Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
Relevant assessments:

All Michigan state assessments:

- M-STEP
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  - SAT® with Essay
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  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
Preface: How to use this MDE Assessment Coordinator Training Guide

This Assessment Coordinator Training Guide consists of a series of documents that will take you through the Assessment Coordinator’s tasks and responsibilities before, during, and after administration of Michigan’s statewide standardized assessments. NOTE: This series addresses ONLY state-provided academic assessments. It is not meant to address the entire range of assessment knowledge and skills needed to oversee a balanced, comprehensive system of assessments within a district.

The Assessment Coordinator Training Guide is not meant to replace the testing manuals, guides, and training resources provided for the preparation and administration of assessments. The guide will introduce you to Michigan’s state assessment system in general, and link you to the people, trainings, materials, tools, and resources you will need throughout the process of coordinating state-provided assessments in your district.

New Assessment Coordinators should progress through the entire training guide in the order presented, starting with the Overview chapters and progressing through the chapters as they are listed in the Table of Contents that follows. This will help you understand not only the tasks required, but also the terminology, timing, training, and processes involved in completing many of those tasks.

Each module covers timely information you need for each stage of the state assessment administration process.

Returning Coordinators can use this guide as a refresher. You can run through the entire series or review select modules/chapters as you approach those tasks. It also can be a great training resource to use with your peers before a new school year begins.

Because this guide allows you to access any chapter as needed and includes a handy Quick Reference to the chapters, as well as list of assessment-related resources, it is intended to be a helpful tool you can use throughout the year to assist you with any questions you may have or guidance you made need regarding state assessment administration.

The Office of Educational Assessment and Accountability (OEAA) would appreciate your feedback on this Assessment Coordinator Training Guide. Our goal was to provide District and Building Coordinators, both new and returning, with information on what they need to know about their roles and the resources available to them for the preparation and administration of Michigan’s state assessments. We welcome your thoughts on what you like or don’t like, and whether this guide was a helpful resource for you before, during, and after assessment administration. Please send your comments and/or suggestions to mde-oeaa@michigan.gov.
Assessment Coordinator Training Guide
Table of Contents

Below is a linked table of contents for the training guide. You can also find a complete, printer-friendly version of the training guide at [MDE Assessment Coordinator Training Guide](#).

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  * Quick Start Guide

» Assessment Systems
  * Introduction to Testing Technology
  * eDIRECT Basics
  * OEAA Secure Site
  * Educational Entity Master (EEM)
  * Michigan Student Data System (MSDS)
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» Student Supports and Accommodations
  * Student Supports and Accommodations Overview
  * Selecting and Assigning Universal Tools, Designated Supports, and Accommodations

» Test Security
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  * Understanding the WIDA ACCESS for ELLs Assessment
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» Test Administration
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  • ACT WorkKeys Assessment Administration
  • WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs Assessment Administration
  • WIDA ACCESS Placement Test (W-APT) and WIDA Screener Preparation and Administration
  • Early Literacy and Mathematics Benchmark Assessments Administration

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» Post-Administration Tasks and Reports
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» Data and Reporting
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## Assessment Acronyms

Following is a list of frequently used acronyms that you will see in your work as an Assessment Coordinator.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>ACT®</td>
<td>American College Testing</td>
</tr>
<tr>
<td>AIG:</td>
<td>Assessment Integrity Guide</td>
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<tr>
<td>ASL:</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>CAT:</td>
<td>Computer Adaptive Testing</td>
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<tr>
<td>CC:</td>
<td>Color Choices (accommodation)</td>
</tr>
<tr>
<td>CCaption:</td>
<td>Closed Caption</td>
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<tr>
<td>CEPI:</td>
<td>Center for Educational Performance and Information</td>
</tr>
<tr>
<td>CTC:</td>
<td>Contrasting Color (accommodation)</td>
</tr>
<tr>
<td>DRC:</td>
<td>Data Recognition Corporation</td>
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<tr>
<td>eDIRECT:</td>
<td>Online test management tool</td>
</tr>
<tr>
<td>EEM:</td>
<td>(Educational Entity Master): a statewide database of school and district information managed by CEPI</td>
</tr>
<tr>
<td>ELA:</td>
<td>English language arts</td>
</tr>
<tr>
<td>EL:</td>
<td>English Learner</td>
</tr>
<tr>
<td>FEL:</td>
<td>Former English Learner</td>
</tr>
<tr>
<td>FLEP:</td>
<td>Former Limited English Proficient</td>
</tr>
<tr>
<td>IEP:</td>
<td>Individualized Education Program</td>
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<tr>
<td>INSIGHT:</td>
<td>DRC’s online testing environment</td>
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<tr>
<td>MI-Access:</td>
<td>Michigan’s alternate assessment for students with the most significant cognitive disabilities –</td>
</tr>
<tr>
<td>P:</td>
<td>Participation</td>
</tr>
<tr>
<td>SI:</td>
<td>Supported Independence</td>
</tr>
<tr>
<td>FI:</td>
<td>Functional Independence</td>
</tr>
<tr>
<td>MDE:</td>
<td>Michigan Department of Education</td>
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<tr>
<td>MEIS:</td>
<td>Michigan Education Information System</td>
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<tr>
<td>MSK:</td>
<td>Masking (accommodation)</td>
</tr>
<tr>
<td>MME:</td>
<td>Michigan Merit Exam (the 11th grade tests that include the M-STEP, SAT, and ACT WorkKeys)</td>
</tr>
<tr>
<td>MSDS:</td>
<td>Michigan Student Data System</td>
</tr>
<tr>
<td>M-STEP:</td>
<td>Michigan Student Test of Educational Progress</td>
</tr>
<tr>
<td>OEAA:</td>
<td>Office of Educational Assessment and Accountability, at the Michigan Department of Education</td>
</tr>
<tr>
<td>OTT:</td>
<td>Online Tools Training</td>
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<tr>
<td>PAA:</td>
<td>Primary Assessment Administrator</td>
</tr>
<tr>
<td>PEPE:</td>
<td>Primary Educational Providing Entity</td>
</tr>
<tr>
<td>PSAT™:</td>
<td>Preliminary Scholastic Aptitude Test</td>
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<tr>
<td>REP:</td>
<td>Registry of Educational Personnel</td>
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<tr>
<td>S2E2:</td>
<td>Specialized Shared Educational Entities</td>
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<tr>
<td>SAA:</td>
<td>Shadow Assessment Administrator</td>
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<tr>
<td>SAT® with Essay:</td>
<td>Scholastic Assessment Test (college entrance exam)</td>
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<td>SEE:</td>
<td>Shared Educational Entities</td>
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<td>SIS:</td>
<td>Student Information System</td>
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<td>SRM:</td>
<td>Student Record Maintenance</td>
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<tr>
<td>TAM:</td>
<td>Test Administration Manual</td>
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<tr>
<td>TC:</td>
<td>Technology Coordinators</td>
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<tr>
<td>TSM:</td>
<td>Testing Site Manager (legacy software)</td>
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<tr>
<td>TTS:</td>
<td>Text-to-Speech</td>
</tr>
<tr>
<td>UIC:</td>
<td>Unique Identification Code</td>
</tr>
<tr>
<td>VSL:</td>
<td>Sign Language ASL Video (Video Sign Language)</td>
</tr>
<tr>
<td>WIDA™:</td>
<td>World-Class Instructional Design and Assessment (English learner assessment)</td>
</tr>
</tbody>
</table>
**WIDA AMS**: WIDA Assessment Management System (online test management site for WIDA assessments)

**W-APT**: WIDA-ACCESS Placement Test
Web Links

Assessment Dates, Deadlines, and Schedules

Early Literacy and Mathematics Benchmark Assessments List of Important Dates
  https://www.michigan.gov/documents/mde/
  Early_Literacy_and_Mathematics_Benchmark_Assessments_List_of_Important_Dates_634787_7.pdf

Grade 8 List of Important Dates (includes M-STEP for grade 8 and PSAT 8/9)

MI-Access List of Important Dates

MME List of Important Dates (includes ACT WorkKeys, SAT and grade 11 M-STEP)

M-STEP List of Important Dates (includes grades 3–8 and 11)

PSAT List of Important Dates (for 8th, 9th and 10th grade)

Spring Summative Assessment Schedule

WIDA List of Important Dates
Assessment Integrity, Policy, and Security Resources

Accountability Best Practices: Data Reporting Guide for Trouble-Free Accountability Data

Assessment Integrity Guide

Assessment Security Training

Assessment Security Training Modules

Assessment Security Modules

Assessment Misadministration Complaint or Allegation Online Submission Form
http://www.surveymonkey.com/s.aspx?sm=gKJUk4YYxskxtiW22eXjqQ_3d_3d

Guide to State Assessments

OEAA Assessment Security Compliance Form

Who Can/Must Take the MME?

WIDA Alternate ACCESS for ELLs Guidance document

WIDA Screener & W-APT Policy Manual (Michigan-Specific)
Web Links

Assessment Web Pages

ACT WorkKeys web page (Michigan-specific ACT web page)
www.act.org/stateanddistrict/michigan

College Board (Michigan-specific College Board web page)
https://www.collegeboard.org/michigan

College Board Suite of Assessments
https://collegereadiness.collegeboard.org/sat

Early Literacy and Mathematics Benchmark Assessments web page
www.michigan.gov/earlylitandmath

MI-Access web page
www.michigan.gov/mi-access

Michigan Merit Exam (MME) (includes M-STEP, SAT, ACT WorkKeys, PSAT 8/9, and PSAT 10)
www.michigan.gov/mme

M-STEP web page
www.michigan.gov/mstep

PSAT 8/9/10 and SAT (MDE web page)
www.michigan.gov/psat

PSAT 8/9/10 and SAT (Michigan-specific College Board web page)
https://www.collegeboard.org/michigan

Student Assessment web page (Office of Student Assessment and Accountability web page)
https://www.michigan.gov/oeaa

WIDA web page (MDE WIDA web page)
www.michigan.gov/wida

WIDA web page (Michigan-specific WIDA web page)
https://wida.wisc.edu/memberships/consortium/mi
Systems Used for Assessments and Reporting

**ACT PearsonAccess™**  
https://testadmin.act.org/customer/index.action

**CEPI web page**  
www.michigan.gov/cepi

**College Board K-12 Score Reporting Portal**  
https://k12reports.collegeboard.org/login

**College Board Professional Account**  
https:// collegereadiness.collegeboard.org/state-partnerships/michigan?excmpid=MTG308-AL-1-mat

**College Board Services for Students with Disabilities (SSD) Online System**  
https://www.collegeboard.org/students-with-disabilities/ssd-online

**College Board Online Student Score Reports**  
https://studentscores.collegeboard.org/home

**District and School Accountability web page**  
www.michigan.gov/mde-accountability

**eDIRECT**  
https://mi.drcedirect.com

**Educational Entity Master (EEM)**  
www.michigan.gov/eem

**INSIGHT**  
https://www.drcedirect.com/all/eca-portal-ui/welcome/MI

**MEIS (Michigan Education Information System)**  
https://mdoe.state.mi.us/MEIS/Login.aspx

**MI School Data web page**  
www.mischooldata.org

**Michigan Student Data System (MSDS)**  
https://cepi.state.mi.us/msds

**OEAA Secure Site**  
www.michigan.gov/oeaa-secure

**WIDA AMS**  
https://www.wida-ams.us

**WIDA Secure Portal**  
http://portal.wida.us
Assessment Practice, Training, and Resources for Coordinators, Students, and Parents

Accessing Student Test Score Reports and Data Files
https://www.michigan.gov/documents/mde/Accessing_Student_Test_Score_Reports_Directions_522899_7.pdf

ACT WorkKeys Resources

ACT WorkKeys Sample Questions and Practice Test

Assessment Selection Guidelines Training (video)
https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html

Answer Documents Received and Not Tested Students Function – OEAA Secure Site Directions
https://www.michigan.gov/documents/mde/Answer_Documents_Received_and_Not_Tested_Students_instructions_623116_7.pdf

College Board FAQs
https://pages.collegeboard.org/account-help

College Board K-12 Assessment Reporting Help
https://collegereadiness.collegeboard.org/educators/k-12/reporting-portal-help

Communication Toolkit
www.michigan.gov/mstep (and other MDE assessment web pages)

Dynamic Score Reporting Site User Guide

Guide to State Assessments

How Do I Get Access to eDIRECT?

How Do I Get Access to the OEAA Secure Site?

