Grade</th>
<th>Graph Paper (required)</th>
<th>Graph Paper (optional)</th>
<th>Scratch Paper (available Universal Tool)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scratch Paper (available Universal Tool)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>X</td>
</tr>
<tr>
<td>8*</td>
<td>X</td>
</tr>
<tr>
<td>11*</td>
<td>X</td>
</tr>
</tbody>
</table>

*Does not apply to English language arts.
# M-STEP Incident Reporting Guide

If any testing irregularities occur before, during, or after testing, the District M-STEP Coordinator must report them to the Office of Educational Assessment and Accountability (OEAA) as soon as possible. This table identifies the incident categories and sub-categories that are used in the Secure Site Incident Reporting tool and provides sample scenarios for each category or sub-category.

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).

## Incident Category: Test Not Completed

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Scenario</th>
<th>Response for Online Testers</th>
<th>Response for Paper/Pencil Testers</th>
<th>Incident Report Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test submitted prior to completion</td>
<td>Student accidentally ends/submits the test without answering all questions.</td>
<td>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.</td>
<td>N/A</td>
<td>Online: <strong>Required</strong> if more than 5 item responses Paper: N/A</td>
</tr>
<tr>
<td>Student became ill</td>
<td>Student becomes ill and goes home before finishing a test.</td>
<td>Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.</td>
<td>Collect test materials and flag the last question answered. Resume testing in an individual one-on-one proctored makeup session. Students are not allowed to return to previously answered questions.</td>
<td>Online: <strong>Optional</strong> Paper: N/A</td>
</tr>
<tr>
<td>Student was removed from school by parent/guardian</td>
<td>Student is removed from class by a parent or guardian during the test administration.</td>
<td>Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.</td>
<td>Collect test materials and flag the last question answered. Resume testing in an individual one-on-one proctored makeup session. Students are not allowed to return to previously answered questions.</td>
<td>Online: No Incident Report Necessary Paper: <strong>Required</strong></td>
</tr>
<tr>
<td>Incident Sub-Category</td>
<td>Scenario</td>
<td>Response for Online Testers</td>
<td>Response for Paper/Pencil Testers</td>
<td>Incident Report Required/Optional</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Student moved from school</td>
<td>Student transfers or moves from school with an incomplete content area test. <strong>NOTE:</strong> Be prepared to accept a phone call from student’s receiving school requesting information on test completion and needed accommodations or designated supports.</td>
<td>Submit an incident report with request for test to be marked <strong>Do Not Score</strong>.</td>
<td>Mark the answer document <strong>Do Not Score</strong> and return it in the Special Handling Envelope.</td>
<td><strong>Online:</strong> Required   <strong>Paper/ Pencil:</strong> Required</td>
</tr>
<tr>
<td>Do Not Score requested</td>
<td>Student has taken (or logged into) incorrect assessment (took M-STEP instead of MI-Access assessment.) <strong>NOTE:</strong> A student who begins a test and subsequently becomes ill does not meet the requirements for the test to be marked <strong>Do Not Score</strong>.</td>
<td>Submit incident report with request for the test to be marked <strong>Do Not Score</strong>.</td>
<td>N/A</td>
<td><strong>Online:</strong> Required   <strong>Paper/ Pencil:</strong> N/A</td>
</tr>
<tr>
<td>Student does not complete test by end of day</td>
<td>Student does not complete testing by the end of the school day. <strong>NOTE:</strong> Testing must be completed by the end of the grade-level testing window. There are no exceptions.</td>
<td>Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session. (Schools should consider the ages and needs of their students and schedule intentionally planned breaks as appropriate.)</td>
<td>With proper planning and scheduling, this should be avoided. • Schedule all testing early in the day to allow students to complete required testing. The schedule must allow for students who require additional time. • Consider the multiple day testing designated support—this is allowable as intentional scheduling for some students who use additional supports. • Exceptions for individual students will be considered on a case-by-case basis. The required Incident Report must demonstrate student was provided ample time to complete the test.</td>
<td><strong>Online:</strong> No Incident Report necessary <strong>Paper/ Pencil:</strong> Required</td>
</tr>
</tbody>
</table>
## Incident Category:
Accommodation/Designated Support Issue

