



Michigan Student Test of Educational Progress

Spring 2020

M-STEP Test

Administration

Manual

(TAM)

Table of Contents

How To Use This Manual	6	Standardized Testing	15
Introduction	6	Assessment System Access for District and Building Assessment Coordinators	15
Navigating the DRC INSIGHT Portal	7	THE OEAA SECURE SITE	15
Testing Schedules	8	THE EDUCATIONAL ENTITY MASTER	16
Overview	10	🖨️ DRC INSIGHT PORTAL	16
M-STEP Assessments	10	Roles and Responsibilities	17
What’s New	10	Roles and Responsibilities	17
English Language Arts	11	DISTRICT COORDINATORS	17
LISTENING	11	BUILDING COORDINATORS	17
Mathematics	11	TEST ADMINISTRATORS	18
CALCULATOR POLICY	11	TECHNOLOGY COORDINATORS	18
Science	12	Supports and Accommodations	19
Social Studies	13	What Are Supports and Accommodations?	19
The Michigan Merit Examination	13	Supports and Accommodations Tracking Sheet	19
Required Grade 8 Testing	13	Ordering Accommodated Materials	19
Test Administrator’s Directions and Manual	13	🖨️ Embedded and Non-embedded Supports and Accommodations	20
Scratch Paper Guidelines	13	🖨️ Turning On Designated Supports and Accommodations	20
Designated Supports and Accommodations	13	🖨️ Verifying Test Tickets	20
Resources for Students to Prepare for Testing	14	Where to Find More Information on Designated Supports and Accommodations	21
Call Center Contact Information	14	Nonstandard Accommodations	21
OEAA Communications with Schools and Districts	14		

Table of Contents

 Filling Out Designated Supports and Accommodations Information on Answer Documents	22
 ELA STANDARD SUPPORTS AND ACCOMMODATIONS.	22
 MATHEMATICS STANDARD SUPPORTS AND ACCOMMODATIONS	22
 SCIENCE AND SOCIAL STUDIES STANDARD SUPPORTS AND ACCOMMODATIONS.	22
 Using Audio CD Versions of the Tests	23
 Using Video DVD Versions of the Tests	23
HOW TO ADMINISTER VIDEO DVD VERSIONS OF THE TEST	24
 Reading Directions and Track/Chapter Numbers—Audio CDs and Video DVDs	24
 Using Reader Scripts	25
 Using Oral Translations for Native Language	25
 Using Enlarged Print Versions of the Test	25
 Using Braille Versions of the Test	26
 Directions for Other Common Supports and Accommodations	26
SCRIBES AND TAPE RECORDERS	26
 WORD PROCESSORS	26
 ADDITIONAL OR ADAPTED PAPER	27
EXTENDED TIME/MULTIPLE DAY	28
 Closed Captioning for ELA Listening	28
Read-Aloud Guidelines for ELA and Mathematics	28
Scribing Protocol	29
Word-to-Word Bilingual Dictionaries	29
L1 (First Language) Glossaries.	29
Stacked Spanish	29
M-STEP Multiplication Table	30
 Returning Accommodated Materials and Answer Documents	30
Other Reminders for Test Administrators and Accommodations Providers	30
 PAPER/PENCIL ONLY:	31
Student Pre-ID and Test Eligibility.	32
Students to be Tested.	32
STUDENTS WITH IEPS AND SECTION 504 PLANS.	32
ENGLISH LEARNERS (ELS).	32
Student Grade Considerations	32
STUDENTS WHO REPEAT A GRADE LEVEL OR ARE IN ADVANCED CLASSES	32
GRADE 12 STUDENTS NOT PREVIOUSLY INCLUDED IN ACCOUNTABILITY.	33
Students in Different Locations	33
HOMESCHOOLED STUDENTS	33
STUDENTS ENROLLED IN PRIVATE/NONPUBLIC SCHOOLS	33
VIRTUAL SCHOOLS	33
SHARED EDUCATIONAL ENTITIES (SEES)/ SPECIALIZED SHARED EDUCATIONAL ENTITIES (S2E2S)	33
SEAT TIME WAIVERS	34

Table of Contents

HOMEBOUND AND HOSPITALIZED STUDENTS	34
Students in Unique Circumstances	34
SUSPENDED STUDENTS	34
EXPELLED STUDENTS	34
STUDENTS IN DETENTION OR JUVENILE FACILITIES	34
Accountability Considerations	34
STUDENTS WHO MOVE INTO A SCHOOL DURING TESTING	34
STUDENTS WHO MOVE OUT OF A SCHOOL DURING TESTING	35
Unique Identification Codes	36
Test Administration Windows	36
 Computer Adaptive Testing for ELA and Mathematics	36
INSIGHT Availability	37
Absences and Makeup Testing	37
Incident Reporting	37
Testing Irregularities	37
<i>Before Testing</i>	<i>38</i>
Training Tools	38
 RECORDED PRESENTATIONS IN THE DRC INSIGHT PORTAL	38
Assessment Security	41
OVERVIEW OF REQUIRED SECURITY PRACTICES	41
ASSESSMENT TRAINING	41
ASSESSMENT SECURITY TRAINING	41
Material Security	42
Test Administration	42
Security Compliance	43
Materials Permitted or Required During Testing	43
 MDE-APPROVED INSIGHT TOOLS POSTER	43
CALCULATORS	43
 NUMBER 2 PENCILS	43
HIGHLIGHTERS	44
ADDITIONAL PAPER	44
HEADPHONES	44
 CDs/DVDs	44
 Software and Testing Devices	45
DRC INSIGHT PORTAL	45
INSIGHT AND CENTRAL OFFICE SERVICES	45
 SUPPORTED TESTING DEVICES	45
Important Tasks Before Testing	46
1. TRAINING REQUIREMENTS AND RESOURCES FOR STUDENTS	46
2. ASSIGN ROLES FOR DISTRICT USERS.	47
3. PRE-IDENTIFY STUDENTS FOR TESTING	47
4. ORDER TEST MATERIALS	48
 5. LOAD STUDENTS IN THE DRC INSIGHT PORTAL	49
 6. ASSIGN/EDIT TEST SESSIONS	49
 7. ASSIGN SUPPORTS AND ACCOMMODATIONS	50
8. CREATE TESTING SCHEDULES	51
 9. TEST TICKET PRINTING	55

Table of Contents

During Testing.56

Important Tasks During Testing56

 1. MANAGING STUDENT TEST TICKETS 56

 2. VERIFYING SUPPORTS AND ACCOMMODATIONS ON TEST TICKETS 56

3. DURING A TEST SESSION 57

4. RESUMED TESTING. 59

5. VIDEO SURVEILLANCE CAMERAS 60

6. ENDING A TEST SESSION 60

After Testing.62

Important Tasks After Testing62

1. REPORTING DECISIONS 62

2. MATERIALS HANDLING AND RETURN 62

Appendix A: Calculator Policy.69

M-STEP Mathematics Calculator Policy69

ONLINE AND PAPER/PENCIL TESTERS. 69

 ONLINE TESTERS 69

 PAPER/PENCIL TESTERS 69

IMPORTANT NOTES. 69

Appendix B: Scratch Paper Policy70

M-STEP Scratch Paper Policy70

TERMS 70

 ONLINE TESTERS: MATHEMATICS 70

 ONLINE TESTERS: ENGLISH LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES 70

 PAPER/PENCIL TESTERS: MATHEMATICS 70

 PAPER/PENCIL TESTERS: ENGLISH LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES 71

Appendix C: Incident Reporting Guide.72

Appendix D: DRC INSIGHT Portal User Guide85

Appendix E: List of Important Dates.86

Appendix F: Administration Resources88

Appendix G: Extended Retries Tech Bulletin90

Appendix H: Checklist91

Before Testing Checklist91

During Testing Checklist92

After Testing Checklist92

Accountability Tasks92

Appendix I: Change Log93

How To Use This Manual

Introduction

This manual provides information about (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.

Important Note: eDIRECT has been renamed **DRC INSIGHT Portal**. The URL has not changed. This manual now refers to eDIRECT as the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.com>).

Instructions for easy navigation to documents in the DRC INSIGHT Portal are on the following page.

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.
- **Roles and 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 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**
 - M-STEP Calculator Policy
 - M-STEP Scratch Paper Policy
 - Incident Reporting Guide
 - DRC INSIGHT Portal User Guide
 - M-STEP List of Important Dates
 - M-STEP Test Administration Resources, Extended Retries Tech Bulletin
 - Checklists – before, during, and after testing

All M-STEP District and Building Assessment Coordinators must read the entire Test Administrator Manual – this document. Test Administrators must read the Test Administrator Directions and Manual for each grade and test they will administer.

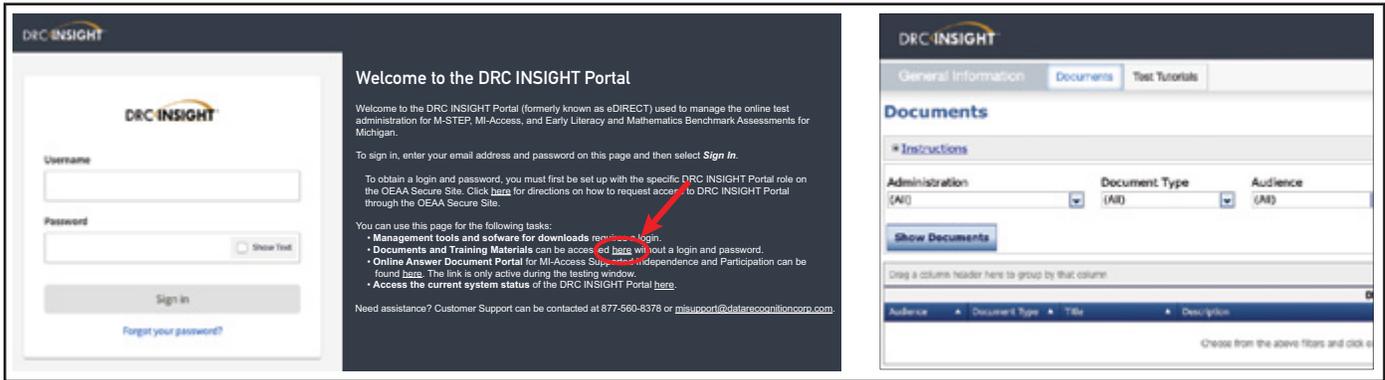
The M-STEP assessments are administered primarily online. However, there are two instances in which they may be administered using paper/pencil versions of the test: (1) when required to meet an individual student's needs, or (2) when a school has applied to the Michigan Department of Education (MDE) for a waiver and the waiver has been approved. The current-year 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 modes (types) of test administration (online and paper/pencil), 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.