Dynamic Score Reporting Site User Guide

Mass Update Assessments Directions (for the OEAA Secure Site)

MI-Access Scoring Rubrics Online Learning Program (use Firefox or Internet Explorer browser)
http://video1.resa.net/mde/PSI/module1.html
Web Links

Michigan Virtual Online Learning Portal
https://michiganvirtual.org/course/mde-assessment-security/

Michigan's State Assessment System: What it Is, What it Means – And What it Offers (a handout and companion PowerPoint presentation)

MiLearn Demonstration Site
https://milearndemo.midatahub.org/#/home

M-STEP Final Reports Webcast
https://www.youtube.com/watch?v=QSPbsfPc_vE&feature=youtu.be

M-STEP/MME: How to Read Your Child’s Score Report (handouts)

M-STEP: What can students expect? (a video resource)
https://www.youtube.com/watch?v=s6YEkBQ6RVk

New Administrator and Coordinator Primer - All Assessments

OEAA Secure Site Training Web Page
http://www.michigan.gov/securesitetraining

OEAA Secure Site Support Documentation
https://www.michigan.gov/mde/0,4615,7-140-22709_57003----,00.html

OEAA YouTube Channel for Training Modules
https://www.youtube.com/playlist?list=PLQNv-MrTjyhLZWGC8WhRGxoEmynfUHuic

Online Training Tools (OTTs) and Sample Item Sets (for M-STEP, MI-Access, and the Early Literacy and Mathematics Benchmark Assessments)
https://wbte.drcedirect.com/MI/portals/mi/

Parent Guide to State Assessments in Michigan – National PTA

Parent Guide to MI-Access

Pre-ID File Upload Directions (for OEAA Secure Site)

Pre-ID File Template (for the OEAA Secure Site)
http://www.michigan.gov/documents/mde/Pre-ID_File_Template_597163_7.xls

Pre-ID One Student at a Time/Student OEAA Secure Site Search Directions
http://www.michigan.gov/documents/mde/Student_Search_One_Student_at_a_Time_579416_7.pdf
Web Links

PSAT 8/9 Sample Questions and Practice Tests
https://collegereadiness.collegeboard.org/psat-8-9/inside-the-test

PSAT 10 Sample Questions and Practice Tests
https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice

SAT and Sample Questions and Practice Tests
https://collegereadiness.collegeboard.org/sat/practice

Spotlight on Student Assessment and Accountability Newsletter web page
www.michigan.gov/mde-spotlight

State School Act

Student Tutorials (M-STEP, MI-Access, and the Early Literacy and Mathematics Benchmark Assessments)

Superintendent Parent Letter on M-STEP and MME (includes opt-out information)

What Parents Should Know About Assessment

WIDA ACCESS for ELLs Michigan State-Specific Directions
WIDA_Michigan_State_Specific_Directions_635415_7.pdf

WIDA Checklist
https://wida.wisc.edu/sites/default/files/checklists/MI-checklist.pdf

WIDA New Assessment Coordinator Primer

WIDA New Principal’s Primer

WIDA Sample Items (online)
https://wida.wisc.edu/assess/access/preparing-students

WIDA Sample Items (paper/pencil)
https://wida.wisc.edu/assess/access/preparing-students
Web Links

Student Supports and Accommodations Guidance, Resources, and Tools

Accessibility Supports in the Classroom Tool

Accommodations Matrix for SAT, PSAT 8/9, and PSAT 10

ACT WorkKeys Accessibility Supports Guide

http://www.act.org/content/dam/act/secured/documents/pdfs/WK-Admin-SD-Accoms-Secured.pdf#page=9

After-Test Accessibility Questions Tool
https://www.michigan.gov/documents/mde/Tool_5_AfterTestAccTool_622838_7.pdf

Home Language Survey (approved by the State Board of Education)

Michigan Entrance and Exit Protocol

Protecting Students With Disabilities
https://www2.ed.gov/about/offices/list/ocr/504faq.html#interrelationship.

Student Supports and Accommodations Recording and Tracking Tools
https://www.michigan.gov/mde/0,4615,7-140-22709_70117-347506--,00.html

Student Supports and Accommodations Table for M-STEP, MI-Access, SAT, WorkKeys, and WIDA
http://www.michigan.gov/documents/mde/M-STEP_Supports_and_Accommodations_Table_477120_7.pdf

Student Supports and Accommodations Table for Early Literacy and Mathematics Benchmark Assessments (K-2)
www.michigan.gov/documents/mde/K-2_Early_Literacy__Math_Accom_Table_532245_7.pdf

Supports and Accommodations Frequently Asked Questions

Student Supports and Accommodations Webinars
https://www.michigan.gov/mde/0,4615,7-140-22709_40192-397801--,00.html

Supports and Accommodations Guidance Document for M-STEP, MI-Access, WIDA, PSAT, SAT, and WorkKeys

Tracking Sheet for Supports and Accommodations for M_STEP, MI-Access or WIDA
www.michigan.gov/documents/mde/Supports_Tracking_481399_7.xlsx

WIDA ACCESS for ELLs Accessibility and Accommodations Supplement
Test Administration Manuals (TAMs) and other Manuals

Early Literacy and Mathematics Benchmark Assessments Test Administration Manual

MI-Access FI Test Administration Manual

MI-Access P/SI Test Administration Manual
https://www.michigan.gov/documents/mde/Participation_and_Supported_Independence_TAM_635414_7.pdf

M-STEP Test Administration Manual

WIDA Test Administration Manual (Michigan-Specific)

NOTE: The following list of manuals can be found on their respective Michigan-specific web pages as listed:

• ACT Test Coordinator Information Manual
• ACT WorkKeys Standard Time Administration Manual
• ACT WorkKeys Administration Manual for Accommodations and English Learner Supports
  ACT WorkKeys web page (Michigan-specific ACT web page)
  www.act.org/stateanddistrict/michigan
• Michigan SAT School Day Accommodated Testing Manual
• Michigan SAT School Day Coordinator Manual
• Michigan PSAT 8/9 Coordinator Manual
• Michigan PSAT 10 Coordinator Manual
College Board (Michigan-specific College Board web page)
https://www.collegeboard.org/michigan
MDE Offices

Office of Field Services (OFS) (to request English Language Survey forms in languages other than English)
Phone: 517-373-3921

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

Option 1 – Tip Line for anonymously reporting known or suspected cheating, unethical testing practices, or breaches of security on any state assessment

Option 2 – Inquiries related to COS/TSM, eDIRECT, and INSIGHT used for M-STEP, MI-Access and Early Literacy and Mathematics online testing

Option 3 – Inquiries related to any OEAA Secure Site functions, administration or policy questions related to M-STEP, MI-Access, and Early Literacy and Mathematics, and accountability reporting

Option 4 – Inquiries related to SAT, PSAT, or ACT WorkKeys testing
   • Press 1 – Inquiries related to eligibility to test and Secure Site functions.
   • Press 2 – Inquiries related to administration of the College Board, PSAT 8/9, PSAT 10 and SAT
   • Press 3 – Inquiries related to WorkKeys

Option 5 – WIDA Access for ELLs 2.0, WIDA Alternate Access for ELLs 2.0, WIDA Screener, W-APT and WIDA AMS

Option 8 – all other calls

Nonpublic School Office (for changes to the EEM)
Email: nonpublicschools@michigan.gov
Phone: 517-241-5385

Other

ACT WorkKeys
Email: www.act.org/stateanddistrict/contactus
Phone: 800-553-6244 (when prompted, use state code 23)

Center for Educational Performance and Information (CEPI):
Email: cepi@michigan.gov
Phone: 517-335-0505, Option 3

College Board Michigan Educator Hotline (for material orders)
Email: michiganadministratorsupport@collegeboard.org
Phone: 866-870-3127, Option 1

Data Recognition Corporation (DRC) (WIDA AMS user access request line)
Phone: 877-560-8378, Option 5
Introduction to State Assessment in Michigan

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
NOTE to Reader:

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

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

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

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

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

Regardless of the test being administered, MDE requires that ALL testing staff read the Assessment Integrity Guide and sign the OEAA Assessment Security Compliance Form. A signed Assessment Security Compliance Form, testing schedules, and training materials should be kept on file for any staff member who participates in the administration of a state assessment or handles secure test materials. A link to the OEAA Assessment Security Compliance Form is also provided in the Assessment Coordinator Quick Reference chapter of this Training Guide.
Intro

This chapter introduces you to Michigan’s state assessments and gives you a snapshot of the information provided in this training guide for Test Coordinators, by answering the following questions:

- What are Michigan’s state assessments?
- What tools, software, and systems will be used before, during, and after Michigan’s state assessments?
- Who are the key people involved in the administration of Michigan’s state assessments?
- What supports and accommodations are available for Michigan’s state assessments?
- How can I access reports from Michigan’s state assessments?
- How are assessment results used in Michigan’s school accountability system?

What are Michigan’s state assessments?

The Michigan Department of Education (MDE) provides schools with benchmark, screening, and summative assessments for students in grades K–12.

State summative assessments include:

- **Michigan Student Test of Educational Progress (M-STEP)** – Michigan Student Test of Educational Progress is Michigan’s 21st-century test given primarily online each spring:
  - English language arts: grades 3-7
  - Mathematics: grades 3-7
  - Science: grades 5, 8, and 11
  - Social Studies: grades 5, 8, and 11
  - The M-STEP is based on Michigan’s academic standards and measures what students know and are able to do according to these standards.

- **MME** – The Michigan Merit Examination (MME) assesses students in grade 11 and eligible students in grade 12, based on Michigan’s high school standards. It is administered each spring, and consists of three components:
  - **SAT® with Essay** – College readiness paper/pencil assessment (provides the accountability data for English language arts and mathematics).
  - **ACT WorkKeys®** – Work skills paper/pencil assessment
  - **M-STEP** – Science and social studies assessments (primarily online)

- **MI-Access** – Michigan’s alternate assessment program is designed for students with the most significant disabilities who have, or function as if they have, cognitive impairments, and whose Individualized Education Program (IEP) team has determined that general assessments, even with accommodations, are not appropriate. MI-Access is given to students in grades 3–8 and 11 and is based on Michigan’s alternate content standards. It is composed of the following assessments:
  - **Functional Independence (FI)** – Is given primarily online in English language arts, mathematics, science, and social studies. (ELA: Expressing Ideas is only administered in paper/pencil format.)
» Supported Independence (SI) and Participation (P) – Are comprised of observation-based items scored with a rubric; the answer document is online.

- **WIDA™ ACCESS for ELLs** – The federally required yearly summative assessment program administered to kindergarten through 12th-grade students who have been identified as English Learners (ELs). Given annually in Michigan the assessments monitor students’ progress in acquiring English Language proficiency. WIDA assessments cover four domains: Listening, Reading, Writing, and Speaking. The assessments include:
  » Kindergarten ACCESS for ELLs: Paper/pencil adaptive assessment.
  » ACCESS for ELLs: (grades 1–12) Online and paper/pencil adaptive assessment.
  » Alternate ACCESS for ELLs (grades 1–12) Paper/pencil assessment for students with significant cognitive disabilities.

- **PSAT™ 8/9** – This paper/pencil assessment is given to Michigan 8th and 9th graders to assist the students and their teachers in determining what skills students need to focus on to be ready for college or employment after high school graduation. Grade 8 PSAT will be used for the state assessment English language arts and mathematics scores.

- **PSAT™ 10** – This paper/pencil assessment is given to Michigan students in grade 10 to spotlight improvement from grade 9 and to personalize instruction through Kahn Academy. Both the PSAT 8/9 and PSAT 10 test the same skills and knowledge as the SAT.

State-developed or state-funded and administered benchmark assessments include:

- **Early Literacy and Mathematics Benchmark Assessments (K–2)** – Michigan’s Early Literacy and Mathematics Benchmark Assessments for grades K–2 are fully aligned to Michigan’s academic standards and may be used as one measure of student growth. The assessments are administered online three times a year. In the fall and winter, testing provides a baseline measure of what students will learn throughout the school year. In the winter and spring, data demonstrate what students are learning through the school year in English language arts and mathematics.

  Michigan’s Early Literacy and Mathematics Benchmark Assessment is the only state-developed tool approved for use as an initial assessment under Michigan’s third-grade reading law. This law requires schools to regularly assess students for early signs of reading deficiencies or delays starting with an initial assessment within the first 30 days of school.

  Districts can choose to use the early literacy component of the Early Literacy and Mathematics Benchmark Assessments at no cost, or they can choose to purchase another qualified initial assessment and request reimbursement under section 104d of the **State School Aid Act**.