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Scenario</th>
<th>Response for Online Testers</th>
<th>Response for Paper/Pencil Testers</th>
<th>Incident Report Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designated support/</td>
<td>Student is not provided appropriate designated support or accommodations.</td>
<td>Test misadministration. Submit an Incident Report. New test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians.</td>
<td>Test misadministration. Emergency test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians. Original answer document must be marked <strong>Do Not Score</strong> and returned in the orange Special Handling Envelope.</td>
<td>Online: <strong>Required</strong> Paper/ Pencil: <strong>Required</strong></td>
</tr>
<tr>
<td>required accommodation not provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonstandard designated support/ accommodation provided</td>
<td>Nonstandard accommodation provided. See the “Nonstandard Accommodations” information on page 20 of this manual.</td>
<td>The student’s test is invalidated. Inform parents or guardians. 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. 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.</td>
<td>Mark the student’s test as <strong>Nonstandard Accommodation</strong> on the answer document and return with scorable materials. The student’s test is invalidated. Inform the parent or guardian. 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. 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.</td>
<td>Online: <strong>Required</strong> Paper/ Pencil: <strong>Required</strong></td>
</tr>
<tr>
<td>Incident Sub-Category</td>
<td>Scenario</td>
<td>Response for Online Testers</td>
<td>Response for Paper/Pencil Testers</td>
<td>Incident Report Required/Optional</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| Wrong test administered       | Student is administered the incorrect test (for example, an M-STEP test instead of a MI-Access test). | Inform parents or guardians. Students must be assigned to the correct test in the Secure Site and the appropriate test must be given in order to be included in accountability calculations. Submit an Incident Report—the test will be marked **Do Not Score**. | Inform parents or guardians. Mark the answer document with **Do Not Score** and return it in the orange Special Handling Envelope. Student must be given the correct test in order to be included in accountability calculations — material orders should be ordered on the Secure Site using the normal additional material order process. | Online: **Required**  
Paper/ Pencil: **Required** |
| Wrong test ticket used        | Student is issued wrong test ticket and begins the test.                 | Stop the test as soon as the error is identified. Pause and Exit the test (do not End the test) Submit an Incident Report. | N/A                                                                                              | Online: **Required**  
Paper/ Pencil: **N/A** |
| Part missed or not administered| Student is not administered one part of a test.                          | If it is identified within the testing window for the grade, administer the test.  
If it is past the testing window for the grade, submit an Incident Report. The test may not be administered. | If it is identified on the day of the administration or within the makeup window for the subject and grade, administer the test.  
If it is not identified on the test day or within the makeup window for the subject and grade, submit an Incident Report. **Important reminder:** This is for a Part missed in the test. It is **not** permissible to inspect answer documents for completion or to review student responses at this time. | Online: **Optional**  
Paper/ Pencil: **Optional** |
## Appendix C: Incident Reporting Guide

### Incident Category: Misadministration

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Response for Paper/Pencil Testers</th>
<th>Response for Online Testers</th>
<th>Incident Report Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrong answer document used</td>
<td>If the wrong answer document is the correct grade and test, but has a wrong barcode label, then a new correct barcode label should be printed and affixed. An Incident Report is not required.</td>
<td>Student uses wrong answer document when testing.</td>
<td>N/A</td>
</tr>
<tr>
<td>Test not administered on scheduled day/time</td>
<td>Test is administered outside of scheduled testing window, or a paper/pencil test is administered in a day that is not assigned for the content/part or not administered during scheduled makeup dates.</td>
<td>Test not administered on scheduled day/time</td>
<td>N/A</td>
</tr>
<tr>
<td>Student uses wrong answer document when testing.</td>
<td>Mark student’s answer document Do Not Score and return in the orange Special Handling Envelope. Submit an Incident Report.</td>
<td>Mark student’s answer document Do Not Score and return in the orange Special Handling Envelope. Submit an Incident Report.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