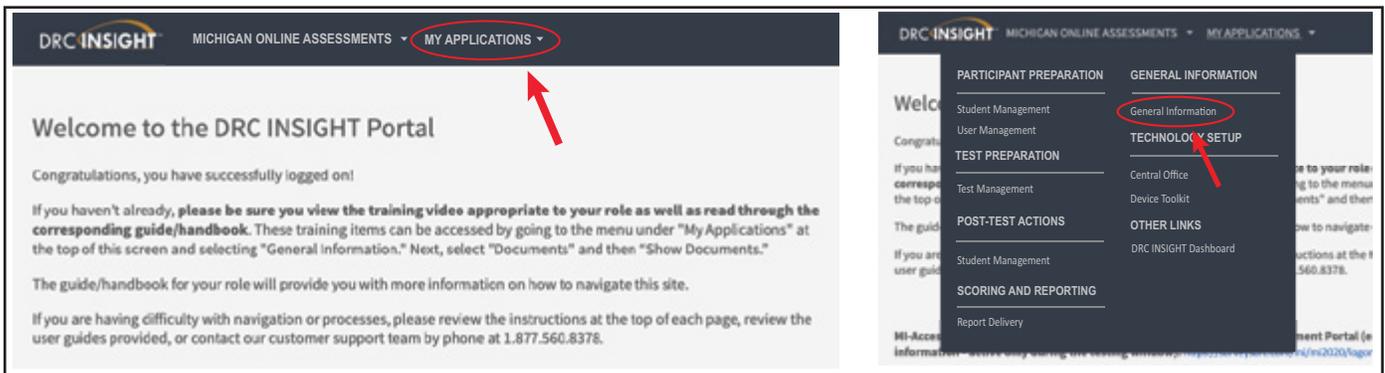
Icon	Mode
	Paper/Pencil
	Online

Navigating the DRC INSIGHT Portal

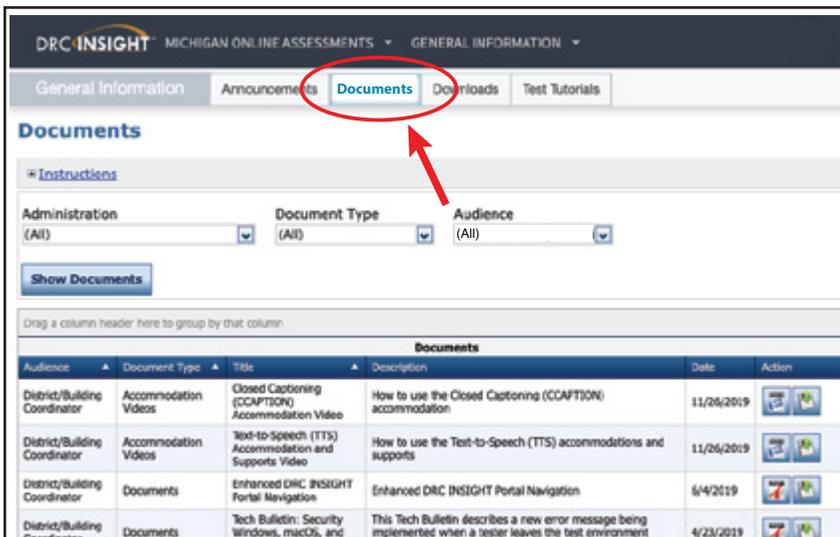
Users can access documents and resources in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.com>). Test Administrators without secure access to the DRC INSIGHT Portal select **"here"** in the **Documents and Training Materials** bullet point to view all of the materials that are available without secure access.



District and Building Coordinators with secure access to the DRC INSIGHT Portal go to **My Applications** and select **General Information**.



Then, select the **Documents** tab.



Testing Schedules

You can copy and distribute these pages to others involved in the testing process.

Note: A complete list of dates encompassing the entire 2020 M-STEP administration cycle can be found in the List of Important Dates in [Appendix E](#).

Spring 2020 Testing Schedule for Summative Assessments

Assessment	Week of																			
	2/3-2/7	2/10-2/14	2/17-2/21	2/24-2/28	3/2-3/6	3/9-3/13	3/16-3/20	3/23-3/27	3/30-4/3	4/6-4/10	4/13-4/17	4/20-4/24	4/27-5/1	5/4-5/8	5/11-5/15	5/18-5/22	5/25-5/29			
M-STEP Grades 5, 8, and 11											4 weeks									
M-STEP Grades 3, 4, 6, and 7												4 weeks								
MI-Access Alternate Assessments											7 weeks									
College Entrance: SAT® w/Essay*											4/14 only		Makeup 4/28							
Accommodated Testing Window											4/14 – 4/28									
Work Skills: ACT® WorkKeys®											4/15 only		Makeup 4/29							
Accommodated Testing Window											4/15 – 4/28		Makeup 4/29-5/5							
PSAT™ 8/9 (grade 8)*											4/14	Makeup 4/15-21	Makeup 4/28-29							
Accommodated Testing Window											4/14 – 4/28									
PSAT 8/9 (grade 9) and PSAT 10**											4/14, 15, or 16	Makeup 4/15-21	Makeup 4/28-29							
Accommodated Testing Window											4/14 – 4/28									
WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs	7 weeks																			

* Schools must administer the PSAT 8/9 for 8th grade and SAT with Essay on April 14, 2020 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

- The same grade must test on the same day at the same time.
- Schools can administer multiple grades in one day.

** Schools must administer the PSAT 8/9 for 9th grade and PSAT 10 on April 14, April 15, or April 16, 2020 (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.

Testing Schedules

Paper/Pencil Test Dates – Grade 5

April – May 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	13	14 ELA Day 1	15 ELA Day 2	16 Makeup – ELA	17	18
19	20	21 MATH	22 SCIENCE	23 SOCIAL STUDIES	24 Makeup Any content area	25
26	27	28	29	30	1	2
Makeup – Any content area						
3	4	5	6	7	8	9
Makeup – Any content area						
10	11	12	13	14	15	16

Paper/Pencil Test Dates – Grade 8

April – May 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	13	14 PSAT 8/9	15	16	17	18
			Makeup – PSAT 8/9			
19	20	21	22 SCIENCE	23 SOCIAL STUDIES	24 Makeup Science and Social Studies	25
Makeup – PSAT 8/9						
26	27	28 Makeup PSAT 8/9	29 Makeup PSAT 8/9	30	1	2
Makeup – Science and Social Studies						
3	4	5	6	7	8	9
Makeup – Science and Social Studies						
10	11	12	13	14	15	16

Paper/Pencil Test Dates – Grade 11

April 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 SAT w/Essay	15 ACT WorkKeys	16 SCI/SS	17 Makeup SCI/SS	18
19	20	21	22	23	24	25
Makeup – Science and Social Studies						
26	27 Makeup SAT	28 Makeup ACT	29	30	1	2
Makeup – Science and Social Studies						
3	4	5	6	7	8	9

Paper/Pencil Test Dates Grades 3, 4, 6, and 7

May 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 ELA Day 1	6 ELA Day 2	7 Makeup – ELA	8	9
10	11 Makeup ELA	12 MATH	13	14	15	16
Makeup – ELA and MATH						
17	18	19	20	21	22	23
Makeup – ELA and MATH						
24	25	26	27	28	29	30
Makeup – ELA and MATH						
31						

Overview

M-STEP Assessments

The Spring 2020 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 content-area tests.

What's New

For Spring 2020, there are several updates to M-STEP testing.

The M-STEP science test is now operational.

The M-STEP social studies test will continue to measure the Michigan Academic Standards adopted in 2007 in social studies. The social studies test will have only one part for all grades assessed (5, 8, and 11). Students are allowed to take breaks during testing. Schools and districts should work with Test Administrators to determine when breaks are necessary and in the best interest of students.

To simplify the materials Test Administrators are required to read before testing, MDE has created updated Test Administrator's Directions and Manual documents for each grade by test mode (online and paper/pencil). These updated documents include test administration directions as well as everything Test Administrators need to know regarding test administration that they would otherwise have read in the Test Administration Manual (TAM) – this document. Test Administrators are no longer required to read the TAM; however they are required to read the Test Administrator's Directions and Manual in its entirety before administering any M-STEP test session.

Text-to-Speech (TTS) is available for test directions ONLY on all test forms except VSL and Spanish for all students. Building and District Assessment Coordinators may decide whether to use the TTS Directions or to read test directions

aloud for each test session. The test administration directions include detailed information for tests to be administered using the TTS Directions and for tests that are administered without TTS Directions.

In order to help with Test Schedule development, MDE has provided recommendations for test time estimates, test sessions, and breaks within sessions on [pages 51–54](#) of this Test Administration Manual (TAM). These are recommendations to assist districts and buildings in the development of testing schedules—they are not required. Refer to the [Create Testing Schedules](#) section to review this new information.

Assessment Security training requirements have been updated for Spring 2020. Building and District Assessment Coordinators are required to

- complete the MDE Assessment Security online course through Michigan Virtual
- read the Assessment Integrity Guide

Test Administrators and Proctors are required to

- complete either the MDE Assessment Security online course **or** to read the Assessment Integrity Guide.

Any educator who completed the Assessment Security training modules in the previous school year (Spring 2019) are allowed to take the Assessment Security Refresher course in place of the full Assessment Security Training modules. More information about the Assessment Security Refresher course is available on the [M-STEP web page](#) (www.michigan.gov/mstep) under the **Professional Development** section.

Also new for Spring 2020, students using the embedded calculator will view the Desmos calculator. There is a basic four-function calculator for use in grade 6, which includes addition, subtraction, multiplication, division, and square root. Calculations are performed automatically as the student keys in the operation. Grade 7 uses a scientific calculator. In addition to the functions listed for grade 6, the scientific calculator includes exponential, algorithmic, trigonometric, and factorial functions.

Overview

A new feature of DRC INSIGHT for Spring 2020 is Extended Retries. With this new feature, if there are any connectivity issues, instead of displaying an error message after three attempts to reconnect, the system will continue to attempt reconnection for five minutes. The error message will display, instructing the student to raise his/her hand for help, but continue to attempt reconnection. If the system is able to reconnect, the error message will close and the student can resume testing. **Note:** It is possible that a student sees the error message but the error is resolved before the Test Administrator has had time to reach the student. If this occurs, the Test Administrator should instruct the student to resume testing.

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. Refer to the **PSAT 8/9 Coordinator Manual** for information about the PSAT 8/9 for grade 8 assessments.

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.

 Paper/pencil Test Administrators will receive a CD and a Listening Script that must be used for the Listening portion of the paper/pencil assessment. Both of these materials are provided to Building M-STEP Coordinators; it is up to them to determine which method (CD or script) will be used in their building.

If stand-alone CD players are not available to play the M-STEP ELA Listening CD for paper/pencil testers, Test Administrators may use the CD

player in a classroom computer if the computer is equipped with speakers that enable each student to clearly hear the passages. If there is any doubt about whether all students can hear each passage properly, the Listening Script should be used instead of the CD. Audio files (CDs) and Listening Scripts cannot be copied and must be returned with secure, non-scorable materials after testing.

Once initial materials orders are placed, the Office of Educational Assessment and Accountability (OEAA) will send CDs and Listening Scripts to schools at a ratio of one CD and Listening Script per 20 students. If necessary, additional CDs and scripts may be requested during the Additional Materials Order window (refer to the **List of Important Dates** in [Appendix E](#) for window dates). Test Administrators need only one or the other, but not both. CDs and Listening Scripts can also be shared.

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. Refer to the **PSAT 8/9 Coordinator Manual** for information about the PSAT 8/9 for grade 8 assessments.

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

Overview

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. Refer to the **Incident Reporting Guide** in [Appendix C](#).

Embedded Calculators 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. New for Spring 2020, students using the embedded calculator will view the Desmos calculator. There is a basic four-function calculator for use in grade 6, which includes addition, subtraction, multiplication, division, and square root. Calculations are performed automatically as the student keys in the operation.

Grade 7 students will use the scientific calculator. This comprehensive calculator performs square root, exponential, logarithmic, trigonometric, and factorial functions, as well as the four arithmetic functions. Answers display automatically without the need to select “enter”.

Districts and buildings should view the Basic Calculator and Scientific Calculator tutorials with students and provide students the opportunity to practice with the new Desmos calculator in the Online Tools Training (OTT). Tutorials and OTTs are accessed without a login through the [DRC INSIGHT Portal](https://mi.drccdirect.com) (<https://mi.drccdirect.com>) by selecting the **Test Tutorials** tab at the top of the page. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

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 must 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

The M-STEP science test is operational in Spring 2020. The M-STEP science test assesses the Michigan K-12 Science Standards in grades 5, 8, and 11. This is 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

The test will include seven clusters for each grade assessed.

- **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

Overview

Social Studies

Social studies is assessed in grades 5, 8, and 11 with a fixed-form online or paper/pencil test. The Spring 2020 M-STEP assessments are based on the 2007 Michigan K-12 Social Studies Standards and do not reflect any changes in the recently approved 2019 Social Studies Standards. The test will have:

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

The Michigan Merit Examination

The Michigan Merit Examination (MME) is administered to grade 11 students (and eligible students in grade 12). In Spring 2020, 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](http://www.michigan.gov/mme) (www.michigan.gov/mme).

Required Grade 8 Testing

Students in grade 8 will take the M-STEP science and social studies tests, 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](http://www.michigan.gov/psat) (www.michigan.gov/psat).

Test Administrator's Directions and Manual

New for Spring 2020, the test directions documents have been expanded to include all information that a Test Administrator needs to know. This means that Test Administrators no longer need to read any section of the Test Administration Manual (TAM)—everything they need is in the Test Administrator's Directions and Manual document.