- **Optional Vendor-Provided Benchmark Assessments (3-8)** – Beginning in 2018-19, districts have access to state funding for optional benchmark assessment in grades 3-8. Districts may select any vendor-provided assessment option that meets criteria defined in section 104d of the **State School Aid Act**.

  Reimbursement is provided on an equal per-pupil basis according to available funding, based on the total number of Michigan pupils for whom assessments were purchased.

State screening assessments include:

- **WIDA™ Screener and WIDA ACCESS Placement Test (W-APT)** – The WIDA Screener is administered primarily online in grades 1-12. The W-APT is administered to kindergarten students and is a paper/pencil test. Both are assessment screening tools, used by educators to measure the English language proficiency of newly enrolling students and identify them as English Learners.
Detailed information on each assessment can be found via the MDE Student Assessment web page. Each assessment is listed on the left navigation menu and at the bottom of the page.

For more information related to any state assessment, visit the test-specific site for detailed guidance, reports, and other tools.

What tools, software, and systems will be used before, during, and after Michigan’s state assessments?

- **MDE Spotlight on Student Assessment and Accountability newsletter** – The MDE’s weekly newsletter on assessment, which publishes each Thursday to offer important, timely information about assessment-related tasks and updates. Current and past Spotlight newsletters can be found on the Spotlight newsletter web page.

- **Educational Entity Master (EEM)** – A public website that is hosted and managed by the Center for Educational Performance and Information (CEPI), to serve as a directory for identifying and linking educational entities with other data collection applications of the state of Michigan. The EEM contains district and school addresses, phone numbers, grade levels authorized and served, identification of and contact information for a list of contact types (including Assessment Coordinators), functions for creating school and district mailing lists, and downloadable public data sets. The Office of Educational Assessment and Accountability (OEAA) uses the EEM to communicate with districts and schools, so it is important that the contact information in the EEM, including assessment-related contacts, is kept current.

- **Michigan Student Data System (MSDS)** – A secure website that is hosted and managed by CEPI, for the collection of key student data from districts for funding. MSDS ensures the secure collection of student record data, providing for maintenance of student records through file upload and online entry, error checking and data correction, as well as enhanced reporting on submitted data. The student data is also used by OEAA for assessment pre-identification, assessment reporting, and accountability reporting.

- **OEAA Secure Site** – Staff involved in testing will need access to the OEAA Secure Site to assist with some testing functions. It is important that these staff have the necessary access to the Secure Site. The Secure Site is used for tasks such as managing users, pre-identifying students for testing, assigning Reporting Codes and Labels; creating Online Test Sessions, ordering assessment materials, reviewing Accountability Students, reviewing Answer Documents Received, submitting Not-tested reasons, printing barcode labels, submitting Incident Reports, reviewing assessment reports, and data files.

- **eDIRECT** – The online management tool that schools use to manage the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark online assessments. eDIRECT is used to manage Test Sessions, assign student supports and accommodations, print Test Tickets, monitor testing progress, download Central Office Services (COS) (testing site manager software), and download **INSIGHT** (student testing software).

NOTE: By the 2018-19 school year, most schools will be using Central Office Services as their backend software for managing testing sites. However, some schools may still be using the legacy Testing Site Manager (TSM) software.
After 2019, Testing Site Manager will no longer be supported by the MDE vendor, Data Recognition Corporation (DRC).

- **College Board Systems** – The College Board administers the SAT portion of the MME as well as the PSAT 8/9 and the PSAT 10. The following internal College Board systems (all of which require a secure login) are available to educators:
  - **K-12 Score Reporting Portal** – to access score reports which you can configure and print, or securely download score data files into your student information system (SIS)
  - **Online Student Score Reports** – the information, resources, and tools here can help you understand score reports and communicate that information to your students
  - **Services for Students with Disabilities (SSD) Online Portal** – all accommodations requests should be submitted through SSD Online

- **ACT PearsonAccess** – ACT administers the ACT WorkKeys portion of the MME. **PearsonAccess** is the online assessment management system used by ACT assessment staff (assessment coordinators, room supervisors) for test administration duties, such as ordering materials, submitting student data, setting up online tests, and viewing student results.

- **WIDA Assessment Management System (AMS)** – The online management tool that schools use to manage the WIDA ACCESS for ELLs and WIDA Screener online assessments. WIDA AMS is used to manage Test Sessions, assign accommodations, print Test Tickets, monitor testing progress, download Central Office Services (COS) (testing site manager software), and download **INSIGHT** (student testing software). It is also used for ordering additional materials for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs.

- **WIDA** – the WIDA website. There is a secure login that allows educators to complete an online training program to become a certified assessment administer for each WIDA assessment. District Coordinator-level users can monitor the progress of the trainings for those in their district. The secure login also provides educators with the ability to download certain screener materials.

- **Online Tutorials and Training Tools**
  - **Student Tutorials** are student-narrated videos that introduce teachers and students to the online tests and tools contained in the online assessments.
  - **Online Training Tools (OTTs) and Sample Item Sets** are a select group of test items in ELA, mathematics, science, and social studies that encompass various kinds of technology-enhanced items (drag and drop, hot spots, etc.) and are embedded within the OTTs. The Sample Item Sets provide teachers and students practice in solving grade-level and content-specific test items aligned to Michigan’s content standards, and provide practice in navigating the online test delivery system.

**NOTE:** The **Sample Items Sets** are not considered “Practice Tests,” as a practice test implies a test with the same number of items and similar level of difficulty as an actual test.
Who are the key people involved in the administration of Michigan’s state assessments?

Many individuals at the state and district levels contribute to state assessment administration. Below is a list of key assessment team members and their roles. As a new Assessment Coordinator, you should introduce yourself to your district’s team members and get to know them. If you already know these individuals, consider adding their contact information into your phone/email lists for easy reference throughout the testing cycle.

- **MSDS Authorized User** – The authorized individual who is responsible for creating the student data files from the school’s Student Information System (SIS) and for ensuring that student information is correctly uploaded to the MSDS. This is usually, but not always, the district pupil accounting person. The **MSDS Authorized User** is critical to entering accurate student enrollment and demographic information during the verification windows in the OEAA Secure Site.

- **EEM Authorized User** – The authorized individual who is responsible for updating district and school information, including assessment contacts, in the EEM. This is done at the district level, and the **EEM Authorized User** can sometimes be the district pupil accounting person.

- **Special Education Director** – This person is responsible for implementation of Individualized Education Programs (IEPs) and services, according to the Michigan Administrative Rules for Special Education within a school/district.

- **District Assessment Coordinator** – This individual oversees all state assessments for the district and is a good initial contact for questions and problems regarding state testing.

- **Building Coordinator** – This person oversees all state assessments for a school building and is the contact person between the school and District Coordinator.

- **Technology Coordinator** – This person is responsible for overseeing numerous tasks related to online testing and for working with the District Assessment Coordinator to ensure that all computer workstations and devices are operating properly and prepared for testing.

- **Title III/English Learner Director** – This person is responsible for coordinating services for English Learners and works with the District Assessment Coordinator to ensure a high-quality assessment experience for all English Learners.

What supports and accommodations are available for Michigan’s state assessments?

Some students require added support to participate in state assessment. Supports are sorted into three categories:

- **Universal Tools** – available to all students

- **Designated Supports** – supports a student uses regularly in the classroom and that are designated by a teacher or administrator who works with the student

- **Accommodations** – supports that require identification by an Individualized Education Program (IEP) or Section 504 plan

Be sure to review and understand these supports and accommodations and the appropriate use of each during test administration. You will find information specific to each assessment in the **Supports and Accommodations Tables** and the **Test Administration Manual (TAMs)** that are located on each assessment’s web page.
How can I access reports from Michigan’s state assessments?

It’s likely that you will be asked how test administration results can be viewed.

Reports and data files for most assessments are available through the OEAA Secure Site. Student specific and aggregate data files are available for most Michigan assessments (aggregate data files are not available for the SAT, ACT WorkKeys, PSAT, or WIDA Screener/W-APT). Assessment reports are available for everything except WIDA summative assessments and the PSAT assessments.

Learn more about accessing and viewing state assessment reports in the following documents:

- **Dynamic Score Reporting Site User Guide** – A guide for accessing and navigating score reports for the M-STEP, MME, MI-Access, and the Early Literacy and Mathematics Benchmark Assessments, available under the Reporting header on each state assessment web page.

- **Guides to Reports** – Provide detailed information about each report. There is one guide available for each assessment on that assessment’s web page.

- **WIDA has Interpretive Guides for Score Reports** for both ACCESS for ELLs and Alternate ACCESS for ELLs on the MDE WIDA website under each assessment’s Scores and Reports tab.

- **The College Board K-12 Reporting Portal** offers a K–12 Assessment Reporting Help web page, which discusses getting Portal access and understanding the educator reports found on the Portal.

- **ACT WorkKeys** has several scoring information documents which you can find on the ACT Testing: Michigan web page under WorkKeys: Interpretation – Receive score reports and data.

How are assessment results used in Michigan’s school accountability system?

In Michigan, student participation and performance results on statewide summative assessments are used to produce various school transparency and accountability reports. These reports provide parents and communities with useful information about their schools. They also help educators identify schools in need of increased support. Assessment and accountability reports also provide educators and parents with useful information about their students. School assessment and accountability reports combine student assessment results with student enrollment and demographic information reported in the Michigan Student Data System (MSDS). Assessment and accountability reports are available on MISchoolData.org.

The accountability office at MDE offers an annual guide – Accountability Best Practices: Data Reporting Guide for Trouble-Free Accountability Data. The guide will help you and your designated data collector better understand the data elements in the MSDS, Registry of Educational Personnel (REP) and other sources, their connection to the verification windows in the Secure Site, and how they are used in assessment and accountability reporting.

You can download or review this guide online on the MDE Student Assessment web page. Figure 1 represents the order of assessment, accountability, and MSDS events that take place each year leading up to the release of assessment and accountability reports.
Students are Pre-identified to Test in the Secure Site

Statewide Testing in Schools

Review/Clean-up Verification Windows held in the Secure Site

Statewide Test Results Provided to Schools and Public

Statewide Accountability Reports Provided to Schools and Public

Student Data is Reported in the MSDS
Quick Start Guide

Relevant assessments:

All Michigan state assessments:

■ M-STEP
■ MME
  » ACT WorkKeys®
  » SAT® with Essay
  » M-STEP (Science and Social Studies)
■ MI-Access
  » MI-Access Functional Independence (FI)
  » MI-Access Supported Independence (SI)
  » MI-Access Participation (P)
■ WIDA™
  » WIDA ACCESS for ELLs
  » WIDA Alternate ACCESS for ELLs
  » WIDA ACCESS Placement Test (W-APT)
  » WIDA Screener
■ PSAT™ 8/9 and 10
■ Early Literacy and Mathematics Benchmark Assessments (K–2)
Intro

This chapter discusses the immediate steps new Assessment Coordinators need to take to get started in their role(s) by providing answers to the following questions:

- How do I verify or request access to the OEAA Secure Site?
- How do I verify or request access to eDIRECT and WIDA™ AMS?
- How do I verify information in the Educational Entity Master (EEM)?
- What additional responsibilities do I have during the fall and winter?
- How do I subscribe to the Spotlight on Student Assessment and Accountability newsletter?
- What assessment-related resources should I review?

How do I verify or request access to the OEAA Secure Site?

The Office of Educational Assessment and Accountability (OEAA) Secure Site is the tool Assessment Coordinators and other staff involved in testing use for many important tasks before, during and after testing. These tasks are described in greater detail in the Introduction to State Assessment in Michigan and the OEAA Secure Site chapters of this training guide.

Before requesting Secure Site access, a user must have a Michigan Education Information System (MEIS) account. If you do not have a MEIS account or you do not remember your MEIS login and password, you can go to the MEIS login page to create one or retrieve your information. You will find instructions and documentation for the Secure Site, including how to request access to the OEAA Secure Site, on the Secure Site Training web page.

How do I verify or request access to eDIRECT and WIDA AMS?

eDIRECT is the online test management tool that schools use to manage the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments (K–2) online assessments. Details about eDirect can be found in the Introduction to State Assessment in Michigan and the eDirect Basics chapters of this training guide.

WIDA AMS is the online portal used to manage the WIDA ACCESS for ELLs and WIDA Screener assessments. More details can be found in the Introduction to State Assessment in Michigan and the WIDA AMS Basics chapters of this training guide.