(See Answer document transcription required/suggested Incident Sub-Category on page 74 of this manual.)
### Incident Category: Building Emergency

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Scenario</th>
<th>Response for Online Testers</th>
<th>Response for Paper/Pencil Testers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building emergency</td>
<td>Building emergency occurs during the test and requires student(s) to leave the room or otherwise interrupts testing.</td>
<td>Required to Submit an Incident Report</td>
<td>Address the building emergency—pause tests as appropriate/possible. Submit an Incident Report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required to Submit an Incident Report</td>
<td>In working with the OEAA, the district may be able to quickly resolve issues.</td>
</tr>
</tbody>
</table>

### Incident Category: Misadministration

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Scenario</th>
<th>Response for Online Testers</th>
<th>Response for Paper/Pencil Testers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Test administrator/proctor helps student by giving information other than test directions.</td>
<td>Required to Submit an Incident Report</td>
<td>Address the building emergency—pause tests as appropriate/possible. Submit an Incident Report.</td>
</tr>
<tr>
<td></td>
<td>Test administrator/proctor indicating the correct answers to students.</td>
<td>Required to Submit an Incident Report</td>
<td>Address the building emergency—pause tests as appropriate/possible. Submit an Incident Report.</td>
</tr>
<tr>
<td></td>
<td>Test administrator/proctor leaving students unattended during testing.</td>
<td>Required to Submit an Incident Report</td>
<td>Address the building emergency—pause tests as appropriate/possible. Submit an Incident Report.</td>
</tr>
<tr>
<td></td>
<td>Secure materials are not kept secure before, during, or after test administration.</td>
<td>Required to Submit an Incident Report</td>
<td>Address the building emergency—pause tests as appropriate/possible. Submit an Incident Report.</td>
</tr>
<tr>
<td></td>
<td>Test administrator/proctor taking or allowing photos of test items or test environment.</td>
<td>Required to Submit an Incident Report</td>
<td>Address the building emergency—pause tests as appropriate/possible. Submit an Incident Report.</td>
</tr>
<tr>
<td></td>
<td>Staff posting test items or content to social media during testing.</td>
<td>Required to Submit an Incident Report</td>
<td>Address the building emergency—pause tests as appropriate/possible. Submit an Incident Report.</td>
</tr>
</tbody>
</table>

### Incident Reporting Guide

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Online</th>
<th>Paper/Pencil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required/Optional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>Required</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>Required</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>Required</td>
</tr>
</tbody>
</table>
## Appendix C: Incident Reporting Guide

### Incident Category: Prohibited Behavior

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Scenario</th>
<th>Response for Paper/Pencil Testers</th>
<th>Response for Online Testers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics/social media</td>
<td>Taking photos of test items, use of social media during testing.</td>
<td>The student's test will be marked Prohibited Behavior and invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report.</td>
<td>Students engaged in disruptive or egregious behavior must be removed from the testing room. Where feasible, students should be redirected and allowed to continue testing. Students engaged in prohibited behavior need not be removed from the testing room unless they are affecting other students. The student's test will be marked Prohibited Behavior and invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report.</td>
</tr>
<tr>
<td>Other</td>
<td>Disruptive behaviors impacting testing session/ completion, cheating, or use of calculator/thesaurus (ELA) during non-permitted section of the test.</td>
<td></td>
<td>Students engaged in disruptive or egregious behavior must be removed from the testing room. Where feasible, students should be redirected and allowed to continue testing. Students engaged in prohibited behavior need not be removed from the testing room unless they are affecting other students. The student's test will be marked Prohibited Behavior and invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report.</td>
</tr>
</tbody>
</table>