Text-to-Speech Test Directions

New for Spring 2020, Text-to-Speech (TTS) test directions are available for all students. District and/or Building Assessment Coordinators determine whether TTS Test Directions will be used in the district and/or school.

To use TTS for test directions, Test Administrators will follow the "TTS Test Directions" section of the test directions in the Test Administrator's Directions and Manual. These directions provide introductory information and test verification, then direct students to select the play button to listen to the directions. **Note:** All students must have headphones in order to use TTS for test directions. **Test administration directions are explicit and must be followed exactly as written.**

Scratch Paper Guidelines

Scratch paper use varies by test, grade, and content area. Be sure to review the state's full **Scratch Paper Policy** in [Appendix B](#).

Designated Supports and Accommodations

The [Michigan Supports and Accommodations Guidance Document](#), which includes the **Supports and Accommodations Tables**, presents appropriate universal tools, designated supports, accommodations, 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 designated supports and accommodations may require a student to take the test online. Identifying individual students who require online designated supports and/or accommodations must be done in the DRC INSIGHT Portal. Remember

Overview

that testing students online requires that a caching server be set up and that INSIGHT, the test engine, be installed.

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

Refer to 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 testing may be accessed in the **Accessing Online Tools Training** mini-module available on the [DRC INSIGHT Portal](#) (www.mi.drctdirect.com) by selecting **Show Documents**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

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 the specified hours.

- **Call:** 1-877-560-8378
- **Email:** mde-oeaa@michigan.gov
- **December 1, 2019–April 13, 2020:**
8:00 AM–5:00 PM (M–F)
- **April 13, 2020–May 22, 2020:**
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).

Topic	Option
Known or suspected cheating or unethical testing practices on any state assessment	1
DRC INSIGHT Portal, INSIGHT, Central Office Services (COS), or online assessment tools related to the online M-STEP	2
OEAA Secure Site, testing policies and paper/pencil materials regarding the M-STEP, MI-Access, and Accountability reporting	3

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:

Overview

- **Spring 2020 Training (live and recorded) and Video Tutorials** (online focus only) for online M-STEP Coordinators in the [DRC INSIGHT Portal](https://mi.drccedirect.com) (<https://mi.drccedirect.com>)
- **Spring 2020 M-STEP Test Administration Recorded Presentations** (online and paper/pencil testing information in chapters) available on the [M-STEP web page](http://www.michigan.gov/mstep) (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](http://www.michigan.gov/mde-spotlight) (www.michigan.gov/mde-spotlight)
- [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)
- [DRC INSIGHT Portal](https://mi.drccedirect.com) (<https://mi.drccedirect.com>)
- the Announcement page on the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (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 Educational Entity Master [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.

Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, all testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Ensure that you and all testing staff comply with all applicable laws, including those relating to

discrimination. By strictly following policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Assessment System Access for District and Building Assessment Coordinators

The OEAA Secure Site, the Educational Entity Master (EEM), and the DRC INSIGHT Portal are systems used for test administration tasks.

THE OEAA SECURE SITE

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

- pre-identification of students
- off-site test administration requests
- 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.

Overview

A user must have a [Michigan Education Information System \(MEIS\)](#) login to log into the OEAA Secure Site. The OEAA 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 be able 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/secaresitetraining).

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 necessary 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 Post Office 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.

DRC INSIGHT PORTAL

The DRC INSIGHT Portal is used for online test administration tasks, including:

- assigning online universal tools, designated supports, and accommodations
- test session setup
- printing test tickets and test rosters
- monitoring student completion of assigned tests

Accessing the DRC INSIGHT Portal

Secure access to the DRC INSIGHT Portal for Building and District Assessment Coordinators is assigned through the OEAA Secure Site.

Refer to the [How do I get access to the DRC INSIGHT Portal?](#) document on the [OEAA Secure Site Training web page](#) (www.michigan.gov/secaresitetraining).

Roles and Responsibilities

Roles and Responsibilities

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. However, no function or responsibility can 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 the [DRC INSIGHT Portal \(formerly eDIRECT\)](https://mi.drccedirect.com) (<https://mi.drccedirect.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](http://www.michigan.gov/mstep) (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, and ensure that Building Coordinators and Test Administrators are aware of training opportunities for students.

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

District Coordinators must:

- complete the OEAA Assessment Security Compliance Form
- complete the Michigan Virtual online Assessment Security Training modules
- read the TAM (this document) in its entirety
- read the Assessment Integrity Guide

District Coordinators who completed the Assessment Security Training modules in Spring 2019 can take the Assessment Security Refresher course in place of the Assessment Security Training modules.

BUILDING COORDINATORS

Each school building involved with M-STEP testing—including alternative education programs, Shared Educational Entities (SEEs), and Specialized Shared Educational Entities (S2E2s)—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 (including available computers and testing rooms) 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.

Roles and Responsibilities

Building Coordinators must:

- complete the OEAA Assessment Security Compliance Form
- complete the Michigan Virtual online Assessment Security Training modules
- read the TAM (this document) in its entirety
- read the Assessment Integrity Guide

Building Coordinators who completed the Assessment Security Training modules in Spring 2019 can take the Assessment Security Refresher course in place of the Assessment Security Training modules.

TEST ADMINISTRATORS

Test Administrators are responsible for making preparations for and administering the M-STEP tests directly to students.

New in 2020, the Test Administrator's Directions and Manual include all policy and procedure information that Test Administrators need to know. These documents are specific to each grade. Test Administrators must read the entire Test Administrator's Directions and Manual for each test to be administered prior to the test administration.

Test Administrators must:

- complete the OEAA Assessment Security Compliance Form
- complete the Michigan Virtual online Assessment Security Training modules and/or read the Assessment Integrity Guide
- read the Test Administrator's Directions and Manual for each grade level and test mode to be administered

TECHNOLOGY COORDINATORS

Technology Coordinators are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Central Office Services (COS), a local caching system that securely caches test content and student responses.

Technology Coordinators must:

- complete an OEAA Assessment Security Compliance form
- download and install INSIGHT and Central Office Services (COS) on any devices new to online testing
- verify that the latest versions of INSIGHT and COS are installed (if the school participated in online testing before, this may require old programs be uninstalled) or updated
- configure all devices used for testing in schools to communicate with the 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

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

Supports and Accommodations

What Are Supports and Accommodations?

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

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

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 designated 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.

Detailed information about what is allowable for students in each category (universal tools, designated supports, and accommodations) can be found in 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 designated 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 designated supports/accommodations are turned on/recorded in the DRC INSIGHT Portal (formerly known as 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 designated supports and accommodations may require a student to take the test online. Some designated supports and/or accommodations that an individual student needs to test online must be identified and enabled in the DRC INSIGHT Portal.

 Conversely, other designated 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 contain only one paper/pencil test booklet.** Therefore, when more than one student will use the same Reader Script, CD, or DVD (when students will be testing in small groups), additional

Supports and Accommodations

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.) Braille and Enlarged Print Kits must be ordered individually.

Embedded and Non-embedded Supports and Accommodations

The Spring 2020 M-STEP **online** assessments offer two kinds of designated supports and accommodations—embedded and non-embedded.

Embedded designated 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 the DRC INSIGHT Portal **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** 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 the DRC INSIGHT Portal. The table is located on the [M-STEP web page](#) (www.michigan.gov/mstep).

Turning On Designated 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 the [DRC INSIGHT Portal](https://mi.drccdirect.com) (<https://mi.drccdirect.com>). Select **Document Type: Mini-Modules**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

Verifying Test Tickets

Test Administrators can verify a student's online universal tools, designated supports, and accommodations by reviewing the student's test ticket(s). Detailed information about what is allowable for students in each category (universal tools, designated supports, and accommodations) can be found in the [Supports and Accommodations Guidance Document](#).

<p style="text-align: center;">M-STEP Spring 2020 Test Ticket G3 ELA Part 1</p> <p>Student Name: Delacruz, Juan J Date of Birth: 3/3/2010</p> <table border="1"><tr><td>Username: JDELACRUZ1 Password: ZM5XQYZ8</td></tr></table> <p style="text-align: center;">(Note: Username and password are not case sensitive) Accommodation: MSK Test Session: Sample Session</p>	Username: JDELACRUZ1 Password: ZM5XQYZ8
Username: JDELACRUZ1 Password: ZM5XQYZ8	

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

Supports and Accommodations

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

Keep in mind that not all available universal tools, designated supports, and accommodations are tracked in the DRC INSIGHT Portal.

Where to Find More Information on Designated Supports and Accommodations

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

- [Supports and Accommodations Guidance Document](#) – includes the **Student Supports and Accommodations Tables**, 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 available under the **Professional Development** section; watch the Spotlight for details

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 submit an Incident Report. Incident reports are submitted in the OEAA Secure Site. Select Incident Reports under the Student Assessment tab. 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 and comprehend 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.

Supports and Accommodations

- 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.

Filling Out Designated 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 designated 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 (as allowed according to the Supports and Accommodations Tables)

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 (as allowed according to the Supports and Accommodations Tables)

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 (as allowed according to the Supports and Accommodations Tables)

Supports and Accommodations

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.** This is considered a designated support.
- 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 Form 1 test booklets if using an audio CD with multiple students; this is done by accurately indicating the number of students to be tested with the CD on the materials order page in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (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 2020 Answer Document. Student responses can be recorded in a number of different ways. Students may:

- 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. Video DVDs are not available for ELA and mathematics.
- 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. The video displays an English

Supports and Accommodations

version of the book while playing an audio translation into Broadcast Spanish or Standard Arabic.

- 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 Form 1 test booklets 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 [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (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.

HOW TO ADMINISTER VIDEO DVD VERSIONS OF THE TEST

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 (Arabic, English, Spanish) circle is filled in on each student’s answer document.
- Students who use videos (based on individual need) must use a standard Spring 2020 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 on the DVD has a marker (track number) that allows students to return to a particular question as 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.

- 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.

Supports and Accommodations

- Directions on the CDs and DVDs are attached to a test question. For example, the initial directions for science, 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.
- 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 with 7 clusters for science grade 11.

Using Reader Scripts

The use of Reader Scripts (scripted versions of the M-STEP test) standardizes the way 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. (Refer to the **Read-Aloud Guidelines** on [page 28](#) 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:** 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 a designated support, 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.

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 science or social studies Form 2 (emergency) test, the Form 2 Reader Script must be used. (Refer to the **Read-Aloud Guidelines** on [page 28](#) for information on readers for ELA and mathematics.)

Using Enlarged Print Versions of the Test

(Use Form 1 test booklet only)

- Use of the enlarged print version of the assessment is an accommodation.
- **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 enlarged print test booklet and have them transferred by a Test Administrator, proctor, or accommodations provider onto a regular answer document. Spelling, punctuation, and indentation, 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.
- 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.

Supports and Accommodations

Using Braille Versions of the Test

Using braille versions of the assessment is an accommodation.

- 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, and indentation, must be transcribed exactly as it appears in the student's original response.
- Each braille version of a content-area M-STEP test will be a unique test form (Form 88).
- Each grade-level/content-area braille accommodated kit will include a companion **Assessment Administrator Booklet for Braille (AABB)**. 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](http://www.michigan.gov/mstep) (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 allowable. **Note:** Using a scribe for extended responses on the ELA test is considered an accommodation. Using a scribe for all other question types for Mathematics, science, and social studies is considered a designated support.

- 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](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).
- If a student uses a tape recorder or scribe, 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, it is important to grid the **"Other"** circle on each student's answer document and indicate the administered accommodation.
- For students using a scribe, 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 an 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.

Supports and Accommodations

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 must be monitored to ensure that spell checking, dictionary, thesaurus, and grammatical software is not activated. Autocorrect 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.
- If the spell check, dictionary, thesaurus, and grammatical software was not deactivated, the **"Nonstandard Accommodations"** circle must be filled in.
- 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](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure)
 - content area and item number
 - current test year (for example, Spring 2020)

OR

- student name, UIC, and birth date
- school code and district code
- current test year, grade, content 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.

ADDITIONAL OR ADAPTED PAPER

(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](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure)
 - content area and item number
 - current test year (for example, Spring 2020)

OR

- student name, UIC, and birth date
- school code and district code
- current test year, grade, content 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.