Access to both eDIRECT and WIDA AMS is based on the user role assigned in the OEAA Secure Site.
Directions on how to request access to eDIRECT and WIDA AMS can be found on the Secure Site Training web page in the Security section.

NOTE: By the 2018-19 school year, most schools will be using Central Office Services as their backend software for managing testing sites. However, some schools may still be using the legacy Testing Site Manager (TSM) software. After 2019, Testing Site Manager will no longer be supported by the Michigan Department of Education (MDE) vendor, Data Recognition Corporation (DRC).

How do I verify information in the EEM?

The Center for Educational Performance and Information (CEPI) manages a statewide database of school and district information called the Educational Entity Master (EEM). The EEM can be viewed by anyone, but only the Authorized District EEM User can update the site. Among other things, the database includes assessment-related contact names, addresses, phone numbers, and grade levels serviced. The OEAA and its vendors use the EEM information to communicate with districts and schools.

All persons fulfilling the roles of District Assessment Coordinator and Building Assessment Coordinator must be identified in the EEM with current and accurate content information. Long before testing, review and verify current users and roles directly in the EEM or on the OEAA Secure Site, on the District and School Contacts page, under the Assessment Registration tab. Then work with the Authorized District EEM User to make any necessary updates. You can also email CEPI.

For more information on the EEM, see the Educational Entity Master (EEM) chapter of the training guide.

What additional responsibilities do I have during the fall and winter?

In addition to verifying contact information in the EEM, and requesting access and user roles (if applicable) for the OEAA Secure Site, Assessment Coordinators need to be prepared to ensure that new potential English Learners (ELs) are screened in grades K-12 for EL services at any time. You can find information on the WIDA screener on the MDE WIDA web page under the WIDA Screener and Kindergarten W-APT section. Assessment Coordinators can also review the WIDA ACCESS Placement Test (W-APT) and WIDA Screener Preparation and Administration chapter of this training guide for more information.

Also, all Building and District Assessment Coordinators who oversee assessments in buildings that have students in grades 8–12, must monitor email for communications from the College Board (PSAT™ and SAT) and ACT WorkKeys for time-critical information starting in early fall. These communications are sent to key contacts in the EEM, so again, do not delay in verifying and updating the EEM right away.
How do I sign up to receive the Spotlight on Student Assessment and Accountability newsletter?

If you are not currently receiving the MDE’s weekly Spotlight on Student Assessment and Accountability newsletter, you can subscribe, as well as view current and past issues, on the Spotlight web page. This publication communicates timely “must-know” information on assessment preparation, administration, reporting, and accountability for all state assessments. This includes the SAT and ACT WorkKeys sections, which provide timely information on the SAT, PSAT, and WorkKeys assessments.

What assessment-related resources should I review?

In addition to the chapters in this Assessment Coordinator Training Guide, there are important resources an Assessment Coordinator will want to review before testing begins. The following documents can be found on each assessment’s web page in the Current Assessment Administration section.

- **Test Administration Manuals (TAMs)** – The M-STEP, MI-Access, WIDA, and Early Literacy and Mathematics Benchmark TAMs contain detailed information on how the administration process works from beginning to end, key dates when specific activities take place, the roles school personnel play, and more. SAT, PSAT, and ACT WorkKeys also provide testing manuals that can be found on the MME web page.

- **Assessment Integrity Guide (AIG)** – The AIG outlines the expected professional and ethical conduct surrounding the administration of all assessment programs administered by the Michigan Department of Education. Roles and responsibilities of key personal such as District and Building Assessment Coordinators, Test Administrators, and Proctors are delineated. The AIG details the methods for prevention, detection, follow-up, and resolution of testing irregularities and misadministration. It also includes the rationale for test security and compliance, and the qualifications for Test Administrators and Proctors. All personnel responsible for the administration of state summative assessment programs are required to review the AIG.

- **Guide to State Assessments** – This Guide is updated each year and serves as a reference for state assessment updates, testing window information, test timings, and assessment administration information for online and paper/pencil assessments.

- **List of Important Dates** documents – These documents are available for each assessment and provide key dates/windows for when specific activities must be completed for each of the assessments.

The following documents can be found on each assessment’s web page under the Student Supports and Accommodations section.

- **Supports and Accommodations Tables** – The Supports and Accommodations Tables for each assessment identify in detail what Universal Tools, Designated Supports, and Accommodations are allowable.

  » Student Supports and Accommodations Table for M-STEP, MI-Access, SAT, WorkKeys, and WIDA

  » Supports and Accommodations Table and Resources for Early Literacy and Mathematics Benchmark Assessments (K-2)

These are just a few of the key resources coordinators should review. There are a variety of companion and guidance documents located on each assessment’s web page that will be addressed in other chapters.
Introduction to Testing Technology

Relevant assessments:

- M-STEP
- MME
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
- Early Literacy and Mathematics Benchmark Assessments (K–2)
Online testing requires some technical computer setup. This chapter introduces Assessment Coordinators to the software students will be using for online testing, by answering the following questions:

- What software will we be using for online testing?
- What is the INSIGHT secure browser?
- What is the backend software that supports testing?
- Where can I get more information about and download this software?

### What software will we be using for online testing?

The testing software is comprised of two main parts:

1. **INSIGHT** is the secure browser software that delivers the online assessment to students. It is the interface used to access the online assessments, OTTs, and Online Assessment Tutorials.

2. Supplying INSIGHT in the background is the cache server, **Central Office Services (COS)**. It works behind the scenes and is usually seen only by your District Technology Coordinator. It holds the content that is presented to students through the INSIGHT interface, in addition to other functions.

**NOTE:** By the 2018-19 school year, most schools will be using Central Office Services as their backend software for managing testing sites. However, some schools may still be using the legacy Testing Site Manager (TSM) software. After 2019, Testing Site Manager will no longer be supported by the MDE vendor, Data Recognition Corporation (DRC).

eDIRECT hosts a **Device ToolKit**, which connects the INSIGHT testing environment to Central Office Services (the cache server). WIDA AMS does the same for the WIDA assessments. When you are setting up or managing Test Sessions, you will log into eDIRECT or WIDA AMS, depending on the assessment you are managing, which you can do with your usual web browser.

Online testing requires you to be connected to the internet. If your computer loses its connection to the school network, or the school loses its connection to the internet, or there is any other problem between you and the general internet, testing stops until the connection is restored.

You will learn more about eDIRECT and WIDA AMS in the eDIRECT Basics and WIDA AMS Basics chapters of this Assessment Coordinator Training Guide.
How does INSIGHT work?

INSIGHT uses password-protected access and a "secure browsing" system that allows the secure presentation of test directions, test content, and interactive assessment items, as well as individualized, embedded access to assessment tools, supports, and accommodations, such as calculators, text-to-speech, and color-choice functions.

INSIGHT locks down the computer and prevents students from accessing any other programs and/or web pages during testing. If a student is testing on a Chromebook or iPad, INSIGHT must be activated before the student can log onto the computer. This keeps the mobile device in "kiosk mode," running only the INSIGHT application.

How does the backend software work?

INSIGHT is the interface for content that is held securely behind the scenes. The backend software product is called Central Office Services (COS), a new generation of test site manager technology.

COS creates a “cache server.” A cache is a local copy of the test content, so your students’ computers can receive test material from the local cache more expediently than downloading a new copy for each test. This is like shipping a box of paper tests rather than mailing each student’s test separately.

The cache server holds an encrypted copy of all the test materials. When each student logs in, INSIGHT asks COS for the right test, along with anything else it might need, such as audio or sign language files.

For fixed-form tests (those that are not computer adaptive), COS can also serve as a response cache. This function allows students to keep testing through minor internet blips, provided the student’s computer is not entirely disconnected. Computer adaptive tests, however, are scored in real time and require a consistent internet connection.

There is a limit to how many students can access a COS at once, just as there is a limit to how many people can reach a stack of paper tests at once. For districts testing more than a few hundred students at one time, COS is really a group of test site manager cache servers. Your Technology Coordinator will install the same software on multiple servers, or maybe a local test site manager at each building.
Where can I get more information on and download this software?

**eDIRECT** and **WIDA AMS** both provide access to the **Technology User Guide** and software downloads.

The **Technology User Guide** and other supporting documents are available even before you log in, under **All Applications > General Information > Documents**.

The **Technology User Guide** walks through the software and its installation in detail. It is targeted at Technology Coordinators, but it does include an FAQ and an explanation of error messages, which may help you to communicate with your Technology Coordinator.

Other supporting documentation on **eDIRECT** and **WIDA AMS** includes system requirements, advanced guides for COS configuration, and slides from training presentations.

Downloading the testing software requires logging in with a Technology Coordinator role. Chromebook and iPad users can access INSIGHT in their respective application stores (free of charge), but please check with your Technology Coordinator before doing so. They may be mass-deploying INSIGHT to computers, and you will certainly need their help to connect INSIGHT to a caching server.

### Practical Tips

- Students and most school staff members only need to know **INSIGHT**. If INSIGHT has been installed and connected to a caching server, you are all set.

- Your Technology Coordinator is your first point of contact for any issues.

- The universal solution to most technology problems is to restart the software or computer. Sometimes the problem involves a blip in the technology; sometimes it is a minor, unintentional user error, such as accidentally selecting an unintended link or option. Rebooting gives the computer a chance to reset itself, and it also gives you the chance to retrace your steps and, perhaps, recognize an error. If INSIGHT isn’t functioning properly, try restarting it or rebooting the computer.

- If you receive an error message, please write it down or take a screenshot of it, before calling your local tech support or DRC. That will be one of the first questions they ask.

- If a student is having repeated issues with technology, pause and exit. You can seek help and then resume testing. If the test is already completed and submitted before you report the problem, the test is already done.
OEAA Secure Site

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  » ACT WorkKeys®
  » SAT® with Essay
  » M-STEP (Science and Social Studies)
- MI-Access
  » MI-Access Functional Independence (FI)
  » MI-Access Supported Independence (SI)
  » MI-Access Participation (P)
- WIDA™
  » WIDA ACCESS for ELLs
  » WIDA Alternate ACCESS for ELLs
  » WIDA ACCESS Placement Test (W-APT)
  » WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
This chapter discusses what Assessment Coordinators should know about the Office of Educational Assessment and Accountability (OEAA) Secure Site and its role in the administration of state assessments, by answering the following questions:

- What is the OEAA Secure Site?
- How do I get access to the Secure Site?
- How is the OEAA Secure Site used in the preparation for and administration of state assessments?
- How do I get support with the OEAA Secure Site?

What is the OEAA Secure Site?

The OEAA Secure Site is a web-based application that was created and is maintained and supported by the Office of Educational Assessment and Accountability (OEAA) in the Michigan Department of Education. The OEAA Secure Site is used extensively before, during, and after the administration of both online and paper/pencil state assessments.

The OEAA Secure Site is designed to allow Districts and Nonpublic Schools to directly manage employee access to various functions related to state assessment. The OEAA creates user access at the District/Nonpublic School Administrator level only. All other assignments are made by the District/Nonpublic School Administrator.

The student information contained on the OEAA Secure Site is protected by Family Educational Rights and Privacy Act (FERPA). Therefore, OEAA Secure Site access is available only to district and school employees who require access to perform their duties related to state assessments.

Staff who require access to eDIRECT and WIDA AMS will need to be assigned specific roles in the OEAA Secure Site (as described in the next section). This will alert Data Recognition Corporation (DRC), our online vendor, that the user is authorized for access. See the eDIRECT Basics and WIDA AMS Basics chapters of this training guide for more detail.

How do I get access to the Secure Site?

Each District must have one or more District Administrator-level Authorized Users assigned in the OEAA Secure Site, and each Nonpublic School must have one or more Nonpublic School Administrator-level Authorized Users assigned in the OEAA Secure Site.

These Authorized Users (District Administrators and Nonpublic School Administrators) have access to all functions within the Secure Site and are also responsible for all the following school tasks, as needed:
» approving system requests for access
» adding new users
» changing the access of users
» inactivating user accounts

If your role requires this kind of access, you and your District Superintendent, or your Nonpublic School Administrator or Principal, must complete one of the following user ID request forms (located at the bottom of the OEAA Secure Site login page), and submit it to the OEAA:

» District Administrator User ID Request
» Nonpublic School Administrator User ID Request

Other staff who will be involved in assessment can log into the OEAA Secure Site using their Michigan Education Information System (MEIS) login and password, and complete the Request Access page. The site administrator will receive a notice that access has been requested and will approve or deny the request. If you already have access to the OEAA Secure Site and need additional or different access, you can log in and select Request Access from the Security menu at the top of the page.