**NOTE:** The use of non-permitted tools results in test invalidation.
<table>
<thead>
<tr>
<th>Incident Category: Technical Problems with Online Testing</th>
<th>Incident Report Required/ Optional</th>
<th>Response for Paper/Pencil Testers</th>
<th>Response for Online Testers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Sub-Category</td>
<td>Online:</td>
<td>Paper/ Pencil:</td>
<td>Online:</td>
</tr>
<tr>
<td>Repeated disconnections</td>
<td>Optional</td>
<td>N/A</td>
<td>Optional</td>
</tr>
<tr>
<td>Entire classroom has repeated disconnections during testing session</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSIGHT stops working and the student(s) cannot continue testing</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSM error</td>
<td>Optional</td>
<td>N/A</td>
<td>Optional</td>
</tr>
<tr>
<td>Item functionality</td>
<td>Required</td>
<td>Paper/ Pencil:</td>
<td>Required</td>
</tr>
<tr>
<td>A student believes the correct answer cannot be selected.</td>
<td>N/A</td>
<td>Chromebook.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For each scenario, follow the response steps provided in the table. Contact local tech support for assistance, and if needed, submit an Incident Report to DRC Customer Support.
## Incident Category: Technical Problems with Online Testing

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Scenario</th>
<th>Response for Online Testers</th>
<th>Response for Paper/Pencil Testers</th>
<th>Incident Report Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware failure</td>
<td>Power outage, internet connection interrupted through local error, stolen computers.</td>
<td>If the problem is with just one computer, move the student to another computer and resume testing. If the problem will be resolved in sufficient time to complete testing (restore power or internet connection), continue testing another time or day. If online testing becomes impossible, file an Incident Report.</td>
<td>N/A</td>
<td>Online: <strong>Required</strong> IF it is necessary to move to emergency paper forms; otherwise optional. Paper/Pencil: N/A</td>
</tr>
<tr>
<td>Other</td>
<td>Use this category if your technical problem does not conform to the listed technical issues.</td>
<td>Contact your local IT staff, or if further support is required, contact DRC Customer Support.</td>
<td>N/A</td>
<td>Online: <strong>Optional</strong> Paper/Pencil: N/A</td>
</tr>
</tbody>
</table>
### Incident Category: Materials

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Scenario</th>
<th>Response for Online Testers</th>
<th>Response for Paper/Pencil Testers</th>
<th>IR Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer document</td>
<td>Students write in the wrong section of an assessment; wrong answer</td>
<td>N/A</td>
<td>Student must transcribe all</td>
<td>Online: N/A</td>
</tr>
<tr>
<td>transcription</td>
<td>document transcription required/ suggested; a writing utensil other than a</td>
<td></td>
<td>responses exactly as recorded</td>
<td>Paper/ Pencil:</td>
</tr>
<tr>
<td></td>
<td>number 2 pencil is used on an answer document.</td>
<td></td>
<td>from the original answer document</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in a one-on-one proctored</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>session.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Print and affix a bar code label</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to the new answer document and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>return with the scorable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Original answer document must be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>marked <strong>Do Not Score</strong> and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>returned in the orange Special</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Handling Envelope.</td>
<td></td>
</tr>
<tr>
<td>(continued)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer document</td>
<td>Answer document becomes damaged in such a way that will impact</td>
<td>N/A</td>
<td>Student must transcribe all</td>
<td>Online: N/A</td>
</tr>
<tr>
<td>damaged, defective,</td>
<td>scanning—ripped, torn, etc; is defective upon arrival, or is lost</td>
<td></td>
<td>responses exactly as recorded</td>
<td>Paper/ Pencil:</td>
</tr>
<tr>
<td>or lost</td>
<td>during test administration.</td>
<td></td>
<td>from the original answer</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>document in a one-on-one proctored</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>session.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Print and affix a bar code label</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to the new answer document and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>return with the scorable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Original answer document must be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>marked <strong>Do Not Score</strong> and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>returned in the Orange Special</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Handling Envelope.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>NOTE:</strong> Biohazards should not</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>be returned. Any secure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>material with biohazardous</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>material should be securely</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>destroyed.</td>
<td></td>
</tr>
</tbody>
</table>