Supports and Accommodations

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

EXTENDED TIME/MULTIPLE DAY

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.

- 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.
-  Students who qualify for testing beyond the initial paper/pencil test dates will have until the last day of the grade-specific paper/pencil testing window to finish testing.
-  If extended time is used for a paper/pencil test, it is important to fill in the "**Multiple-Day Testing**" circle on the student answer document(s).
-  Students testing online who need additional time have until the last day of the grade-specific online testing window to finish the test.
- Students may not begin a content-area test before the first date the content-area test is scheduled for all students.

Closed Captioning for ELA Listening

Closed captioning is only available for the listening passages and associated questions on the ELA online assessments. It will not be available for any other ELA questions 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 all but the reading passages in 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](#) under the **Student Supports and Accommodations** section.

 The M-STEP online ELA and mathematics assessments have a text-to-speech designated support option. Students who do not have access to this support or who take a paper/pencil test may utilize the Read-Aloud designated support.

The Read-Aloud support is administered with a human reader who provides an oral presentation of the assessment text to an eligible student. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The reader must be trained and qualified and must follow the **M-STEP Read-Aloud Guidelines** found in the [Supports and Accommodations Guidance Document](#). The guidance document is available on the [M-STEP web page](#) (www.michigan.gov/mstep).

Supports and Accommodations

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 are allowed as a documented accommodation for ELA writing, and as a designated support for science, social studies, mathematics, and ELA non-writing items.

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 the lists used for the SAT suite of assessments and ACT WorkKeys and cannot be used for those 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)
- Burmese
- Cantonese
- Eastern Punjabi
- Hmong
- Ilokano
- Korean
- Mandarin
- Russian
- Spanish (can also be ordered during Initial Materials Orders in the OEAA Secure Site)
- Somali
- 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. New for the Spring 2020 assessment, the online Stacked Spanish form of the assessment will have Spanish audio (Human Voice Audio - HVA) available for students to use with the Spanish test. 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 paper form of the test could be used as a Spanish Reader Script by a qualified translator

Supports and Accommodations

who follows the Spanish Read-Aloud Guidelines found on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep). This is an option if the online form with Spanish HVA is not a good option for the student.

The Spanish mathematics tests for online test takers is selected in the DRC INSIGHT Portal. For paper/pencil testing, the Spanish mathematics test booklet is 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 grade 4 and above who have a need (such as a persistent calculation disability [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.

Use of the multiplication table outside of the parameters specified here and in the Supports and Accommodations Guidance document is an invalid accommodation; for paper/pencil tests the answer document must be bubbled as such, for online tests an incident report must be submitted.

The table can be accessed upon request by sending an email 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. Refer to 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 universal tools, designated 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 universal tools, designated supports, and accommodations must be clearly defined by content 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 universal tools, designated supports, and/or 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 universal tools, designated supports, and/or accommodations by content area. A template can be found on the [M-STEP web page](#) (www.michigan.gov/mstep).

Supports and Accommodations

- Ensure that each student is taking the correct test (M-STEP or MI-Access) for each content 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 universal tool, designated support, or accommodation they may actually need or is outlined in their IEP/504 plan. If this happens, try to resolve the situation with the students' parents/guardians immediately. Document any change approved by parents/guardians in the IEP/504 plan if necessary.
- Do not begin a content-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 content 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.

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.
- Be sure to administer all parts of the tests.
- When students with designated 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 designated supports and accommodations, such as using a scribe, do not require Form 1 test booklets. Use the form assigned to the student.

Student Pre-ID and Test Eligibility

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.

STUDENTS WITH IEPs AND SECTION 504 PLANS

Students receiving special education services (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 content 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 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 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. These are available on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access).

- **Assessment Selection Guidelines Training**
Web-based presentation focused on helping IEP teams understand how to make decisions 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

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, 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 June, in the OEAA Secure Site Answer Documents Received and Not Tested Students page.

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.

Student Pre-ID and Test Eligibility

GRADE 12 STUDENTS NOT PREVIOUSLY INCLUDED IN ACCOUNTABILITY

Grade 12 students who were not included in 11th grade accountability (for example, 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, refer to the [Who Must/Can Take the MME?](#) document on the [MME web page](http://www.michigan.gov/mme) (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 Full-time Equivalent (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) in 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 aggregate reports 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/ NONPUBLIC SCHOOLS

Private/nonpublic 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 nonpublic 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 are required to 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 is available in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure).

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

Student Pre-ID and Test Eligibility

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 is available in the OEAA Secure Site.

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 administration request must 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 where the student is reported as enrolled by the end of testing will be the school held accountable for testing the school.

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 or parents 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

Student Pre-ID and Test Eligibility

within the state do not need to retake content-area tests if the sending school confirms that all parts of the test have been completed. Maintain documentation.

- 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.
 - If a student tested online and completed a content area, the content should be indicated on the student’s demographic screen in the OEAA Secure Site in one to two business days.

The school can access the student summary page for that student to identify some basic information.

1. Log on to the OEAA Secure Site
2. Click on the Student Search under the Student Assessments menu
3. Search by either student information or UIC and click Search
4. Click on the student’s name under the Search Results section
5. On the Student Summary page, you can view the assigned assessments under the Current Assessments section. This will show which assessment(s) the student was assigned to and if they have already taken one or more parts of the test. This only works with online tests, and remember; online data is loaded 48 hours after the test is taken.

Important Note: This does not guarantee a valid score for the student but only that the online test was submitted.

- 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. 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, online and paper/pencil schools must administer the entire test. If the test has more than one part/test ticket, then all parts/test tickets must be administered for the content area.
-  Be sure to generate, print, and affix barcode labels for the new student; attach one to each of his/her content-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.

Student Pre-ID and Test Eligibility

-  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 content-area M-STEP online tests, an Incident Report should be filed to request a Do Not Score for the test. Refer to the **Incident Reporting Guide** in [Appendix C](#) for information about how to submit an Incident Report.
-  If the student has started, but not completed, one or more content-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; and 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 OEAA Secure Site 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. Two weeks of overlap between the two testing windows allows the total testing time to be six weeks. Refer to the **Spring 2020 Testing Schedule for Summative Assessments** on [page 8](#) 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. Refer to the **Paper/Pencil Test Dates** calendars on [page 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.

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

Student Pre-ID and Test Eligibility

will be tested using fixed forms (items will be presented in the same order, regardless of student responses).

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 or option to review responses on the CAT as there is for fixed-form online tests.

INSIGHT Availability

INSIGHT—DRC’s online testing engine, which provides a secure online testing environment—will only be available from 7:00 A.M. to 4:00 P.M. 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](http://www.michigan.gov/mstep) (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.

 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, refer to the **Paper/Pencil Test Dates** calendars on [page 9](#) of this manual.)

Incident Reporting

Incident reports must be completed by authorized users in the OEAA Secure Site. 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, refer to 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” or “Misadministration”. 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 when self-reported by the district. However, a \$50 fee will be charged per scored 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

Before Testing

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](http://www.michigan.gov/mstep) (www.michigan.gov/mstep). Go to the **Professional Development** section.

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

RECORDED PRESENTATIONS IN THE DRC INSIGHT PORTAL

The following presentations will be available in the [DRC INSIGHT Portal \(formerly known as eDIRECT\)](https://mi.drctdirect.com) (https://mi.drctdirect.com). Select **Document Type: Training Presentations & FAQs**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

Recorded Presentation	Description	Date Available
District and Building Coordinator Training (recorded)	Provides (a) an overview of what's new for Spring 2020, (b) where to find resources, (c) software required for the implementation of online testing, and (d) a Q&A. Watch the Spotlight for information on how to register for the live training.	March 3, 2019
Technology Coordinator Recorded Presentation	Provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2020 testing. It is <i>optional</i> viewing for District and Building Coordinators.	available now

Before Testing

MANUALS

The following manuals are available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) and in the [DRC INSIGHT Portal](https://mi.drccdirect.com) (https://mi.drccdirect.com). Select **Document Type: Documents**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

Manual	Description	Where to find it	Date Available
M-STEP Test Administration Manual (TAM)	This manual (electronic only)	M-STEP web page and DRC INSIGHT Portal	January 2020
M-STEP Online Test Administrator's Directions and Manual	Online test administration directions and manual for Test Administrators (printed booklet and electronic)	M-STEP web page and DRC INSIGHT Portal	Watch the <i>Spotlight</i> for dates available
M-STEP Paper/Pencil Test Administrator's Directions and Manual	Paper/Pencil test administration directions for Test Administrators (printed booklet and manual and electronic)	M-STEP web page	Watch the <i>Spotlight</i> for dates available
Assessment Coordinator Training Guide	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.	M-STEP web page and all MDE assessment web pages	available now

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 the [DRC INSIGHT Portal](https://mi.drccdirect.com) (https://mi.drccdirect.com). Select **Document Type: Mini-Modules**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

Mini-Tutorial	Description	Where to find it	Role
How to Access Documents on the DRC INSIGHT Portal	A mini-module on how to access documents on the DRC INSIGHT Portal	DRC INSIGHT Portal	All
How to Access the Online Tools Trainings (OTTs)	A mini-module on how to access the OTTs for student training	DRC INSIGHT Portal	All

Before Testing

Mini-Tutorial	Description	Where to find it	Role
How to Search for Students	A mini-module on how to search for students	DRC INSIGHT Portal	District Coordinator, Building Coordinator
How to Assign and Mass-Assign Student Supports and Accommodations	A mini-module on adding, editing, and mass-assigning universal tools, designated supports, and accommodations for students	DRC INSIGHT Portal	District Coordinator, Building Coordinator
How to Create Test Sessions and Print Test Tickets	A mini-module on how to create test sessions and print test tickets	DRC INSIGHT Portal	District Coordinator, Building Coordinator
Checking Student Test Status	How to check where students are in the testing process at any given time (not started, in progress, or completed)	DRC INSIGHT Portal	District Coordinator, Building Coordinator

TRAINING MODULES THROUGH MICHIGAN VIRTUAL

The following training modules are available through [Michigan Virtual](http://bit.ly/MDEAssessmentSecurity) (<http://bit.ly/MDEAssessmentSecurity>).

Training Module	Description	Date Available
Module 1: An Introduction to Test Security	This module covers why test security is important.	January 2020 (watch the Spotlight for details)
Module 2: Getting Ready for Testing	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.	January 2020 (watch the Spotlight for details)
Module 3: Test Administration	This module covers security concerns and considerations during testing. What should test administrators do on-site? What student behaviors should you watch for?	January 2020 (watch the Spotlight for details)
Module 4: Incident Response	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.	January 2020 (watch the Spotlight for details)
Assessment Security Refresher Course	This refresher course can be used by educators who completed modules one through four in the previous assessment administration in place of modules one through four.	January 2020 (watch the Spotlight for details)

Before Testing

Assessment Security

The primary goals of test security are to protect the integrity of the assessment and to ensure that results are accurate and meaningful. Test security is integral in ensuring that no student has an unfair advantage or a disadvantage in assessment performance.

The [Assessment Integrity Guide \(AIG\)](#) was revised and updated in November 2019. This document, available for download on the [M-STEP web page](#) (www.michigan.gov/mstep), details how state-level assessments should be securely administered. The AIG also includes information on roles and responsibilities of testing staff, test preparation, administration irregularities, and security. District and Building Coordinators are required to read the AIG in its entirety. By following the guidelines in the Assessment Integrity Guide, schools ensure that:

- student test results are valid and reliable
- the testing context is equitable for all students
- all practices are ethical

MDE also provides the Assessment Security online course through [Michigan Virtual](#) (<http://bit.ly/MDEAssessmentSecurity>). This four-module training series is used to train building staff on the importance of test security by following the Assessment Integrity Guide. Upon completion of the four modules and demonstration of knowledge on a short test, participants will receive a Certificate of Completion, which must be retained on file with signed security compliance forms. After successful completion of this training, staff are required to participate in the refresher course in subsequent years.

OVERVIEW OF REQUIRED SECURITY PRACTICES

For additional information on required security practices before, during, and after the test administration, refer to the checklists in Appendix G of the AIG.