If you do not have a MEIS account or you do not remember your MEIS login and/or password, there are options for recovering your login info on the MEIS login page.

The Security section of the OEAA Secure Site training page (michigan.gov/secsuresitetraining) includes a chart that lists the OEAA Secure Site Role names, along with the description of what can be viewed or accomplished within each role. This will help in determining proper user role assignments for district or school staff involved in assessment. The chart also contains a list and description of each state assessment to help you determine which assessments a user will need access to in the OEAA Secure Site.

How is the OEAA Secure Site used in the preparation for and administration of state assessments?

The OEAA Secure Site is used throughout the administration of state assessments for the following tasks and processes:

- **Pre-Identification** of students for state assessments – students are pre-identified on the Secure Site for all state assessments in one or more of the following ways:
  » by the OEAA, using the student enrollment data in the Michigan Student Data System (MSDS)
  » by district/school users, through one of the following methods:
    * creating and uploading a Pre-ID file in the OEAA’s requirement format
    * using the Student Search function to assign students one at a time
    * using the MSDS Copy function available on the Secure Site

See the Pre-Identification of Students for State Assessments chapter of this training guide for more information.

- **Material Orders** – users will use the OEAA Secure Site to:
  » verify or order materials for each of the state paper/pencil assessments, except for WIDA Screener and W-APT
  » order Initial and Additional Material Orders (two separate processes)
  » select alternate delivery dates for M-STEP and MI-Access paper/pencil materials from the Initial Material Order page
  » access Material Order Reports to monitor the status and tracking information for orders

See the Initial Material Orders and Additional Materials Orders chapters of this training guide for more information.
Online Session Management for M-STEP, MI-Access Fl, and Early Literacy and Mathematics Benchmark Assessments (K-2) – users will:

» group students under a Test Administrator to allow easier management of online testing and printing of Test Tickets

Barcode Labels – users will use the OEAA Secure Site to:

» print or reprint a student barcode label to be placed on a student’s paper/pencil answer document

NOTE: Barcode labels are not available from the Secure Site for WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs. Follow WIDA’s instructions if you need a barcode label for an answer document.

Online Waiver Requests for M-STEP and MI-Access – users can:

» submit a request for a waiver from online testing if the entire school is unable to administer the assessment(s) online

WIDA Test Exceptions – users can:

» submit a Test Exception request for students with disabilities whose disability may prevent the student from meaningfully testing using the WIDA ACCESS for ELLs and/or the WIDA Alternate ACCESS for ELLs

An approved test exception will remove the student from the “English Learner” demographic for accountability reporting only.

» submit a False EL request for students who never were English Learners (EL) and were incorrectly identified as EL in the MSDS

See the Pre-Identification of Students for State Assessments chapter of this training guide for more information on the tasks associated with the WIDA pre-identification process, including submitting WIDA Test Exceptions.

Districts and Schools Contact information – users can:

» verify the various assessment contact types listed in the Educational Entity Master (EEM) (michigan.gov/eem) for a school or district. For example, name, email address, and phone number fields are listed for Principal, M-STEP Coordinator, MI-Access Coordinator, etc.

» verify the Authorized EEM User who can make updates in the EEM

» verify the Authorized MSDS User, including their email address, and phone number

See the Educational Entity Master (EEM) and the Michigan Student Data System chapters of this training guide for more information on these systems.

Test Center Participation – users will use the OEAA Secure Site to confirm the status of a school’s participation with:

» the College Board for the SAT®, PSAT™ 8, PSAT 9, and PSAT 10 assessments

» ACT for the ACT WorkKeys®

See the College Board and ACT Participation Process chapter of this training guide for more information.

Reporting Codes for all state assessments (except WIDA Screener and W-APT) – users will:

» create reporting codes and reporting code labels and attach the reporting codes to students by content areas; reporting codes can be assigned by teacher names or by other student groups.

This allows districts and schools to filter the student data file by reporting codes, including in the preliminary and summative reports for M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments (K-2).

See the Reporting Codes and Research Codes chapter of this training guide for more information.

Student Search – OEAA Secure Site users can:

» pre-identify students one at a time

» view a student’s state assessment records, including scores

» view state assessment history and scores for new students, once the school becomes the student’s Primary Educational Providing Entity (PEPE) in MSDS. (A student’s PEPE is
changed in MSDS when the district submits an enrollment record for the student.)

» enter WIDA Screener and W-APT scores in the student’s record, after administration and scoring (These are the only two state assessments that are not pre-identified prior to testing.)

See the **WIDA ACCESS Placement Test (W-APT) and WIDA Screener Preparation and Administration** chapter of this training guide for more information.

**Incident Reports** for M-STEP, MI-Access, WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, and Early Literacy and Mathematics Benchmark Assessments (K-2) – users can:

» submit incident reports (Examples of incidents that should be reported can be found in the **Test Administration Manual** for each assessment and the **Assessment Integrity Guide**.)

See the **Incident Reporting** chapter of this training guide for more information about incident reports.

**Mass Update Assessments** – users can do mass updates to student assessment records to:

» unassign them from testing
» copy them to a different test cycle
» change the content areas assigned for testing
» change the mode of testing
» add or update reporting codes and research codes

See the **Reporting Codes and Research Codes** chapter of this Guide for more information.

**Accountable Students Enrolled Data and Demographics** – OEAA Secure Site users can:

» verify the school’s enrollment and student demographic information on the Secure Site prior to the final assessment and accountability reporting (The student data displayed on these reports are pulled from the MSDS and must be updated in MSDS if needed.)

NOTE: This function is not available for Nonpublic Schools because they are not included in the state accountability system. For more information, see the **Accountable Students Enrolled and Demographics** chapter of this training guide.

**Answer Documents Received and Not Tested Students** – users can:

» verify the receipt of paper/pencil and online answer documents that have been received from the scoring vendor
» submit answer document issues for possible resolution
» submit reasons students did not test for possible accountability exemptions and federal reporting

For more information, see the **Answer Documents Received and Not Tested Students** chapter of this training guide.

**Student Test Scores** – users can access the following student data files and reports:

» Student Data Files and Aggregate Data Files for all current and past state assessments (2003 – current)

» Student Data Files, Aggregate Data File, summative reports, parent reports, and individual student reports (state assessments prior to 2014)

For more information, see the **Data Files** chapter of this training guide.

**Dynamic Score Reports** for M-STEP, MI-Access FI, and Early Literacy and Mathematics Benchmark Assessments (K-2) – users can use the OEAA Secure Site to access the following reports:

» preliminary reports, 48 hours after the content area has been completed online (Once final reports are available for the assessment, the preliminary reports will no longer be available.)

See the **Preliminary Reports** chapter of this training guide for more information.

» summative reports, parent reports and individual student reports (from 2015 through current)
See the Final Reporting chapter of this training guide for more information.

- **Student Record Labels** for M-STEP, Mi-Access, and WIDA ACCESS for ELLS – users can:
  - print student record labels for students’ CA-60 student record files that contain the state assessment scores (SAT scores are included on the M-STEP Student Record Label for grade 11 and 12 students. PSAT 8 ELA and Math scores will be included on the M-STEP Student Record Label for grade 8.)
  - NOTE: Student Record Labels are not available for WorkKeys, PSAT 9, and PSAT 10.

Assessment reports and data can also be found at mischooldata.org.

How do I get support with the OEAA Secure Site?

Each page of the OEAA Secure Site includes a Page Instructions link at the top right where you can access instructions specific to that page.

Detailed instructions are available on the Secure Site Training web page for the different functions of the Secure Site.

There is a dedicated call center available if you have any questions or issues with the Secure Site. Call center representatives can be reached through the OEAA’s main line at 877-560-8378; or by email at mde-oeaa@michigan.gov.

Watch the weekly Michigan Department of Education (MDE) Spotlight on Student Assessment and Accountability newsletter for important information and timelines regarding Secure Site functions.
eDIRECT Basics

Relevant assessments:

- **M-STEP**
- **MI-Access**
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- **Early Literacy and Mathematics Benchmark Assessments (K–2)**
Intro

This chapter introduces Assessment Coordinators to eDIRECT, and discusses how eDIRECT will be used in the M-STEP, MI Access, and Early Literacy and Mathematics Benchmark online assessments, by answering the following questions:

- What is eDIRECT and how is it used for state assessments?
- What OEAA Secure Site role do I need to be assigned to in order to receive access to eDIRECT?
- Once I have a required role in the OEAA Secure Site, how does does eDIRECT access happen?
- Where can I find instructional resources and support documentation for eDIRECT?

What is eDIRECT and how is it used for state assessments?

eDIRECT is Data Recognition Corporation’s (DRC) test management system that is used to manage student online testing for the M-STEP, MI-Access Functional Independence (FI), Supported Independence (SI), and Participation (P), and Early Literacy and Mathematics Benchmark Assessments (K–2). eDIRECT is used for:

- Online Session management
- Assigning online Accommodations and Supports for students
- Printing student Test Tickets
- Monitoring students’ Testing Status (except for MI-Access P and SI assessments, and any other paper/pencil format assessments)
- Setting up and managing Central Office Services (COS), Device Toolkit, and INSIGHT

NOTE: By the 2018-19 school year, most schools will be using Central Office Services as their backend software for managing testing sites. However, some schools may still be using the legacy Testing Site Manager (TSM) software. After 2019, Testing Site Manager will no longer be supported by the MDE vendor, Data Recognition Corporation (DRC).

Staff members responsible for performing the functions listed above, including District and Building Test Assessment Coordinators and Technology Coordinators, will need secure access to eDIRECT. Test Administrators do not need secure access to eDIRECT. They are able to access all the content they use without a secure eDIRECT login.

For the online assessments (M-STEP, MI-Access and Early Literature and Mathematics Benchmark), after students are pre-identified for testing in the Office of Educational Assessment and Accountability (OEAA) Secure Site, the student rosters are duplicated from the OEAA Secure Site to the eDIRECT test management system. This initial duplication process typically happens in January of each year. Once these student rosters are copied into eDirect, Assessment Coordinators and others involved in assessment administration will then use eDirect to manage testing as previously described.

Students who are pre-identified for testing in the OEAA Secure Site after the initial student roster duplication to eDIRECT occurs, will automatically copy over to eDIRECT three times a day, throughout the testing window.
What OEAA Secure Site role do I need to be assigned to in or order to receive access to eDIRECT?

For someone to acquire secure access to eDIRECT, they must first have an OEAA Secure Site District Administrator-level Authorized User assign them to one of the specific OEAA Secure Site user roles describe here:

- **District Administrator; Public School Administrator; or Nonpublic School Administrator** role, for the ability to:
  - access Central Office Services (COS), Device Toolkit, and INSIGHT
  - manage Online Sessions
  - print Test Tickets
  - assign online Accommodations and Supports
  - monitor student testing progress for all schools within the district

- **District/School Online Technology – AMS & eDIRECT Only** role (a WIDA AMS- and eDIRECT-only role, at district, nonpublic, and public school levels) for the ability to:
  - access to Central Office Services (COS), Device Toolkit, and INSIGHT

- **District/School Online Test Admin – AMS & eDIRECT Only** role (a WIDA AMS- and eDIRECT-only role, at district, nonpublic, and public school levels) for the ability to:
  - manage Online Sessions
  - print Test Tickets
  - assign online Accommodations and Supports
  - monitor student testing progress

Only those who have been assigned one of these listed active user roles in the OEAA Secure Site AND who have also been granted access to the M-STEP, MI-Access and/or Early Literature and Mathematics Benchmark Assessments, will receive secure access to eDIRECT. For example, in order for a Building Coordinator to manage Test Sessions in eDIRECT, he/she should be assigned the role of School Online Test Admin – AMS & eDIRECT Only, and should also have access to one or more of the three online assessments in the OEAA Secure Site.

See the Secure Site Roles and Assessment document on the Secure Site Training web page for more specific information on OEAA Secure Site roles.
Once I have a required role in the OEAA Secure Site, how does does eDIRECT access happen?

Each year, for spring assessments, starting in October (in August, for the fall Early Literacy and Mathematics Benchmark Assessments), those in the OEAA Secure Site who have roles that can access Central Office Services (COS), Device Toolkit, and INSIGHT will be copied from the OEAA Secure Site into eDIRECT. After the initial duplication of these specific role assignments from the OEAA Secure Site to eDIRECT, those who are newly assigned to these user roles will copy to eDIRECT on a daily basis, throughout the testing window.