### Incident Category: Other

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Scenario</th>
<th>Response for Online Testers</th>
<th>Response for Paper/Pencil Testers</th>
<th>IR Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Use this category only if an incident occurs that does not fit into the</td>
<td>Varies</td>
<td>Varies</td>
<td>Online: <strong>Optional</strong></td>
</tr>
<tr>
<td></td>
<td>listed categories.</td>
<td></td>
<td></td>
<td>Paper/ Pencil:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Optional</strong></td>
</tr>
</tbody>
</table>
### Incident Category: Staff Unethical

<table>
<thead>
<tr>
<th>Incident Sub-Category</th>
<th>Scenario</th>
<th>Response for Online Testers</th>
<th>Response for Paper/Pencil Testers</th>
<th>IR Required/Optional</th>
</tr>
</thead>
</table>
| Staff Unethical       | District administration or management company needs to report an incident involving inappropriate test administration practices of District/Building Coordinators or Building Administration. **Note:** When using this category, only the incident report submitter and anyone identified in the CC field of the report will receive notification of progress of this incident. | Required to Submit an Incident Report- In working with the OEAA the district may be able to quickly resolve issues. | Required to Submit an Incident Report- In working with the OEAA the district may be able to quickly resolve issues. | Online: **Required**  
Paper/ Pencil: **Required** |
eDIRECT User Guide

The eDIRECT User Guide discusses eDIRECT, the interface to the administrative functions of the DRC INSIGHT Online Learning System.

The guide is divided into three main sections:

- **Working with eDIRECT** describes how to access and log into eDIRECT, as well as some of its more common menu functions and options
- **Test Setup** describes the test setup options for editing student information and test sessions
- **Checking Student Testing Status** describes the options for monitoring student testing status in eDIRECT

Access the full guide in eDIRECT (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Manuals and Directions.
## Appendix E: List of Important Dates