ASSESSMENT TRAINING

The District Assessment Coordinator is responsible for providing clear and comprehensive annual training on test administration and security procedures to building level staff; the Coordinator must comply with state assessment requirements.

ASSESSMENT SECURITY TRAINING

All staff members who participate in a state assessment must be fully trained in assessment security.

District/Building Assessment Coordinator Training Requirements:

- Complete the MDE Assessment Security online course through [Michigan Virtual](#) (<http://bit.ly/MDEAssessmentSecurity>).
- Read the Assessment Integrity Guide.

Test Administrators/Room Supervisors/Proctors/ Training Requirements:

- Read the Assessment Integrity Guide.

and/or

- Complete the MDE Assessment Security online course through [Michigan Virtual](#) (<http://bit.ly/MDEAssessmentSecurity>).

Technology Coordinators and Other Staff (anyone who handles or has access to secure materials) Training Requirements:

- Read the Keeping Assessment Materials Secure training document which is available in the [Assessment Integrity Guide](#) in Appendix E.

Note: Assessment Security Training does not replace mandatory assessment administration training.

Before Testing

Material 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.
 - All secure materials must be retained in one secure, locked location within the school. During the test administration window, the materials must be distributed and collected daily.
 - Secure materials are bar-coded and recorded on the security checklists that accompany shipments, and must be returned to the scoring contractor. **Note:** Schools should expect to account for every secure item recorded 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. Unused answer documents must be securely shredded.
 - All used scratch paper (including graph paper) must be collected and returned to the building M-STEP Coordinator immediately after testing, to be shredded. 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.
- The use of cameras or cell phones and the posting of pictures to social media sites during testing is an enormous security risk. Therefore, students or testing personnel may not take photographs at any time during testing. If students violate this policy, their tests will be marked "Prohibited Behavior" and no emergency tests will be permitted.

Test Administration

All testing staff must adhere to these guidelines.

- Ensure an appropriate testing environment is maintained.
- Begin all standardized test administration procedures according to the explicit directions in the Test Administrator's Directions and Manual.
- If not using the Text-to-Speech (TTS) for directions option, read test directions to the students exactly as they are written, as required.
- Monitor student behavior closely for adherence to proper test-taking practices. Ensure that there are no distractions during the test administration period, including talking, noises, and other interactions among students; prevent students from viewing another student's computer screen or answer document.
- Ensure that students whose IEP and or section 504 plan requires them to use universal tools, designated supports, and accommodations have these available to them at the time of testing.
- Ensure that any student who needs an allowable universal tool or designated support has these resources available to them at the time of testing.
- Maintain material security.

Before Testing

Security Compliance

All staff involved in the administration of M-STEP tests must read and sign an Office of Educational Assessment and Accountability (OEAA) Assessment Security Compliance Form, affirming that they have read the required assessment materials related to their role in the M-STEP administration process, and that they understand their role and responsibilities. Completed forms are required from 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 District M-STEP Coordinator and kept on file for three years.

Anyone involved in the administration of the M-STEP is obligated to report any suspected violations of test security.

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.

INSIGHT Tools poster 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**, refer to [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 Administrator's Directions and Manual that are shipped to schools along with their other assessment materials.

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, file an Incident Report. Refer to the **Incident Reporting Guide** in [Appendix C](#) of this manual for information about how to submit 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.

Before Testing

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, file an Incident Report. Refer to the **Incident Reporting Guide** in [Appendix C](#) of this manual for information about how to submit 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, refer to 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, (3) students using CDs or DVDs as an accommodation or support for paper/pencil science and social studies, and (4) for any test session using the TTS test directions.
- 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 designated 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.

Before Testing

Software and Testing Devices

DRC INSIGHT Portal (<https://mi.drctdirect.com>)

The [DRC INSIGHT Portal](https://mi.drctdirect.com) (formerly known as eDIRECT) is Data Recognition Corporation's (DRC's) custom-built web application. The DRC INSIGHT Portal 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 DRC INSIGHT Portal 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 secure access to the DRC INSIGHT Portal. The DRC INSIGHT Portal is used in connection with DRC's online test engine, INSIGHT.

INSIGHT AND CENTRAL OFFICE SERVICES

DRC's INSIGHT is software that provides a secure online testing environment. The software is available from the DRC INSIGHT Portal and must be installed on each device used for testing. In addition, Central Office Services (COS) is needed to (1) allow the audio components of the test to function properly, and (2) ensure a smooth and secure testing environment. COS helps manage network traffic, connectivity, and bandwidth issues, so students are not kicked out of the system during testing. COS also reduces bandwidth consumption and provides extended retries in the event of network issues. Refer to the **Technology User Guide** available in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.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, including CloudReady

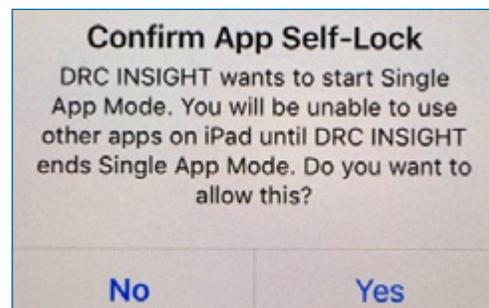
Chromebooks should use the latest Chrome OS stable channel available and must use version 74 or later for Spring 2020. Devices more than a year past "End of Life" support may not be able to update their OS and could become unavailable as testing devices.

Refer to the **Technology User Guide** or "DRC INSIGHT System Requirements" available in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.com>) for more detailed information about supported devices and versions.

Notes 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.

Important Tasks Before Testing

The following tasks should be performed in the order listed.

1. 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.

- [DRC INSIGHT Portal](https://mi.drccdirect.com) (https://mi.drccdirect.com) – select “here” in the **Documents and Training Materials** bullet point and then select the Test Tutorials tab. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).
- INSIGHT testing engine – select the tutorial link at the bottom of the screen

Online Tools Training 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.drccdirect.com/MI/portals/mi/) (https://wbte.drccdirect.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
- graphing practice
- masking (designated support)
- color choices/contrasting color (designated supports)
- mathematics stacked Spanish translation (designated support)
- text-to-speech (TTS):
 - ELA and mathematics TTS – items only (designated support)
 - ELA TTS – items and passages (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 and social studies are provided at the end of each document; answer keys for ELA and science are separate documents.

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

Before Testing

2. 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 the DRC INSIGHT Portal. Staff who need access to the DRC INSIGHT Portal should request the access they need through the OEAA Secure Site. Instructions on how to request access is available on the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining) under the **Security** section. Users with a role in the OEAA Secure Site for the DRC INSIGHT Portal and with access to M-STEP will be loaded into the DRC INSIGHT Portal. This is the only method to get access to the DRC INSIGHT Portal.

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

Everyone, including Test Administrators, has access to the **Documents** section of the [DRC INSIGHT Portal](https://mi.drccdirect.com) (https://mi.drccdirect.com) as this section does not require a login (open the link in the **Documents and Training Materials** bullet point). Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

3. PRE-IDENTIFY STUDENTS FOR TESTING

The Office of Educational Assessment and Accountability (OEAA) pre-identified students for the Spring 2020 M-STEP using the Fall 2019 MSDS General Collection and Student Record Maintenance (SRM) files. Starting January 8, 2020, 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](http://www.michigan.gov/securesitetraining) (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 student must be exited in the MSDS in the Spring 2020 MSDS General Collection or an SRM collection.)

Helpful Hint: Be sure to remove students who are testing in MI-Access from the M-STEP Pre-ID list before creating test sessions. Once a test session is assigned and pulled into the DRC INSIGHT Portal, an M-STEP test ticket will be generated for the student. This can cause confusion in the school if a Test Administrator is given a test roster and test tickets that include students who are supposed to take the MI-Access assessment, and in some cases may result in students taking both MI-Access and M-STEP tests.

Before Testing

- 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 P.M., February 12, 2020. Schools administering the paper/pencil tests will be required to print barcode labels from the Secure Site for students pre-identified after that date.

4. 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](http://www.michigan.gov/oeaa-secure) (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. 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 P.M. on February 12, 2020. 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](http://www.michigan.gov/securetraining) (www.michigan.gov/securetraining). Click on “Initial Materials Order” under the **Material Orders** section.

All buildings, for both online and paper/pencil testing, will receive:

- OEAA Security Compliance Forms
- Return Kit
 - FedEx Air Bills
 - Instructions for Materials Return
 - Scorable Labels
 - Special Handling Envelopes

Based on Pre-ID, buildings will receive in their IMO order:

Online Testing	Paper/Pencil Testing
Online Test Administrator’s Directions and Manuals – based on building Pre-ID	Paper/Pencil Test Administrator’s Directions and Manuals – based on building Pre-ID
Graph Paper – one per Pre-IDed student in grade 6 or 7	Blank Labels for schools that have any students Pre-IDed for paper/pencil testing
	Listening Scripts, CDs – based on number of ELA test booklets ordered for paper/pencil testing only
	Paper/Pencil Test Booklets/Answer Documents – based on students Pre-IDed for paper/pencil testing or available as ordered
	Pre-ID Labels – per student Pre-IDed for paper/pencil testing; one for each content area tested

Before Testing

As ordered materials available:

- Accommodated materials kits
- DVDs
- Glossaries

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](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining). This will ensure that you understand how this process works and you get the correct amount of materials. Refer to 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. Refer to 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](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining).

Supports and Accommodations

Some designated 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](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure).

Inventory of Materials

The packing list of each order includes a list of all materials included in the shipment. It is the responsibility of the Building and/or District

Assessment Coordinator to inventory all materials in the order upon receipt to verify that all materials were received. If there are any materials included on the packing list but not included in the shipment, contact the call center, 1-800-560-8378 and select Option 3 to report the discrepancy. Schools/districts are expected to return all secure materials as indicated on the packing list to the scoring contractor after testing.

5. LOAD STUDENTS IN THE DRC INSIGHT PORTAL

Students cannot be loaded directly into the DRC INSIGHT Portal. 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 the DRC INSIGHT Portal.

Note: If a student is loaded into the DRC INSIGHT Portal from the OEAA Secure Site, but then unassigned in the OEAA Secure Site, the student will **not** be removed from the DRC INSIGHT Portal. Students can be removed from the test session in the DRC INSIGHT Portal, but they cannot be removed from the DRC INSIGHT Portal.

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

6. 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 (refer to the **List of Important Dates** in [Appendix E](#)), those students can be placed directly into test sessions within the DRC INSIGHT Portal. After this posted deadline, students must still be pre-identified on the OEAA

Before Testing

Secure Site. They will then be transferred into the DRC INSIGHT Portal, where schools will have to place students into test sessions.

- Schools administering assessments online can group students into online sessions on the OEAA Secure Site before the posted deadline (refer to 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 pulled into their online session groups from the OEAA Secure Site and automatically entered into the DRC INSIGHT Portal
 - schools will need to place **new students** into a test session directly in the DRC INSIGHT Portal
 - pre-identified students will be available in the DRC INSIGHT Portal within one business day, starting March 6, 2020

7. ASSIGN SUPPORTS AND ACCOMMODATIONS

The Spring 2020 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 the DRC INSIGHT Portal 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.

Helpful Hint: Embedded supports and accommodations must be assigned in the DRC INSIGHT Portal before generating test tickets.

For detailed information on assigning accommodations, refer to the **How to Assign and Mass-assign Student Supports and Accommodations** mini-module found in the [DRC INSIGHT Portal](#) (<https://mi.drctdirect.com>). Select **Document Type: Mini-Modules**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

Helpful Hint: Recording and tracking of universal tools, designated supports, and accommodations resources are available to help buildings/districts manage student supports and accommodations on the [M-STEP web page](#) (www.michigan.gov/mstep) under **Student Supports and Accommodations**. Select **Recording and Tracking Resources**.

Before Testing

8. CREATE TESTING SCHEDULES

Before testing begins, testing schedules must be developed for the school. Testing schedules must be established and maintained on-site for three years.

Documentation of testing schedules must minimally include:

- district name
- building name
- building coordinator's name
- date of assessment administration
- location of testing session(s) (such as room number, classroom)
- starting and ending time of testing session
- assessment/grade/content being administered for each testing session
- test administrator(s) and proctor(s) for each session

For detailed information and a sample test schedule, refer to the Assessment Integrity Guide. (AIG).