Each year, starting in March (for spring assessments), all the remaining eDIRECT-required role assignments in the OEAA Secure Site will copy into eDIRECT. Newly registered roles will copy over to eDIRECT daily, throughout the assessment window.

Each year those with the necessary designated user roles in the OEAA Secure Site who copied over to eDIRECT will receive an email from DRC containing their login and password information for eDIRECT. The login is the user’s email address that is listed in the Michigan Education Information System (MEIS).

It’s important to check your information in MEIS to ensure your email address is correct. Once the daily transfers from the OEAA Secure Site begin, it will take one to two business days for a newly registered user to receive an email from DRC containing their eDIRECT login and password information.

NOTE: If you update your email in MEIS, you will need to log into the OEAA Secure Site (just log in), so the updated email address from MEIS will copy to the OEAA Secure Site.

If you will need access to eDIRECT and do not have it, follow the specific instructions in the How Do I Get Access to eDIRECT? document found on the Secure Site Training web page, in the Security section.

Where can I find instructional resources and support documentation for eDIRECT?

Step-by-step instructions for managing specific tasks are available in the eDIRECT User Guide or in the Mini-Modules found at eDIRECT > All Applications > General Information > Documents > search for ALL.

Other support documentation, including training resources, a test demo, and video modules, are available at eDIRECT > All Applications > General Information > Documents. The documents found here are pertinent to District and Building Assessment Coordinators, and District Technology Coordinators. You can filter the document list by District Technology Coordinator or District/Building Coordinator by using the Audience drop-down menu.

You can search for documents by assessment administration, document type, or the audience. You can also click the Show Documents button without making any selections, to display all documents available.

The documents can be viewed by clicking the PDF icon or by downloading them to your computer. To download a document, click on the Save icon under the Action column. Videos are designated with a Video icon under the Action column, to the far right.

By clicking on the column heading, you can sort the columns in descending order, and click again to change it back to ascending order.
NOTE: When reviewing the eDIRECT User Guide, the functions listed below are NOT available to Michigan users:

» Managing Your Account
» Editing User’s Permissions
» Adding a Student to eDIRECT

These functions are performed in the OEAA Secure Site and then copied to eDIRECT.

For additional information on the OEAA Secure Site, see the OEAA Secure Site chapter of this training guide.

Practical Tips

- Do these things early –
  » Work with your OEAA Secure Site District Administrator-level Authorized User to identify which users already have a role that will give them the access to eDIRECT they need, and to determine who will need access and what their responsibilities will be in eDIRECT.
  » Provide instructions for users who do not have one of the eDIRECT-required roles in the OEAA Secure Site to access eDIRECT. Directions can be found in the How Do I Get Access to eDIRECT? document, which is located on the Secure Site Training web page, under the Security header.
  » Get your technology person involved to prevent any technology issues.

- Use the Tracking Sheet for Supports and Accommodations, M-STEP, MI-Access and WIDA, located in the Student Supports and Accommodations section (in the Recording and Tracking Resources subsection), of the M-STEP and MI-Access web pages, to organize a list of supports and accommodations that need to be assigned in eDIRECT. These must be assigned before a Test Ticket is printed, to ensure they are active for the student.

For more information on accommodations and support see the Supports and Accommodations Overview and the Selecting and Assigning Universal Tools, Designated Supports, and Accommodations chapters of this training guide.
Educational Entity Master (EEM)

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
This chapter provides an overview of the Educational Entity Master (EEM) and how it is used for state assessments, by answering the following questions:

- What is the Educational Entity Master (EEM)?
- How is the EEM used in state assessments?
- How do I verify and change the information in the EEM?

What is the Educational Entity Master (EEM)?

The Educational Entity Master (EEM) is a public website that is hosted and managed by the Center for Educational Performance and Information (CEPI). The EEM serves as the directory for identifying and linking educational entities with other data collection applications of the state of Michigan.

The EEM contains district and school addresses, phone numbers, grade levels authorized and served, identification of and contact information for a list of contact types (including Assessment Coordinators), functions for creating school and district mailing lists, and downloadable public data sets. The Office of Educational Assessment and Accountability (OEAA) uses the EEM to communicate with districts and schools, so it is important that the contact information in EEM is kept accurate and up-to-date.

How is the Educational Entity Master used in state assessments?

The EEM data is used by different assessment-related applications and entities in the following ways:

- In the OEAA Secure Site, the ISD, District and School drop-down filters are populated on many screens with entity information from the EEM.

- The Assessment Material Orders pages in the OEAA Secure Site pull data from the EEM to populate the grade-level filters that are available to the school for ordering assessment materials.

- College Board and ACT® use the grade-level fields in the EEM to determine which schools are expected to participate in the SAT® with Essay, ACT WorkKeys, PSAT™ 10, and PSAT 8/9 assessments.

- The OEAA uses data sourced from the EEM to reach and communicate with the following assessment roles:
  - ACT WorkKeys Test Coordinator
  - District Assessment Coordinator
  - Early Literacy and Mathematics Benchmark Assessment Coordinator
» English Learner Assessment Coordinator (WIDA™ assessments)
» M-STEP Coordinator
» MI-Access Coordinator
» Principals
» PSAT Grade 8 Test Coordinator
» PSAT Grade 8 Backup Coordinator
» PSAT Grade 8 Services for Students with Disabilities Coordinator
» PSAT Grade 9 Test Coordinator
» PSAT Grade 10 Test Coordinator
» PSAT Grade 9/10 Backup Coordinator
» PSAT Grade 9/10 Services for Students with Disabilities Coordinator
» SAT Test Coordinator
» SAT Backup Coordinator
» SAT Services for Students with Disabilities Coordinator
» School Report Card Contact (accountability contact)
» Technology Director

NOTE: While the EEM allows for more than one staff member for each role, the OEAA and its vendors only use the most current entry. All other entries are ignored.

When assessment roles are missing, the OEAA will use the district or building Lead Administrator as the contact. The Lead Administrators are normally the District Superintendent or the Building Principal.

Paper/pencil materials and some online materials are shipped to addresses that are pulled from data that is linked to District or School Assessment Coordinators in the EEM.

For example: M-STEP materials will be sent to the M-STEP Coordinator at the address entered for the M-STEP Coordinator in the EEM.

If “School” is selected as the shipping destination, the School M-STEP Coordinator will receive materials at the address that is listed in the EEM for the School M-STEP Coordinator.

If “District” is selected for the shipping destination, the District M-STEP Coordinator who is listed in the EEM will receive the materials at the address that is listed in the EEM for the District M-STEP Coordinator.

If no Assessment Coordinator is listed in the EEM, the School Principal or District Superintendent will receive the materials based on whether “School” or “District” is selected as the shipping option.

The materials are NOT sent to the district or school address in the EEM, only to the contact address of the “contact type” in the EEM.

Post office boxes cannot be used as an address for the Assessment Coordinator types in the EEM.

The OEAA and assessment vendors communicate important information by email to the assessment role contacts that are entered in the EEM – sometimes to specific assessment-role designees, and sometimes to many or all of the assessment roles designees, depending on the message.

How do I verify and change information in the Educational Entity Master?

The contact type names in the EEM used by the OEAA, along with their phone numbers and email addresses, can be found on the OEAA Secure Site District and School Contacts page (see Figure 1). Directions for this page can be found on the Secure Site Training web page.
All the information used by the OEAA, including contact type addresses for material shipments and grade levels, can be confirmed directly in the Educational Entity Master (EEM) using the following steps to locate your school or district (see Figure 2).

1. Click on Search from the menu at the left, then click on Quick.
2. Type in part or the full name of the district or school in the Entity Name Contains field.
3. Click the Search button at the bottom center of the page.
4 Click on the name of the entity in the left column (see Figure 3).

Figure 3 – Step 4, Confirming information in the EEM

5 On the Entity page, you will find the district or school information (see Figure 4). To verify contact information, scroll down to the bottom of the page to the tabs titled Admin/Contacts, Addresses and Relationships. Contact information for various key staff members will be listed under the Admin/Contacts tab. Click on the Details button to the right of the contact to verify additional information such as the telephone number, email, and mailing address for the contact.

Only the Authorized District EEM User can update information in the EEM. The OEAA Secure Site automatically syncs with the EEM each night, so changes made to the EEM will appear the following morning in the OEAA Secure Site.

If you are unsure of who your Authorized District EEM User is, their name and contact information can be found on the District and School Contact page of the OEAA Secure Site. Nonpublic schools will need to contact nonpublischools@michigan.gov, or call 517-241-5385, to have the EEM updated on their behalf.
Figure 4 – Step 5, Confirming information in the EEM
Michigan Student Data System (MSDS)

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
This chapter discusses how the Michigan Student Data System (MSDS) is used in state assessments, as well as how and when the MSDS is updated for assessment and accountability purposes, by answering the following questions.

- **What is the MSDS?**
- **What information from the MSDS is used?**
- **What student information from the MSDS is updated on the OEAA Secure Site?**
- **When and how do I verify my student enrollment and demographic information for assessment and accountability reporting?**

## What is the Michigan Student Data System (MSDS)?

The **Michigan Student Data System (MSDS)** is a collaborative effort between the Center for Educational Performance and Information (CEPI), the Michigan Department of Education (MDE), and local school districts. The MSDS is a repository that contains information regarding students receiving education in Michigan. Data collected in this system are vital to district success.

The MSDS is one of several student-level data collection systems used for state and federal reporting and accountability, as well as for funding allocations. The MSDS interacts with other Michigan data applications to reduce data duplication and improve tracking, consistency, and accountability.

Three times a year, districts upload their student count information: in a fall (October) General Collection, a spring (February) General Collection, and an End-of-Year (EOY) Collection (June 30). The MSDS collects other student data during additional collections scheduled throughout the year. In between general collections, student data can be updated using a **Student Record Maintenance (SRM)** file. Some districts submit an SRM on a regular basis to keep the MSDS current; other districts wait until the next general collection.

Districts will have one or more **MSDS Authorized Users** who are able to view and manage the data in the MSDS. As an Assessment Coordinator, it’s important for you to know your district’s process and timeline for updating student data in the MSDS.

You can locate your **Authorized District MSDS User(s)**, along with their contact information, on the **District and School Contact** page of the Office of Educational Assessment and Accountability (OEAA) Secure Site. You can find instructions for the **District and School Contact** page of the OEAA Secure Site on the Secure Site Training web page under the **Miscellaneous Secure Site Functions**.

Also, for additional information on the OEAA Secure Site, see the **OEAA Secure Site** chapter of this training guide.
What information is used from the MSDS?

The OEAA pulls student data from the MSDS several times a year and uses it for several purposes.

- **December** – The OEAA will use the fall General Collection and SRMs to pre-identify on the OEAA Secure Site those English Learners (ELs) in grades K–12 who are expected to take the WIDA ACCESS for ELLs.

- **January** – The OEAA will use the fall General Collection and SRMs to pre-identify on the OEAA Secure Site those students who are in:
  - grades 3–8 and are required to take the M-STEP assessment
  - grade 8 and are required to take the PSAT™ 8/9
  - grades 9 and 10 and can take April school-day administration of the PSAT 9 and PSAT 10
  - grade 11 and are required to take the MME (SAT® with Essay, ACT WorkKeys®, and the M-STEP science and social studies summative assessments)

- **April through June** – The OEAA will use MSDS data to display on the OEAA Secure Site the Accountable Students Enrolled and the Demographics list for each school, listing:
  - English Learners (ELs) in grades K–12 who are expected to take the WIDA ACCESS for ELLs
  - students in:
    - grades 3–8 who are required to take the M-STEP assessment
    - grade 8 who are required to take the PSAT™ 8/9
    - grade 11 who are required to take the MME.

  NOTE: ACT WorkKeys is not included in the Accountable Students Enrolled and the Demographics lists.

These data pulls and lists are based on the enrollment and student demographic data that is in the MSDS for the school. Schools can work with their Authorized District MSDS User to make updates or changes to student enrollment and demographics in the MSDS by the deadlines that OEAA posts to the field each year.

- **Daily** – Once students are pre-identified to take a state assessment, the OEAA Secure Site will update the student’s demographic information on a daily basis from the MSDS. The district is not expected to update the MSDS daily for assessment and accountability purposes, but if an SRM is submitted, that new information will be applied to the student’s record, updated daily. It is important that student demographics and enrollment information is accurate, current, and complete in the MSDS by the OEAA-posted assessment and accountability reporting deadline. The deadline is usually a few weeks after testing has been completed.