### 2019 M-STEP List of Important Dates

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Task/Activity</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/18</td>
<td>11/20/18</td>
<td>Online waiver window – request waiver to administer paper/pencil by 5:00 PM</td>
<td>PP</td>
</tr>
<tr>
<td>11/05/18</td>
<td>01/11/19</td>
<td>Off-site Test Administration Request (for building or district-wide requests)</td>
<td>Both</td>
</tr>
<tr>
<td>01/07/19</td>
<td>02/13/19</td>
<td>Pre-identification of students for barcode labels by 5:00 PM</td>
<td>PP</td>
</tr>
<tr>
<td>01/07/19</td>
<td>02/13/19</td>
<td>Initial Material Order window (all grades) by 5:00 PM</td>
<td>PP</td>
</tr>
<tr>
<td>01/07/19</td>
<td>02/25/19</td>
<td>Online test session setup in the Secure Site by 5:00 PM</td>
<td>OL</td>
</tr>
<tr>
<td>01/07/19</td>
<td>05/30/19</td>
<td>Pre-identification of students by 5:00 PM</td>
<td>Both</td>
</tr>
<tr>
<td>01/14/19</td>
<td>05/30/19</td>
<td>Off-site Test Administration Request (for individual students such as homebound or expelled with service students)</td>
<td>Both</td>
</tr>
<tr>
<td>01/14/19</td>
<td>03/07/19</td>
<td>Alternate Insight Availability Request</td>
<td>OL</td>
</tr>
<tr>
<td>03/05/19</td>
<td>03/05/19</td>
<td>Online District and Building Coordinator Training – eDIRECT &amp; Test Setup at 10:00 AM – recording available 03/06/19</td>
<td>OL</td>
</tr>
<tr>
<td>03/08/19</td>
<td>03/31/19</td>
<td>eDIRECT available for online test administrative tasks</td>
<td>OL</td>
</tr>
<tr>
<td>03/25/19</td>
<td>03/27/19</td>
<td>Grades 5, 8, and 11 materials arrive in schools – alternate delivery date not requested</td>
<td>Both</td>
</tr>
<tr>
<td>04/01/19</td>
<td>04/03/19</td>
<td>Grades 5, 8, and 11 materials arrive in schools – alternate delivery date requested</td>
<td>Both</td>
</tr>
<tr>
<td>04/02/19</td>
<td>04/23/19</td>
<td>Grades 5, 8, and 11 Additional Material Order (closes at noon)</td>
<td>PP</td>
</tr>
<tr>
<td>04/08/19</td>
<td>05/10/19</td>
<td>Grades 5, 8, and 11 Online Test Administration</td>
<td>OL</td>
</tr>
<tr>
<td>04/09/19</td>
<td>04/09/19</td>
<td>Grade 5 ELA Day 1 Paper/Pencil Test Day</td>
<td>PP</td>
</tr>
<tr>
<td>04/10/19</td>
<td>04/10/19</td>
<td>Grade 5 ELA Day 2 Paper/Pencil Test Day</td>
<td>PP</td>
</tr>
<tr>
<td>04/10/19</td>
<td>TDB</td>
<td>Preliminary Reports (within 48 hours of online test completion)</td>
<td>OL</td>
</tr>
<tr>
<td>04/11/19</td>
<td>04/11/19</td>
<td>Grade 11 Science Field Test and Social Studies Test Day</td>
<td>PP</td>
</tr>
<tr>
<td>04/11/19</td>
<td>04/15/19</td>
<td>Grade 5 ELA Makeup</td>
<td>PP</td>
</tr>
<tr>
<td>Start</td>
<td>End</td>
<td>Task/Activity</td>
<td>Mode</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>-----------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>04/12/19</td>
<td>04/26/19</td>
<td>Grade 11 Science and Social Studies Makeup</td>
<td>PP</td>
</tr>
<tr>
<td>04/15/19</td>
<td>04/18/19</td>
<td>Grades 3, 4, 6, and 7 materials arrive in schools – alternate delivery date <strong>not</strong> requested</td>
<td>Both</td>
</tr>
<tr>
<td>04/16/19</td>
<td>04/16/19</td>
<td>Grade 5 Mathematics Paper/Pencil Test Day</td>
<td>PP</td>
</tr>
<tr>
<td>04/17/19</td>
<td>04/17/19</td>
<td>Grades 5 and 8 Science Field Test Paper/Pencil Test Day</td>
<td>PP</td>
</tr>
<tr>
<td>04/18/19</td>
<td>04/18/19</td>
<td>Grades 5 and 8 Social Studies Paper/Pencil Test Day</td>
<td>PP</td>
</tr>
<tr>
<td>04/19/19</td>
<td>04/26/19</td>
<td>Grades 5 and 8 Makeup any content area</td>
<td>PP</td>
</tr>
<tr>
<td>04/22/19</td>
<td>04/24/19</td>
<td>Grades 3, 4, 6, and 7 materials arrive in schools – alternate delivery date requested</td>
<td>Both</td>
</tr>
<tr>
<td>04/23/19</td>
<td>05/14/19</td>
<td>Grades 3, 4, 6, and 7 Additional Material Order (<strong>closes at noon</strong>)</td>
<td>PP</td>
</tr>
<tr>
<td>04/29/19</td>
<td>05/31/19</td>
<td>Grades 3, 4, 6, and 7 Online Test Administration</td>
<td>OL</td>
</tr>
<tr>
<td>04/30/19</td>
<td>04/30/19</td>
<td>Grades 3, 4, 6, and 7 ELA Day 1 Paper/Pencil Test Day</td>
<td>PP</td>
</tr>
<tr>
<td>05/01/19</td>
<td>05/01/19</td>
<td>Grades 3, 4, 6, and 7 ELA Day 2 Paper/Pencil Test Day</td>
<td>PP</td>
</tr>
<tr>
<td>05/01/19</td>
<td>05/01/19</td>
<td>Grades 5, 8, and 11 Return of Materials Deadline</td>
<td>PP</td>
</tr>
<tr>
<td>05/02/19</td>
<td>05/06/19</td>
<td>Grades 3, 4, 6, and 7 ELA Makeup Days</td>
<td>PP</td>
</tr>
<tr>
<td>05/07/19</td>
<td>05/07/19</td>
<td>Grades 3, 4, 6, and 7 Mathematics Paper/Pencil Test Day</td>
<td>PP</td>
</tr>
<tr>
<td>05/08/19</td>
<td>05/17/19</td>
<td>Grades 3, 4, 6, and 7 Makeup any content area</td>
<td>PP</td>
</tr>
<tr>
<td>05/22/19</td>
<td>05/22/19</td>
<td>Grades 3, 4, 6, and 7 Return of Materials Deadline</td>
<td>PP</td>
</tr>
<tr>
<td>June 2019</td>
<td></td>
<td>Accountable Students Enrolled and Demographics – watch Spotlight for details</td>
<td>Both</td>
</tr>
<tr>
<td>June 2019</td>
<td></td>
<td>Answer Documents Received – watch Spotlight for details</td>
<td>Both</td>
</tr>
<tr>
<td>June 2019</td>
<td></td>
<td>Submitted Issues for Answer Documents – watch Spotlight for details</td>
<td>Both</td>
</tr>
<tr>
<td>June 2019</td>
<td></td>
<td>Students Not Tested – watch Spotlight for details</td>
<td>Both</td>
</tr>
<tr>
<td>TBD</td>
<td></td>
<td>Final Reports – watch Spotlight for details</td>
<td>Both</td>
</tr>
</tbody>
</table>