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 on the following page. **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

Before Testing

Spring 2020 Estimated Test Session Timings Grades 3–7					
Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
ELA Computer Adaptive	2:00	2:00	2:00	2:00	2:00
Mathematics Computer Adaptive	1:30	1:30	1:30	2:00	2:00
Science Part 1	NA	NA	0:45	NA	NA
Science Part 2	NA	NA	0:45	NA	NA
Social Studies	NA	NA	0:60	NA	NA
Estimated Total Hours	3:30	3:30	6:00	4:00	4:00

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

Spring 2020 Estimated Test Session Timings Grade 8	
Content Area	Grade 8
M-STEP Science Part 1	:45
M-STEP Science Part 2	:45
M-STEP Social Studies	:60
PSAT 8/9 (ELA and Mathematics)	2:40
Estimated Total Hours	5:10

Note: Because the science test is operational this year, it will be counted toward accountability measures.

Spring 2020 M-STEP Test Session Timings	
Content Area	Grade 11
Science	1:30
Social Studies	1:00
Estimated Total Hours	2:30

Schools should consider the needs of students, space and device availability, and staffing resources when developing a test schedule to ensure all students have a safe, orderly testing environment with adequate time to complete each M-STEP assessment.

Before Testing

For online testing, MDE offers the following recommendations to consider when building your testing schedule. **Note:** These are not requirements; rather they are suggestions to consider based on feedback received from the field in past administrations:

English Language Arts (ELA) and Mathematics

	Recommendations	Notes
Number and Duration of Session	<ul style="list-style-type: none"> Administered in two sessions Session durations range from 40–60 minutes 	Test time estimates: <ul style="list-style-type: none"> ELA grades 3-7: 2 hours mathematics grades 3–5: 1 hour 30 minutes mathematics grades 6–7: 2 hours
Breaks within Sessions	<ul style="list-style-type: none"> Breaks within a single test session should not exceed 20 minutes. If breaks longer than 20 minutes are used, students should resume testing in a later test session. Breaks should be provided based on the needs of the students and building policy. Breaks are important to ensure students remain focused on the content of the assessment throughout the test; breaks are encouraged for any testing session that lasts longer than 40-60 minutes based on the needs of the students. 	Breaks are allowed and can be provided during the test session using INSIGHT’s pause feature. If the test is paused for 20 minutes or longer, students will need test tickets to log back in.
Total Duration	<ul style="list-style-type: none"> Students should complete the test within five days of starting the test. 	Tests that are not submitted are available for students to resume testing until the end of the testing window.

Before Testing

Science and Social Studies

	Recommendations	Notes
Number and Duration of Session	<ul style="list-style-type: none"> • Science grades 5 and 8: Administered in two sessions • Science grade 11: Administered in one session • Science session durations range from 40–60 minutes • Social Studies grades 5, 8, and 11: Administered in one session • Social studies session durations range from 40–60 minutes 	Test time estimates: <ul style="list-style-type: none"> • Science grades 5, 8, and 11: 1 hour 30 minutes • Social studies grades 5, 8, and 11: 1 hour
Breaks with Sessions	<ul style="list-style-type: none"> • Breaks within a single test session should not exceed 20 minutes. If breaks longer than 20 minutes are used, students should resume testing in a later test session. • Breaks should be provided based on the needs of the students and building policy. Breaks are important to ensure students remain focused on the content of the assessment throughout the test; breaks are encouraged for any testing session that lasts longer than 40-60 minutes based on the needs of the students. 	Breaks are allowed and can be provided during the test session using INSIGHT’s pause feature. If the test is paused for 20 minutes or longer, students will need test tickets to log back in.
Total Duration	<ul style="list-style-type: none"> • Students should complete the test within five days of starting the test. 	Tests that are not submitted are available for students to resume testing until the end of the testing window.

Before Testing

9. TEST TICKET PRINTING

Each student will require a test ticket for every online test session. Each test ticket has a username and a unique password.

Helpful Hint: 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. For example, use one color for each content area or for each grade.

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

Test Tickets by Grade

Grade	Total Number of Tickets	Number of Tickets
3	2	ELA (1) Mathematics (1)
4	2	ELA (1) Mathematics (1)
5	5	ELA (1) Mathematics (1) Science (2) Social Studies (1)
6	2	ELA (1) Mathematics (1)
7	2	ELA (1) Mathematics (1)
8	3	Science (2) Social Studies (1)
11	2	Science (1) Social Studies (1)

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.

<p style="text-align: center;">M-STEP Spring 2020</p> <p style="text-align: center;">Test Ticket G3 ELA</p> <p>Student Name: Delacruz, Juan J Date of Birth: 3/3/20XX Username: JDELACRUZ1 Password: ZM5XQYZ8</p> <p style="text-align: center;">(Note: Username and password are not case sensitive) Accommodation: MSK Test Session: Sample Session</p>
--

For detailed information on printing test tickets, refer to the **How to Create Test Sessions and Print Test Tickets** mini-module found in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.com>). Select **Document Type: Mini Modules**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

During Testing

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 must 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)
OR
- secure storage (if students have not completed the test)

Helpful Hint: Some schools sort test tickets into envelopes for “complete” “in progress” and “not started” to help manage test tickets.

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 following sample test ticket).

<p style="text-align: center;">M-STEP Spring 2020 Test Ticket G3 ELA</p> <p>Student Name: Delacruz, Juan J Date of Birth: 3/3/20XX</p> <p>Username: JDELACRUZ1 Password: ZM5XQYZ8</p> <p>(Note: Username and password are not case sensitive) Accommodation: MSK Test Session: Sample Session</p>
--

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

Embedded Online Supports/ Accommodations	Test Ticket Abbreviation
Abacus	A
Auditory Amplification	AA
Alt communication devices	ACD
Administered Individually/Small Group	AISG
Sign Language ASL Video	ASL
Administrator Sign Test Content in ASL	ASTC
Administrator Sign Test Directions in ASL	ASTD
Bilingual word-to-word dictionary	BWWD
Color Choices	CC
Continuous Magnification	CM
Closed Captioning	CCAPTION
Contrasting Color	CTC
Masking	MSK
Noise Buffers	NB
Non-embedded Calculator	NEC
OEAA Multiplication Table	OMT
Oral Translated Test Directions	OTTD
Read Aloud (Human Reader)	RAHR
Scribe (Non-Writing items)	SNWI

During Testing

Embedded Online Supports/ Accommodations	Test Ticket Abbreviation
Spanish Translation (Stacked)	ST
Scribe (Writing items)	SWI
Text-To Speech (Items Only)	TTS
Text-to-Speech (Items & Passages)	TTSPASSAGE
Visual Aids	VA

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

Helpful Hint: Create a procedure for your district/building that ensures Test Administrators are made aware of all designated supports and/or accommodations in each test session. Some schools use a Google sheet that includes student designated supports and accommodations. This allows Test Administrators to verify students in their test sessions with supports and/or accommodations.

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 Administrator’s Directions and Manual** for more information about turning on universal tools, designated supports, and accommodations. These grade-specific documents are available in the [DRC INSIGHT Portal](https://mi.drccedirect.com) (https://mi.drccedirect.com) and on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

3. DURING A TEST SESSION

Detailed test directions are included in the **M-STEP Online Test Administrator’s Directions and Manual** and the **M-STEP Paper/Pencil Test Administrator’s Directions and Manual**. Electronic copies of these resources can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.

michigan.gov/mstep) or the [DRC INSIGHT Portal](https://mi.drccedirect.com) (https://mi.drccedirect.com). Printed copies of the M-STEP Online Test Administrator’s Directions and Manual and the M-STEP Paper/Pencil Test Administrator’s Directions and Manual are also included in the Initial Material Orders.

Test Administrators must have a printed copy of the M-STEP Online Test Administrator’s Directions and Manual and the M-STEP Paper/Pencil Test Administrator’s Directions and Manual for the test being administered. Directions must be read and followed explicitly.

Ensuring Test Directions Are Read for Each Test Administered

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:

- “Can we administer the grade 3 and 4 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

During Testing

other students, such as with TTS for Directions only, 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.

 **Helpful Hint:** Test Administrators administering multiple content area or grade tests in a single test session should consider using the TTS option for test directions. Remember that there is still a brief read-aloud section of the directions to verify the students have the correct test ticket and is assigned to—and selects—the correct test for each test.

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.

Text-to-Speech Test Directions

New for Spring 2020, Text-to-Speech (TTS) test directions are available for all students.

To use TTS for test directions, Test Administrators will follow the “TTS Test Directions” section of the test directions in the Test Administrator’s Directions and Manual. These directions provide introductory information and test verification, then direct students to select the “play” button to listen to the directions. **Note:** All students must have headphones in order to use TTS for test directions.

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, locked storage area 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 a student leaves 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.

Testing Status

A student’s testing status can be checked in the DRC INSIGHT Portal. For information on how to access the student test status, refer to the **How to Find Student Testing Status** mini-module in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.com>). Select **Document Type: Mini-Modules**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

During Testing

The following table defines the status notations that are used.

Status	Description
Not Started	Student has not started this test
In Progress	Student began this test but has not finished
Completed	Student completed and submitted the test or clicked "End Test"

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. Refer to 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 Test (CAT) (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 its connection during testing, the system will continue to attempt reconnection for five minutes. The error message will display, instructing the student to raise his/her hand for help, but continue to attempt reconnection. If the system is able to reconnect, the error message will close and the student can resume testing. **Note:** It is possible that a student could see the error message but the error is resolved before the Test Administrator has had time to reach the student. If this occurs, the Test Administrator should instruct the student to resume testing.

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.

4. RESUMED TESTING

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.

6. 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.
7. The student requires additional time to complete the test and another location would be more suitable.

During Testing

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.

Paper/Pencil Testers

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

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.

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, the Test Administrator must 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. VIDEO SURVEILLANCE CAMERAS

If a school has surveillance video cameras in the computer lab(s) or in any other room used 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.

During Testing

6. 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. (Refer to the **M-STEP Online Test Administrator’s Directions and Manual** 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 can complete their test. Students should not transport their own materials between testing locations.

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. Refer to the **M-STEP Paper/Pencil Test Administrator’s Directions and Manual** for more detailed information on ending paper/pencil tests.

After Testing

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 and so on?

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.

Reporting Codes

Reporting codes allow districts and/or schools to receive and filter reports organized by class or group designation(s). This is an optional field. It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful.

The [Mass Updates Assessments](#) document on the [Secure Site Training page](#) (www.michigan.gov/securisitetraining) explains how to assign Reporting Codes to a group of students. The [Reporting Code Labels](#) document, also on the Secure Site Training page, explains how to create a label for reporting codes.

Reporting codes must be added in the Secure Site before the end of Tested Roster.

Helpful Hint: Schools can create unique cohorts of students to view data from a specific group of students after testing. For example:

- students receiving intensive supports
- students in certain classes
- student list according to teacher

2. 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. The table below shows what to do with each material once testing is complete.

After Testing

How to Process Secure M-STEP Test Materials After Testing

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

* 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 66](#) of this manual.

How to Process NonSecure M-STEP Test Materials After Testing

Non-Secure Test Materials	Return to M-STEP Contractor	Schools Keep	Schools Destroy
 Unused answer documents (all content areas)			✓
 Unused orange Special Handling envelopes			✓
Test administration manuals		optional	
Test Administrator's Directions and Manual		optional	
Signed OEAA Assessment Security Compliance Forms		store at district for 3 years	
Testing Schedules		store at district for 3 years	

After Testing

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. Refer to 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.

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

Return Shipping Schedule

The **Materials Return Dates** on [page 67](#) of this manual shows the dates by which answer documents must be returned for each testing window. Materials must be returned within three weekdays of the close of each testing window to ensure scoring. Answer documents returned after May 6, 2020 (for the grades 5, 8, and 11 window) and after May 27, 2020 (for the grades 3, 4, 6, and 7 window) will not be scored.

OEEA Assessment Security Compliance Forms and Testing Schedules

Building M-STEP Coordinators must give their school's signed OEEA 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.