Always review the weekly MDE Spotlight on Student Assessment and Accountability newsletter for posted deadlines and details.

What student information from the MSDS is updated on the OEAA Secure Site?

A student’s Primary Educational Providing Entity (PEPE) is determined in the MSDS based on General Collections and SRM submissions. When a school submits an enrollment record for a student, the student’s record will show an updated PEPE in most cases. When a student is shared between two schools, the PEPE will be determined based on business rules within the MSDS, or assigned manually through PEPE resolution.
The following student identification information is then updated on the OEAA Secure Site from the MSDS data, specifically based on the PEPE’s General Collection or SRM submission. If a student’s information is submitted by two different districts, the information that will populate the OEAA Secure Site will be the information from the PEPE’s submission.

» name
» birth date
» UIC (Unique Identification Code)
» ethnicity
» gender
» student number
» address

Student demographic data are also updated in the OEAA Secure Site using information from the MSDS, but on a different basis. Regardless of whether a student’s demographic information is submitted by the student’s PEPE or a non-PEPE district, if demographic information is submitted by two different districts, the information that will populate the OEAA Secure Site will be based on the student’s UIC, rather than by only the information submitted by the student’s PEPE. For example, if a district submits a student as an EL, but then a second district submits an enrollment record for the student and does not include the EL component, the student will remain an EL.

Student demographic data includes the following subgroups:

- **English Learner (EL)** (also known as LEP) – after a student is exited from EL services in the MSDS, the student will remain EL until the following school year
- **Formerly English Learner (FEL)** (also known as FLEP) – after the student is exited from EL services in the MSDS, the student will remain FEL for four years, starting with the following school year
- **Special Education (SE)** – student will remain SE until exited from SE services in the MSDS
- **Home Schooled (HS)**
- **Homeless (HL)** – student will remain HL for a full school year, even if their status is changed in the MSDS during the school year
- **Migrant Status (MS)** – this information is collected in the Migrant Educational Database System (MEDS)
- **Economically Disadvantaged (ED)** – ED is not a field in the MSDS but is determined for assessment and accountability purposes based on the student’s status in one or more of the following areas, the student will remain ED for the full school year, even if his/her status changes:
  » student receives free/reduced lunch
  » student is identified as a migrant
  » student is identified as homeless
  » student is included in a direct certification file submitted by the Department of Health and Human Services (DHHS) as a member of a household that receives state food benefits
- **Foster Care** – student is included in a file submitted by the Department of Health and Human Services (DHHS); the student will remain designated as foster care for the full school year, even if their status is changed
- **Military Connected Student** – student will remain as a military connected student for the full school year, even if their status is changed

Once a student is pre-identified for an assessment, the student’s demographics are updated daily from the MSDS through the posted deadlines, which occur after testing has been completed. Watch the weekly MDE Spotlight newsletter for deadlines for when MSDS data needs to be updated for final assessment and accountability reporting.
When and how do I verify student enrollment and demographics for assessment and accountability reporting?

Districts always have access to their MSDS data and can make changes. However, in April/May of each year, schools will be able to access the Accountable Students Enrolled and Demographics page on the OEAA Secure Site. There, they can review their enrollment and student demographic information within the MSDS and work with their Authorized District MSDS User to make updates to enrollment and demographics prior to assessment and accountability reporting. Details and deadline dates will be posted in the weekly MDE Spotlight newsletter.

You can find more information about this in the Accountable Students Enrolled and Demographics chapter of this training guide.
WIDA AMS Basics

Relevant assessments:

- **WIDA™**
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA Screener

- WIDA AMS Overview
- OEAA Secure Site Roles for WIDA AMS
- WIDA AMS Access Process
- WIDA AMS Resources
This chapter addresses how to discuss WIDA AMS, and how it will be used in the WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, and WIDA Screener assessments, by answering the following questions:

- What is WIDA AMS and how is it used for state assessments?
- What OEAA Secure Site role do I need to be assigned to, in order to receive access to WIDA AMS?
- Once I have a required role in the OEAA Secure Site, how does WIDA AMS access happen?
- How will I do my tasks in WIDA AMS?
- Where can I find instructional resources and support documentation for WIDA AMS?

**What is WIDA AMS and how is it used for state assessments?**

WIDA Assessment Management System (AMS) is Data Recognition Corporation’s (DRC) test management system that is used to manage student online testing for the WIDA ACCESS for ELLs and the WIDA Screener. It is also used to order additional paper/pencil materials for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs:

- **Online Session management**
- **Assigning online Accommodations and Supports** for students
- **Printing student Test Tickets**
- **Scoring WIDA Screener Speaking and Writing Tests**
- **Monitoring students’ Testing Status**
- **Setting up and managing Central Office Services (COS), Device Toolkit, and INSIGHT**
- **Viewing WIDA Screener, WIDA ACCESS for ELLs and WIDA Alternate ACCESS assessment reports**

NOTE: By the 2018-19 school year, most schools will be using Central Office Services as their backend software for managing testing sites. However, some schools may still be using the legacy Testing Site Manager (TSM) software. After 2019, Testing Site Manager will no longer be supported by the Michigan Department of Education (MDE) vendor, Data Recognition Corporation (DRC).

Staff members responsible for performing the functions listed above, including District and Building Test Assessment Coordinators and Technology Coordinators, will need secure access to WIDA AMS. Test Administrators may not need secure access to WIDA AMS. They may be able to access all the content they use without a secure WIDA AMS login.

For WIDA ACCESS for ELLs, students are pre-identified for testing in the Office of Educational Assessment and Accountability (OEAA) Secure Site, and then the student rosters are copied from the OEAA Secure Site to the WIDA AMS test management system. This initial load of students into WIDA AMS typically happens in December of each year. Once the pre-identified students are copied into WIDA AMS, Assessment Coordinators and others involved in assessment administration will then use WIDA AMS to manage testing as previously described.
Any students who are pre-identified for testing in the OEAA Secure Site after the initial load of students to WIDA AMS occurs, will automatically copy over to WIDA AMS three times a day, throughout the testing window.

NOTE: For the WIDA Screener, unlike the process for other state assessments, students must be entered directly into WIDA AMS system, first. Then, after these students have completed testing, an OEAA Secure Site user will add these students into the OEAA Secure Site and enter their scores there, as well.

For more information on the state assessment pre-identification process, see the Pre-Identifying Students for State Assessments chapter of this training guide.

For more information on the OEAA Secure Site and its functions, see the OEAA Secure Site chapter of this training guide.

What OEAA Secure Site role do I need to be assigned to in or order to receive access to WIDA AMS?

For someone to acquire secure access to WIDA AMS, they must first have an OEAA Secure Site District Administrator-level Authorized User assign them to one of the specific OEAA Secure Site user roles describe here:

- District Administrator; Public School Administrator; and Nonpublic School Administrator roles will automatically get access to WIDA AMS, with the the ability to:
  » access Central Office Services (COS), Device Toolkit, and INSIGHT
  » manage Online Sessions
  » print Test Tickets
  » assign online Accommodations and Supports
  » order paper/pencil WIDA ACCESS for ELLs and Alternate ACCESS for ELLs materials
  » monitor Student Testing progress for all schools within the district.

- District/School Online Technology – AMS & eDIRECT Only role (a WIDA AMS- and eDIRECT-only role, at district, nonpublic, and public school levels) for the ability to:
  » manage Online Sessions
  » print Test Tickets
  » assign online Accommodations and Supports
  » order paper/pencil WIDA ACCESS for ELLs and Alternate ACCESS for ELLs materials
  » monitor Student Testing progress

Only those who have been assigned one of these listed active user roles in the OEAA Secure Site AND who have been granted access to the WIDA Screener and/or the WIDA assessment (WIDA ACCESS for ELLs is listed as WIDA in the OEAA Secure Site) will receive secure access to WIDA AMS. For example, in order for a Building Coordinator to manage Test Sessions in WIDA AMS, he/she should be assigned the role of School Online Test Admin – AMS & eDIRECT Only, and should also have access to the WIDA Screener and/or WIDA (ACCESS for ELLs) assessment in the OEAA Secure Site.

See the Secure Site Roles and Assessment document on the Secure Site Training web page for more specific information on OEAA Secure Site roles.
IMPORTANT NOTE: Before WIDA Administrators can administer the Speaking and Writing assessments and record scores in the WIDA AMS system, District English Learner (EL) Assessment Coordinators will need to do these things in this order:

1. verify that they, themselves, are identified in the Educational Entity Master (EEM) as the District EL Coordinator
2. verify that a WIDA AMS user who will administer and score WIDA assessments has a WIDA AMS account
3. verify that this WIDA AMS user has completed the required Speaking and Writing assessment training in the WIDA Secure Portal, and
4. call the DRC WIDA Call Center at 877-560-8378 (select option 5 from the phone menu) to request access for this user to WIDA Screener Scoring for the Speaking and Writing assessments.

Once I have a required role in the OEAA Secure Site, how does WIDA AMS access happen?

Each year, starting in August, those in the OEAA Secure Site who have a designated role for WIDA AMS access will be copied from the OEAA Secure Site into the WIDA AMS system. After this initial load of users into WIDA AMS, those who are newly assigned to a WIDA AMS-required user role in the OEAA Secure Site will copy to WIDA AMS on a daily basis, through the end of May.

Each year those with the necessary roles in the OEAA Secure Site, who copied over to WIDA AMS will receive an email from DRC containing their login and password information for WIDA AMS. The login is the user’s email address that is listed in the user’s Michigan Education Information System (MEIS) account. It’s important to check your information in MEIS to ensure your email address is correct. Once the daily transfers from the OEAA Secure Site begin, it will take one to two business days for a newly registered user to receive an email from DRC containing their WIDA AMS login and password information.

NOTE: If you update your email in MEIS, you will need to log into the OEAA Secure Site (just log in), so the updated email address from MEIS will copy to the OEAA Secure Site.

If you will need access to WIDA AMS and do not have it, follow the specific instructions in the How Do I Get Access to WIDA AMS? document found on the OEAA Secure Site Training web page, in the Security section.

How do I find instructional resources for WIDA AMS?

Step-by-step instructions for managing specific tasks are available in the WIDA AMS User Guide, the Technology User Guide, and other support documents that can be found in WIDA AMS once you have logged in. Go to All Applications > General Information > Documents > Search for ALL administrations.

The documents found here are pertinent to District and Building Assessment Coordinators, and District Technology Coordinators. You can filter the document list by District Technology Coordinator or District/Building Coordinator by using the Audience drop-down menu.
You can search for documents by assessment administration, document type, or the audience. You can also click the Show Documents button without making any selections, to display all documents available. The documents can be viewed by clicking the PDF icon or by downloading them to your computer. To download a document, click on the Save icon under the Action column. By clicking on the column heading, you can sort the columns in descending order, and click again to change it back to ascending order.

NOTE: When reviewing the WIDA AMS User Guide, be aware that the following functions are not available to Michigan users:

» Managing Your Account
» Managing other User Accounts
» Editing User’s Permissions
» Adding a Student to WIDA AMS

These functions are completed in the OEAA Secure Site and then transferred to WIDA AMS.

Practical Tips

■ In WIDA AMS, Michigan lists the WIDA ACCESS for ELLs as “MI ACCESS,” which can lead people to confuse the WIDA ACCESS for ELLs assessment with Michigan’s Mi-Access alternate assessment. If you are working in AMS, you are working with WIDA tests, not MI-Access.

■ Do these things early –

  » Work with your OEAA Secure Site District Administrator-level Authorized User to identify which users already have a role that will give them the access to WIDA AMS they need, and to determine who will need access and what their responsibilities will be in WIDA AMS.

  » Provide instructions for users who do not have one of the required roles in the OEAA Secure Site to access WIDA AMS. Remember, directions can be found in the How Do I Get Access to WIDA AMS? document, which is located on the OEAA Secure Site Training web page, under the Security header.

  » Get your technology person involved to avoid technology issues.

■ Use the Tracking Sheet for Supports and Accommodations, M-STEP, MI-Access and WIDA, located in the Student Supports and Accommodations header (in the Recording and Tracking Resources subsection) of the MDE WIDA web page, to organize a list of supports and accommodations that need to be assigned in WIDA AMS. These must be assigned before a Test Ticket is printed, to ensure they are active for the student.