**3/21/19** – Dates highlighted in green have been updated to reflect test window extensions.
Appendix F: Administration Resources

M-STEP Administration Resources

This appendix lists the resources available to help Assessment Coordinators with pre-administration, during-administration, and after-administration tasks for M-STEP. There are additional resources available on these web pages for other tasks.

M-STEP WEB PAGE
(www.michigan.gov/mstep)

• Current Assessment Administration
  – Off-Site Test Administration Request
  – Guide to State Assessments
  – M-STEP List of Important Dates
  – MDE-Approved INSIGHT Tools Poster
  – Assessment Integrity Guide
  – Graph Paper, Grades 6-7
  – Scratch Paper Policy
  – Security Compliance Form
  – Test Directions

• Student Supports and Accommodations
  – Frequently Asked Questions
  – Supports and Accommodations Guidance Document includes:
    › Read-Aloud Guidelines
    › Student Supports and Accommodations Table
    › Scribing Protocol
    › Braille Assessment Plan
  – M-STEP Accommodations Worksheets
  – M-STEP Multiplication Table

• Content Specific Information
  – Sample Passage-based Writing Prompt Essay
  – ELA – Test Overview
  – ELA and Mathematics – Crosswalk Documents: Claims, Targets, and Standards
  – Online Practice for M-STEP ELA, Math, Science, and Social Studies
  – Michigan Academic Standards

• Professional Development
  – Assessment Coordinator Training Guide
  – Assessment Security Training Registration
  – ELA – Navigating the Computer Adaptive Test
  – Mathematics – Navigating the Computer Adaptive Test
  – Test Administration Training Videos and PowerPoints
  – Student Supports and Accommodations Webinar Links and PowerPoints

DRC eDIRECT
(https://mi.drcedirect.com)

• Documents (From Michigan’s eDIRECT page, go to All Applications → General Information → Documents)
  – Technology User Guide
  – eDIRECT User Guide
  – Accommodations: Adding, Editing, and Mass-Assigning
  – Checking Student Test Status
  – Creating Test Sessions in eDIRECT

• Test Tutorials (From Michigan’s eDIRECT page, go to All Applications → General Information → Test Tutorials)
  – Michigan Online Assessment Student Tutorials (for students to use before testing to become familiar with the M-STEP online test)
MDE SECURE SITE TRAINING
(www.michigan.gov/secsitetraining)

This site includes documents that provide directions for pre-identification of students, all materials ordering, Incident Reporting, Accountability-related tasks, and accessing student data score files and the Dynamic Score Reporting Site.