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 are 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. Refer to the **M-STEP Incident Reporting Guide** in [Appendix C](#).
- When transcribing any new answer document, 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; refer to 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.

After Testing

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 content 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 content 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.

All verified unused answer documents should be securely 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.

After Testing

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 content 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 (such as 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 your shipment.

Instructions for Packing Non-scorable Materials for Return

1. Pack all used and unused test booklets 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.
- 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.

After Testing

Reminder: Materials must be returned within three weekdays of the close of each testing window to ensure scoring. Answer documents returned after May 6, 2020 (for the grades 5, 8, and 11 window) and after May 27, 2020 (for the grades 3, 4, 6, and 7 window) will not be scored.

Instructions for Returning All Materials via FedEx Express

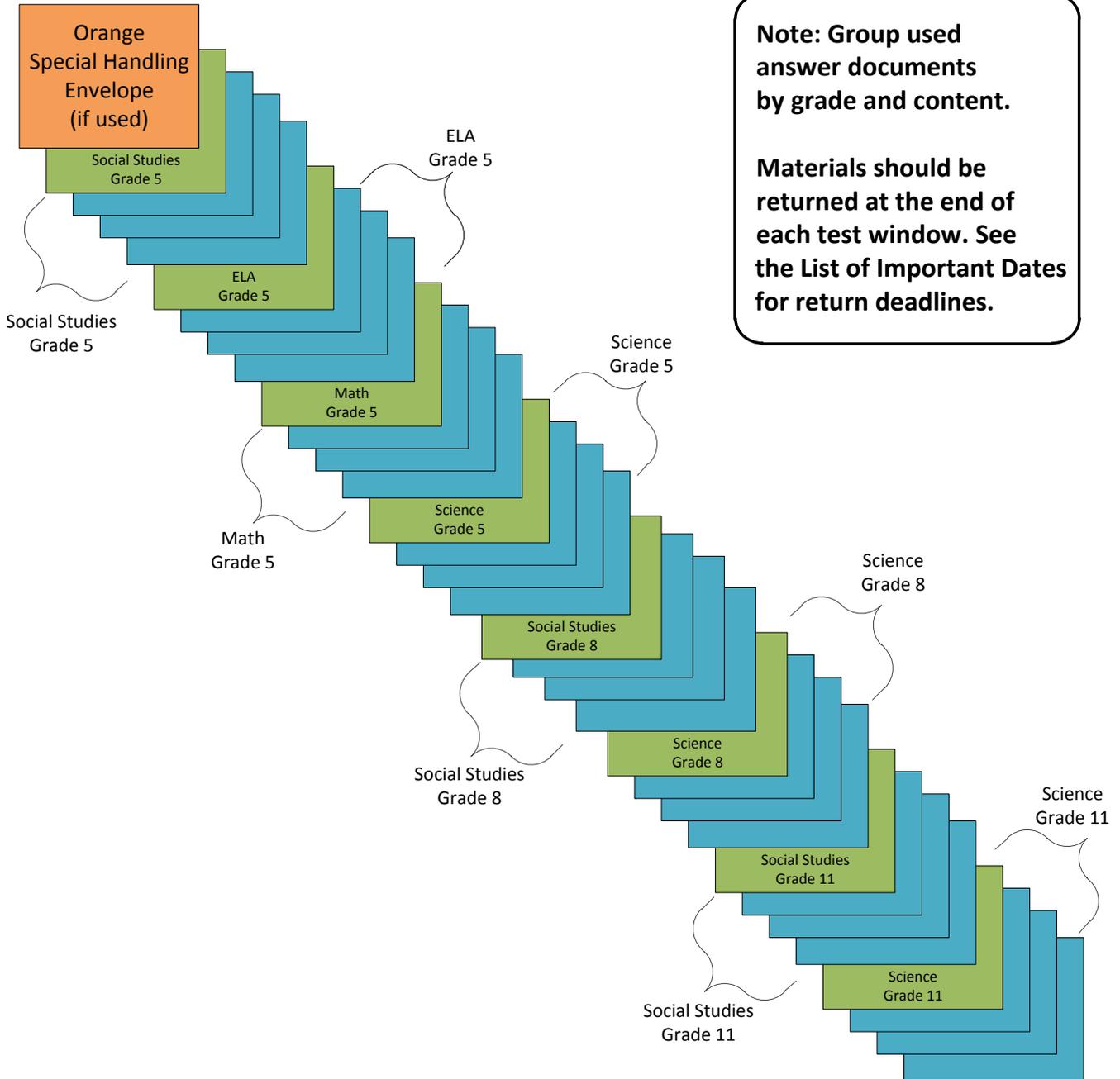
1. Place the boxes where the FedEx driver normally delivers or picks up packages.
2. To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt ("Welcome to FedEx. In a few words, please tell me what you're calling about."), you can press 9 or say, "Premiere Customer Service Program."
3. When prompted, enter "999 999 933" as the nine-digit FedEx account number. You will 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.
4. 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, order them on the Additional Materials Order page in the [OEAA Secure Site](http://www.michigan.gov/oaaa-secure) (www.michigan.gov/oaaa-secure).
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.

Materials Return Dates	
Grades	Final date to ship for inclusion in answer document verification
Grades 5, 8 and 11	May 6, 2020
Grades 3, 4, 6 and 7	May 27, 2020

After Testing

Diagram for Packing Scorable Materials



Example:
Assembling Answer Documents for Return
After the Grades 5, 8, and 11 Testing Window

Appendix A: Calculator Policy

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.drcredirect.com/MI/portals/mi/) (https://wbte.drcredirect.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/graph 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: 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. However, it is optional to provide graph paper for grades 3-5. Additional graph paper can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

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

For grades 6-7 the graph paper must be blank.

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.

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: 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.

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

Appendix B: Scratch Paper Policy

booklets to solve problems. Additional graph paper can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

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.

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

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

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

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

*Does not apply to English language arts.

Appendix C: Incident Reporting Guide

M-STEP Incident Reporting Guide

Any testing irregularities that occur before, during, or after testing must be reported to the Office of Educational Assessment and Accountability (OEAA) within two school days. It is required that all incident reports are reported, do not neglect reporting an incident if more than two school days have passed since you were aware of the incident. 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 tool at the [Secure Site Incident Reporting tool \(www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf\)](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf).

Incident Category: Test Not Completed				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Test submitted prior to completion	Student accidentally ends/submits the test without answering all questions	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.	N/A	Online: Required if more than 5 item responses Paper/Pencil: N/A
Student became ill	Student becomes ill and goes home before finishing a test	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.	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.	Online: Optional Paper/Pencil: Required
Student was removed from school by parent/guardian	Student is removed from class by a parent or guardian during the test administration	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.	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.	Online: No Incident Report Necessary Paper/Pencil: Required

Appendix C: Incident Reporting Guide

Incident Category: Test Not Completed				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Student moved from school	Student transfers or moves from school with an incomplete content area test NOTE: Be prepared to accept a phone call from student's receiving school requesting information on test completion and needed accommodations or designated supports.	Submit an incident report with request for test to be marked Do Not Score .	Mark the answer document Do Not Score and return it in the Special Handling Envelope.	Online: Required Paper/ Pencil: Required
Do Not Score requested	Student has taken (or logged into) incorrect assessment (took M-STEP instead of MI-Access assessment) NOTE: A student who begins a test and subsequently becomes ill does not meet the requirements for the test to be marked Do Not Score .	Submit incident report with request for the test to be marked Do Not Score .	N/A	Online: Required Paper/ Pencil: N/A
Student does not complete test by end of day	Student does not complete testing by the end of the school day NOTE: Testing must be completed by the end of the grade-level testing window. There are no exceptions.	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.)	With proper planning and scheduling, this should be avoided. <ul style="list-style-type: none"> 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. 	Online: No Incident Report necessary Paper/ Pencil: Required

Appendix C: Incident Reporting Guide

Incident Category: Accommodation/designated support Issue				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Designated support/required accommodation not provided	Student is not provided appropriate designated support or accommodations	<p>Test misadministration.</p> <p>Submit an Incident Report.</p> <p>For students with an IEP or Section 504 plan that requires the missing designated support or accommodation:</p> <p>A new test with appropriate designated support or accommodation may be administered with:</p> <ul style="list-style-type: none"> notification to and approval of parents or guardians documentation provided that identifies required designated support or accommodation (such as IEP plan) <p>For students who do not have an IEP or Section 504 plan the requires the missing designated support:</p> <p>A new test with appropriate designated support may be administered with:</p> <ul style="list-style-type: none"> notification to and approval of parents or guardians signed documentation from the person responsible for day-to-day instruction in the content area affirming the student's daily use of the designated support during regular instruction 	<p>Test misadministration.</p> <p>Submit an Incident Report.</p> <p>Emergency test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians.</p> <p>Original answer document must be marked Do Not Score and returned in the orange Special Handling Envelope.</p>	<p>Online: Required</p> <p>Paper/ Pencil: Required</p>

Appendix C: Incident Reporting Guide

Incident Category: Accommodation/designated support Issue				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Nonstandard designated support/accommodation provided	Nonstandard accommodation provided (Refer to the "Nonstandard Accommodations" information on page 21 of this manual.)	<p>The student's test is invalidated.</p> <p>Inform parents or guardians.</p> <p>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 school agree it is in the best interest of the student.</p> <p>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.</p>	<p>Mark the student's test as Nonstandard Accommodation on the answer document and return with scorable materials. The student's test is invalidated.</p> <p>Inform the parent or guardian.</p> <p>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.</p> <p>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.</p>	<p>Online: Required</p> <p>Paper/ Pencil: Required</p>

Appendix C: Incident Reporting Guide

Incident Category: Misadministration				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Wrong test administered	Student is administered the incorrect test (for example, an M-STEP test instead of a MI-Access test)	<p>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.</p>	<p>Inform parents or guardians. Mark the answer document with Do Not Score and return 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.</p>	<p>Online: Required</p> <p>Paper/Pencil: Required</p>
Wrong test ticket used	Student is issued wrong test ticket and begins the test	<p>Stop the test as soon as the error is identified. Pause and Exit the test (do not End the test) Submit an Incident Report.</p>	N/A	<p>Online: Required</p> <p>Paper/Pencil: N/A</p>
Part missed or not administered	Student is not administered one part of a test	<p>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.</p>	<p>If it is identified on the day of the administration or within the makeup window for the content area and grade, administer the test. If it is not identified on the test day or within the makeup window for the content area 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.</p>	<p>Online: Optional</p> <p>Paper/Pencil: Optional</p>

Appendix C: Incident Reporting Guide

Incident Category: Misadministration				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Wrong answer document used	Student uses wrong answer document when testing	N/A	<p>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.</p> <p>If the answer document is the wrong grade and/or content, then mark the wrong answer document(s) used with Do Not Score and return in the orange Special Handling Envelope. Submit an Incident Report.</p> <p>(See Answer document transcription required/suggested Incident Sub-Category on page 81 of this manual.)</p>	<p>Online: N/A</p> <p>Paper/ Pencil: Optional</p>
Test not administered on scheduled day/time	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	N/A	<p>Mark student's answer document Do Not Score and return in the orange Special Handling Envelope. Submit an Incident Report.</p>	<p>Online: N/A</p> <p>Paper/ Pencil: Required</p>

Appendix C: Incident Reporting Guide

Incident Category: Misadministration			
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers
	<p>Test administrator/proctor helps student by giving information other than test directions</p> <p>Test administrator/proctor indicating the correct answers to students</p> <p>Test administrator leaves students unattended during testing</p>		
Other	<p>Secure materials are not kept secure before, during, or after test administration</p> <p>Test administrator/proctor or other building staff taking photos of test items or test environment</p> <p>Staff posting test items or content to social media during testing</p>	<p>Submit an Incident Report—working with the OEAA, the district may be able to quickly resolve issues.</p>	<p>Submit an Incident Report—working with the OEAA, the district may be able to quickly resolve issues.</p>
			<p>Online: Required</p> <p>Paper/Pencil: Required</p>

Incident Category: Building Emergency			
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers
Building emergency	<p>Building emergency occurs during the test and requires student(s) to leave the room or otherwise interrupts testing</p>	<p>Address the building emergency—pause tests as appropriate/possible.</p> <p>Submit an Incident Report.</p>	<p>Address the building emergency—secure test materials as appropriate/possible.</p> <p>Submit an Incident Report.</p>
			<p>Online: Required</p> <p>Paper/Pencil: Required</p>

Appendix C: Incident Reporting Guide

Incident Category: Prohibited Behavior				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Electronics/ social media	Student(s) taking photos of test items, use of social media during testing.	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.	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.	Online: Required Paper/ Pencil: Required
Other	Disruptive behaviors impacting testing session/ completion, cheating, use of calculator (mathematics) or dictionary/thesaurus (ELA) during non-permitted section of the test NOTE: The use of non-permitted tools results in test invalidation.	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.	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.	Online: Required Paper/ Pencil: Required

Appendix C: Incident Reporting Guide

Incident Category: Technical Problems with Online Testing					
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional	
Repeated disconnections	Student(s) has repeated disconnections during testing session	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/Pencil: N/A	
	Entire classroom has repeated disconnections during testing session	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/Pencil: N/A	
INSIGHT freezing, or not advancing	INSIGHT stops working and the student(s) cannot continue testing	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/Pencil: N/A	
Item functionality	An item on the test is not functioning as expected; for example, the student believes the correct answer cannot be selected	Instruct the student to answer as best they are able. Submit an Incident Report with the test and question number (if known), and computer used for testing (Windows PC, Mac, iPad, Chromebook).	N/A	Online: Required Paper/Pencil: N/A	
Hardware failure	Power outage, internet connection interrupted through local error, stolen computers	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.	N/A	Online: Required IF it is necessary to move to emergency paper forms; otherwise optional Paper/Pencil: N/A	



Appendix C: Incident Reporting Guide

Incident Category: Technical Problems with Online Testing			
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers
Other	Use this category if your technical problem does not conform to the listed technical issues.	Contact your local IT staff, or if further support is required, contact DRC Customer Support.	N/A
			Incident Report Required/ Optional Online: Optional Paper/Pencil: N/A

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

Appendix C: Incident Reporting Guide

Incident Category: Other			
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers
Other	Use this category only if an incident occurs that does not fit into the listed categories.	Varies	Varies
			IR Required/Optional Online: Optional Paper/Pencil: Optional

Incident Category: Staff Unethical			
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers
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.	Submit an Incident Report; In working with the OEAA, the district may be able to quickly resolve issues.	Submit an Incident Report- In working with the OEAA, the district may be able to quickly resolve issues.
			IR Required/Optional Online: Required Paper/Pencil: Required

Appendix C: Incident Reporting Guide

MDE has updated incident reporting requirements to ensure accurate and valid student-level assessment data for the specific situations described below. If a student:

- becomes ill and leaves school early due to illness on the day that the test was completed and submitted
- spends fewer than 15 minutes testing and submits a test
- did not take prescribed medication prior to testing and completes and submits a test

These tests can be regenerated if the incident report is submitted on the date of the incident (by 11:59 PM) and parent permission is documented. If it is not possible to obtain documentation of parent permission on the date of the incident, the school must submit the incident report on the date of occurrence and provide documentation of parent permission subsequently.

Regeneration of any test for any of these listed reasons will only occur once; such as if a student does not take his or her medication one day and the test is regenerated, then the student subsequently tests without his or her medication a second time, a new test will not be regenerated. Or, if a student becomes ill and goes home on one test day, the test is regenerated and then the student spends less than 15 minutes on the test on the next test day, the second test will not be regenerated.

Incidents Requiring Immediate Action (must be submitted by 11:59 PM on the date of occurrence)					
Incident Category	Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	IR Required/Optional
Test Not Completed	Student became ill	Student becomes ill, completes and submits test, and then goes home from school sick	Submit an Incident Report on the date of occurrence by 11:59 PM requesting regeneration Gather documentation that verifies: <ul style="list-style-type: none"> • Parent permission to retest (use form provided in OEAA Secure Site) • Student left school early due to illness 	N/A	Online: Optional Paper/Pencil: N/A

Appendix C: Incident Reporting Guide

Incidents Requiring Immediate Action (must be submitted by 11:59 PM on the date of occurrence)

Incident Category	Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	IR Required/Optional
Misadministration	Other	Student submits test after spending fewer than 15 minutes testing in one test session	Submit an Incident Report on the date of occurrence by 11:59 PM requesting regeneration Gather documentation that verifies parent permission to retest (use form provided in OEAA Secure Site)	N/A	Online: Optional Paper/ Pencil: N/A
Misadministration	Other	Student takes test without prescribed medication	Submit an Incident Report on the date of occurrence by 11:59 PM requesting regeneration Gather documentation that verifies parent permission to retest (use form provided in OEAA Secure Site)	N/A	Online: Optional Paper/ Pencil: N/A

Appendix D: DRC INSIGHT Portal User Guide

DRC INSIGHT Portal User Guide

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

The guide is divided into three main sections:

- **Working with the DRC INSIGHT Portal** describes 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 the DRC INSIGHT Portal

Access the full guide in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.com>). Once you have logged into the DRC INSIGHT Portal, select **Document Type: Manuals and Directions**. Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).

Appendix E: List of Important Dates



2020 M-STEP List of Important Dates

Start	End	Task/Activity	Mode
10/21/19	11/26/19	Online Waiver Window – request waiver to administer paper/pencil by 5:00 PM	PP
01/08/20	02/12/20	Pre-identification of students for barcode labels by 5:00 PM	PP
01/08/20	02/12/20	Initial Material Order Window (all grades) by 5:00 PM	PP
01/08/20	02/24/20	Online test session setup in the OEAA Secure Site by 5:00 PM	OL
01/08/20	05/28/20	Pre-identification of students by 5:00 PM	OL
01/13/20	03/06/20	Alternate Insight Availability Request	OL
02/10/20	05/29/20	Off-site Test Administration Request	Both
02/13/20	05/28/20	Pre-identification of students for local printing of barcode labels	PP
03/03/20	03/03/20	Online District and Building Coordinator Training – DRC INSIGHT Portal (formerly known as eDIRECT) & Test Setup at 10:00 AM – recording available 03/04/20	OL
03/06/20	05/29/20	Create/Manage Online Test Sessions and assign Universal Tools, Designated Supports, and Accommodations in DRC INSIGHT Portal (formerly known as eDIRECT)	OL
03/30/20	04/01/20	Materials arrive in schools – Grades 5, 8, and 11	Both
04/06/20	04/08/20	Materials arrive in schools – alternate delivery date requested – Grades 5, 8, and 11	Both
04/07/20	04/28/20	Additional Material Order Window (closes at noon) – Grades 5, 8, and 11	PP
04/13/20	05/08/20	Online Test Administration Window – Grades 5, 8, and 11	OL
04/14/20	04/14/20	ELA Day 1 Paper/Pencil Test Day – Grade 5	PP
04/15/20	04/15/20	ELA Day 2 Paper/Pencil Test Day – Grade 5	PP
04/15/20	TBD	Preliminary Reports (within 48 hours of online test completion)	OL
04/16/20	04/16/20	Science and Social Studies Test Day – Grade 11	PP

Appendix E: List of Important Dates

Start	End	Task/Activity	Mode
04/17/20	05/01/20	Science and Social Studies Makeup Window – Grade 11	PP
04/16/20	04/20/20	ELA Makeup Window – Grade 5	PP
04/20/20	04/22/20	Materials arrive in schools – Grades 3, 4, 6, and 7	Both
04/21/20	04/21/20	Mathematics Paper/Pencil Test Day – Grade 5	PP
04/22/20	04/22/20	Science Paper/Pencil Test Day – Grades 5 and 8	PP
04/23/20	04/23/20	Social Studies Paper/Pencil Test Day – Grades 5 and 8	PP
04/24/20	05/01/20	Makeup Window any content area – Grades 5 and 8	PP
04/27/20	04/29/20	Materials arrive in schools – alternate delivery date requested – Grades 3, 4, 6, and 7	Both
04/28/20	05/19/20	Additional Material Order Window (closes at noon) – Grades 3, 4, 6, and 7	PP
04/27/20	05/22/20	Online Test Administration Window – Grades 3, 4, 6, and 7	OL
05/05/20	05/05/20	ELA Day 1 Paper/Pencil Test Day – Grades 3, 4, 6, and 7	PP
05/06/20	05/06/20	ELA Day 2 Paper/Pencil Test Day – Grades 3, 4, 6, and 7	PP
05/06/20	05/06/20	Return of Materials Deadline – Grades 5, 8, and 11	PP
05/07/20	05/11/20	ELA Makeup Window – Grades 3, 4, 6, and 7	PP
05/12/20	05/12/20	Mathematics Paper/Pencil Test Day – Grades 3, 4, 6, and 7	PP
05/13/20	05/22/20	Makeup Window – any content area – Grades 3, 4, 6, and 7	PP
05/27/20	05/27/20	Return of Materials Deadline – Grades 3, 4, 6, and 7	PP
June 2020		Accountable Students Enrolled and Demographics – watch Spotlight for details	Both
June 2020		Answer Documents Received – watch Spotlight for details	Both
June 2020		Submitted Issues for Answer Documents – watch Spotlight for details	Both
June 2020		Students Not Tested – watch Spotlight for details	Both
TBD		Final Reports – watch Spotlight for details	Both

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

• **Spotlight on Student Assessment and Accountability weekly newsletter**

[DRC INSIGHT Portal](#)

formerly known as eDIRECT
(<https://mi.drctdirect.com>)

- **Documents** (Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#))
 - Technology User Guide
 - DRC INSIGHT Portal (formerly known as eDIRECT) User Guide
 - Accommodations: Adding, Editing, and Mass-Assigning
 - Checking Student Test Status
 - Creating Test Sessions in eDIRECT



Appendix F: Administration Resources

- **Test Tutorials** (Select the **Test Tutorials** tab.) Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#).
 - 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/secaresitetraining)

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

Appendix G: Extended Retries Tech Bulletin

DRC INSIGHT: Extended Retries Tech Bulletin

A new feature of DRC INSIGHT for spring 2020 is Extended Retries. With this new feature, if there are any connectivity issues, instead of displaying an error message after three attempts to reconnect, the system will continue to attempt reconnection for five minutes. The error message will display, instructing the student to raise his/her hand for help, but continue to attempt reconnection. If the system is able to reconnect, the error message will close and the student can resume testing. Note that it is possible that a student sees the error message but the error is resolved before the Test Administrator has had time to reach the student. If this occurs, the Test Administrator should instruct the student to resume testing.

Appendix H: Checklist

Before Testing Checklist

- 1. **[Watch the District/Building Coordinator Online Training](#)** (Live **March 3, 2020**) or a recording of the training (posted by **March 4**), located in the **[DRC INSIGHT Portal](#)** (<https://mi.drctdirect.com>) by selecting **Document Type: Training Presentations & FAQs** (Instructions for easy navigation to documents in the DRC INSIGHT Portal are on [page 7](#)) 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 Administrator’s Directions and Manual
- Obtain OEAA Assessment Security Compliance Forms from all staff involved in M-STEP Testing
- Ensure software and testing devices are prepared for testing (refer to [page 45](#) of this manual)
- 2. **[Assign Roles for District Users](#)**
- 3. **[Pre-Identify Students for Testing](#)** (**January 8 – February 12, 2019** for barcode labels)
- 4. **[Order Test Materials](#)**
- Inventory all materials received
- 5. **[Load students in the DRC INSIGHT Portal](#)**
- 6. **[Assign/Edit Test Sessions](#)** (by **February 24, 2019** for online test session setup in the OEAA Secure Site)
- 7. **[Assign Supports and Accommodations](#)** (and be sure Test Administrators are aware of all designated supports and accommodations for students in each test session)
- 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)

Appendix H: Checklists

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** (**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
- 6. **Ending a Test Session**

After Testing Checklist

- 1. **Assign Research/Reporting Codes**
- 2. Return materials to M-STEP Contractor/Destroy secure materials not returned (refer to 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 I: Change Log



M-STEP Test Administration Manual
Spring 2020

Office of Educational Assessment and Accountability (OEAA)
Phone: 1-877-560-8378
Website: www.michigan.gov/mstep
Email: mde-oeaa@michigan.gov