• Security
  – Create a New User
  – How do I get access to eDIRECT?
  – Manage Access Requests
  – Request Access to the Secure Site
  – Secure Site Roles and Assessment Descriptions

• Pre-Identification of Students
  – Early Roster
  – Creating Online Sessions
  – Mass Update Assessments
  – MSDS Copy
  – One Student at a Time/Student Search
  – Pre-ID File Upload
  – Pre-ID Student Report
  – Pre-Identification for State Assessments Overview
  – Reporting Code Labels

• Material Ordering
  – Additional Material Orders
  – Initial Material Orders

• Miscellaneous Secure Site Functions
  – District and School Contacts
  – Incident Reporting
  – Online Waiver Request
Appendix G: Checklists

Before Testing Checklist

☐ Obtain OEAA Assessment Security Compliance Forms from all staff involved in M-STEP Testing
☐ Ensure software and testing devices are prepared for testing (see page 42 of this manual)
☐ 1. Assign Roles for District Users
☐ 2. Pre-Identify Students for Testing (January 7 – February 13, 2019 for barcode labels)
☐ 3. Order Test Materials
☐ 4. Load students in eDIRECT
☐ 5. Assign/Edit Test Sessions (by February 25, 2019 for online test session setup in the Secure Site)
☐ 6. Assign Supports and Accommodations (and be sure Test Administrators are aware of all designated supports and accommodations for students in each test session)
☐ 7. Watch the District/Building Coordinator Online Training (Live March 5, 2019) or a recording of the training (posted by March 6) in eDIRECT (https://mi.drcedirect.com) under All Applications → General Information → Documents → Document type: Training Presentations & FAQs and on the M-STEP web page (www.michigan.gov/mstep)
☐ Other staff training opportunities:
   • Assessment Coordinator Training Guide
   • Read/review Manuals
   • Read/review Test Directions
☐ Prepare students for testing:
   • Review Tutorials
   • Practice with OTTs
☐ 8. Create Testing Schedules (see AIG for required components)
☐ 9. Print Test Tickets and Rosters
☐ Submit any Off-Site Testing Requests (as appropriate)
**During Testing Checklist**

- Ensure no academic posters are visible in any testing room (vocabulary lists, maps, etc.) See AIG for more information.
- Print and post INSIGHT Tools Poster (optional)
- 1. Manage handling of secure materials, including: test tickets and rosters, scratch paper, test booklets, and answer documents
- 2. Verify Supports and Accommodations are assigned and Test Administrators are aware of all Supports and Accommodations in each test session
- 3. During a Test Session
   - Providing test directions to test administrators, breaks during testing, testing status, testing irregularities, and other test session tasks.
- 4. Resumed Testing: Monitor testing completion in eDIRECT (NOTE: ONLY students who are assigned to test sessions appear on this screen; if a student is not assigned to a test session but MDE expects that student to test, the student will NOT appear on this screen)
- 5. If Video Surveillance Cameras exist in any testing room, ensure the test session is deleted as soon as possible after testing is completed

**After Testing Checklist**

- 1. Assign Research/Reporting Codes
- 2. Clear the TSM
- 3. Return materials to M-STEP Contractor/Destroy secure materials not returned (see the Materials Handling and Return section for detailed instructions and deadlines)

**Accountability Tasks (watch Spotlight for these dates):**

- Accountable Students Enrolled and Demographics
- Answer Documents Received
- Submitted Issues for Answer Documents
- Students Not Tested
Appendix H: Change Log

3/21/19 – Test Window Extension updates

- page 7: Updated Testing Schedule
- page 76: Updated M-STEP List of Important Dates

NOTE: Because the assessment testing windows have been extended this year, all the dates included in this document are superseded by the dates listed in the Updated Testing Schedule and Updated M-STEP List of Important Dates.


4/3/19 – page 56: Last row of table changed to Testing schedules.