For more information on Accommodations and Support see the following chapters of the training guide:

» Supports and Accommodations Overview

» Selecting and Assigning Universal Tools, Designated Supports, and Accommodations
WIDA Secure Portal

Relevant assessments:

- **WIDA™**
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener

- Wida Secure Portal Overview
- Accessing the Secure Portal
- Secure Portal Resources
This chapter introduces Assessment Coordinators to the WIDA Secure Portal and its role in the administration of WIDA assessments, by answering the following questions:

- What is WIDA Secure Portal and what is available on it?
- How do I get access to the WIDA Secure Portal?
- How do I find support documentation for the WIDA Secure Portal?

What is the WIDA Secure Portal and what is available on it?

The WIDA Secure Portal is the website used by assessment administrators to prepare for and to administer the WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, W-APT, and WIDA Screener.

The WIDA Secure Portal allows you to:

- Download and print kindergarten W-APT assessment materials.
- Access professional learning resources.
- Access Test Administration Manuals (TAMs) and related materials.
- Verify training completion of district staff (for District English Learner [EL] coordinators).

How do I get access to the WIDA Secure Portal?

Anyone administering any of the English Learner assessments will need to set up a WIDA Secure Portal account in order to log in to the portal. To begin the account set-up process as a new registrant, click on the Log In box in the top right corner of the WIDA website homepage; then select the WIDA Secure Portal option from the drop-down menu on the right; then hit the Log In button. You will then enter the following default credentials to log in for the first time:

- User name: michigan
- Password: mitten

Once in, you will be asked to select from two buttons. You should select the button titled ACCESS for ELLs Account Creator. You will then be guided through a few steps to continue registering your account. Once you complete these steps, you must then contact your district’s English Learner Assessment Coordinator, who can activate your access to the specific assessment materials (for ACCESS for ELLs, W-APT, WIDA Screener, Alternate ACCESS assessments) that you or other staff need. For example, the staff member administering the WIDA Screener will need their
English Learner Assessment Coordinator to enable their access to the WIDA Screener training and materials on the WIDA Secure Portal.

If you serve as the district’s/school’s English Learner Assessment Coordinator, you must be identified as such in the Educational Entity Master (EEM).

The EEM can be updated by the Authorized District EEM User or the Nonpublic School Authorized EEM User (usually the student pupil accounting person). For more information about the EEM in the Educational Entity Master (EEM) chapter of this guide.

If you are the District English Learner Assessment Coordinator and have not been entered in the EEM as such, email mde-oeaa@michigan.gov to request District Assessment Coordinator access to the WIDA Secure Portal.

How do I find support documentation for the WIDA Secure Portal?

The WIDA District Test Coordinator Quick-Start Guide includes information on the WIDA Secure Portal, and can be found under the My Account & Secure Portal section at the top after logging in. Also available here is the WIDA Secure Portal User Guide (see Figure 1).

Figure 1 – WIDA Secure Portal User Guide
College Board Systems Used in State Assessments

Relevant assessments:

- MME
  - SAT® with Essay
- PSAT™ 8/9 and 10

Creating an Account

Students with Disabilities Portal

College Board Systems Training

Accessing the Reporting Portal

Practical Tips

Assessment Coordinator Training Guide

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Intro

This chapter discusses College Board systems and how they are used, by answering the following questions:

- Why do I need a College Board Professional Account and how do I create one?
- How do I request services for Students with Disabilities?
- What kind of College Board systems training is available?
- How do I access and use the College Board Reporting Portal?

Why do I need a College Board Professional Account and how do I create one?

Tasks and procedures you will need to perform when preparing for and administering College Board assessments, including score reporting, are managed through the College Board’s online services, tools, and processes. College Board assessments include the Michigan-provided PSAT™ 8/9 (for students in grades 8 and 9), PSAT™ 10 (for students in grade 10), and SAT® with Essay (for students in grade 11) as part of the Michigan Merit Exam (MME).

If you do not already have a College Board Professional Account, you will need to create one. Your account serves as your all-access point for College Board tools and services. Once you have been granted access, you will find these tools and services in your College Board Professional Dashboard.

To create a College Board Professional Account, visit the College Board website and click on the Sign In link on the top right area of the page. Then choose the Sign Up button and follow the steps to register.

How do I request services for Students with Disabilities?

The Services for Students with Disabilities (SSD) Online Portal of the College Board website is used to submit accommodation requests on behalf of students taking the PSAT 8/9, PSAT 10, and/or SAT with Essay who require accommodations or specific testing conditions, based on their Individualized Educational Programs (IEPs) or 504 Plans.

The SSD Coordinator for your school or district must be identified in the Educational Entity Master (EEM) by the Authorized District EEM User. Once the SSD Coordinator has been identified in the EEM, he or she must complete the SSD Coordinator Form, found on the SSD Online web page.

Within two days of the form being submitted, the College Board will email an access code that will allow the EEM-identified SSD Coordinator to link his or her SSD Online Portal access to their College Board Professional Account.

Watch the weekly MDE Spotlight on Student Assessment and Accountability newsletter for...
notifications on when accommodation requests to College Board assessments can be submitted.

If you are unsure of who your Authorized District EEM User is, their name and contact information can be found on the District and School Contact page of the OEAA Secure Site. (Nonpublic schools need to contact nonpublischools@michigan.gov to have the EEM updated on their behalf.)

For more information on the EEM, see the Educational Entity Master (EEM) chapter of this training guide. For more information on the OEAA Secure Site, see the OEAA Secure Site chapter of this training guide.

What kind of College Board systems training is available?

Each year in February, Assessment Coordinators for the PSAT 8/9, PSAT 10, and SAT with Essay, as identified in the EEM, will receive an email with a link to College Board online training modules. The training modules will include Assessment Coordinator-required and optional training for PSAT 8/9, PSAT 10, and SAT with Essay. The email can be forwarded to other staff members who may need to participate.

Once you sign up for the training, access will be available through your College Board Professional Account Dashboard.

Watch the weekly MDE Spotlight newsletter for notices regarding when the email will be (or has been) distributed, to ensure you receive it in a timely manner.

How do I access and use the College Board Reporting Portal?

To acquire access to the K-12 Score Reporting Portal, you must have a College Board Professional Account and have been granted access to reporting by your school’s Data Access Tool (DAT) Manager.

» Log into your College Board Professional Account.

» Look under Tools and Services and click K–12 Assessment Reporting.

NOTE: If you don’t see K–12 Assessment Reporting, you have not yet been given access.

» Scroll down to Add Additional Tools and Services > K–12 > K–12 Assessment Reporting > Request Access.

» The name and contact information for your school’s DATA Access Tool Manager should be listed.

NOTE: Choosing Request Access from the portal dashboard does not notify your DATA Access Tool Manager. You will need to contact this individual directly to request access.

» The K–12 Score Reporting Portal will be added to your College Board Professional Account Dashboard once access is granted.

The College Board’s K-12 Score Reporting Portal is used to access individual and aggregate student score reports and to download data for the PSAT 8/9, PSAT 10 and SAT with Essay. The portal includes two sections: Reports and Downloads. You can access one or both, depending on the role you are assigned.

In the Reports section of the portal, users can:

» view scores

» print individual student reports

» instantly run and export a range of reports at the school, district, and state levels

» sort and export data
Users who have the **Detailed Reports** role can view scores for individual students, as well as aggregate data. Users who have the **Summary Reports** role can view aggregate score reports only. Users with the **File Download** role can access the **Downloads** pages, which contain pre-formatted files that can be imported into student information systems.

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**Practical Tips**

Watch the weekly MDE **Spotlight** newsletter for dates and deadlines for when tasks need to be completed in the College Board online systems, as well as for reminders to update the EEM prior to the College Board **Intent to Participate** participation process.

For more information on the College Board **Intent to Participate** participation process, see the [College Board Assessments Preparation](#) chapter of this training guide.

**Board and ACT Participation Process** chapters of this training guide.

For more information on preparing to administer College Board Assessments, see the [College Board Assessments Preparation](#) chapter of this training guide.
Relevant assessments:

- MME
  - ACT WorkKeys®
This chapter discusses the PearsonAccess™ System and how it is used in the administration of the ACT WorkKeys® assessment, by answering the following questions:

- What is the PearsonAccess™ system?
- If I am the WorkKeys Test Coordinator, how will I get access to the PearsonAccess™ system?
- What will I do in the PearsonAccess™ system?

What is the PearsonAccess™ system?

PearsonAccess™ is an ACT online system that is used by both public and nonpublic schools to complete the Manage Participation process for the ACT WorkKeys assessment. Manage Participation is the ACT procedure schools must use to acknowledge that they will be administering the ACT WorkKeys assessment (a component of the Michigan Merit Exam [MME]) and that they agree to ACT’s policies and procedures.

NOTE: For Michigan testing, PearsonAccess™ is used only so schools can choose a delivery date for their WorkKeys assessment materials (to avoid a conflict with spring break).

If the Manage Participation process is not completed in PearsonAccess™, the school will not receive WorkKeys materials and will be unable to administer the WorkKeys assessment to their students.

IMPORTANT NOTE: For schools that are authorized for grades 11 and 12 but have no eligible MME students, and therefore do not plan to administer the assessment, the WorkKeys Test Coordinator or principal must still acquire access to PearsonAccess™, log in, and complete the Reason for Not Participating section of the Manage Participation page. (Center-based and other specialized programs should not complete this section if it is at all possible they might have an eligible student or students during the spring MME testing window.)

You can find more information about the Manage Participation process in the College Board and ACT Participation Process chapter of this training guide.

For more information on preparing for the ACT WorkKeys assessments, see the ACT WorkKeys Assessment Preparation chapter of this training guide.

If I am the WorkKeys Test Coordinator, how will I get access to the PearsonAccess™ system?

Only the WorkKeys Test Coordinator in the school will need access to PearsonAccess™. The assigned WorkKeys Test Coordinator listed in the Educational Entity Master (EEM) will receive an email in early November from ACT with a link and instructions to create a password for the PearsonAccess™ system.
For more information about the EEM, see the Educational Entity Master (EEM) chapter of this training guide.

Once the WorkKeys Test Coordinator has created a password, they will receive a confirmation email and will be able to log into the system to complete the Manage Participation process.

Yearly reminders to update the EEM prior to the participation process, and notifications about when school WorkKeys Test Coordinators should expect the email regarding access to PearsonAccess<sup>next</sup>, will be published in the weekly Michigan Department of Education (MDE) Spotlight on Student Assessment and Accountability newsletter.

What will I do in the PearsonAccess<sup>next</sup> system?

Once you have created an account in the PearsonAccess<sup>next</sup> system, and are logged in, you will need to confirm you are in the correct test administration (e.g. Spring 2019 Assessment) and organization in the upper right corner of the home screen. Organization refers to your school name and ACT school code.

NOTE: If you have access for multiple schools, you will need to complete this process for each school separately.

You will also be required to select an assessment date and agree to ACT’s policy and procedures for the administration of the WorkKeys assessment. Then you will hit “Save” to confirm the school’s participation. You will also be able to select an alternate delivery date for your WorkKeys assessment materials so you can avoid a conflict with spring break, if needed.

Full instructions for PearsonAccess<sup>next</sup> can be found in the ACT PearsonAccess<sup>next</sup> User Guide for ACT WorkKeys in the WorkKeys: Configuration section. Use the hyperlink at the top of the guide to go directly to the Managing Participation section. This document is available on the ACT Testing: Michigan Website, in the 2. WorkKeys Configuration section.

All other activities for the Michigan ACT WorkKeys assessment, such as ordering materials, viewing shipment information, and managing student information, is done on the Office of Educational Assessment and Accountability (OEAA) Secure Site.

For more information on the OEAA Secure Site, see the OEAA Secure Site chapter of this training guide.
Student Supports and Accommodations Overview

Relevant assessments:

All Michigan state assessments:

- **M-STEP**
- **MME**
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- **MI-Access**
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- **WIDA™**
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- **PSAT™ 8/9 and 10**
- **Early Literacy and Mathematics Benchmark Assessments (K–2)**
Providing appropriate Universal Tools, Supports, or Accommodations to fit a student’s needs is important to ensuring the student will have the best possible assessment experience, as well as ensuring that student results accurately reflect a valid and reliable measure of what each student knows and is able to do, compared to Michigan’s academic standards. This chapter will introduce you to what you need to know as an Assessment Coordinator about Universal Tools, Supports and Accommodations, by answering the following questions:

- What do I need to do in my role as a District or Building Coordinator?
- What is the difference between Universal Tools, Designated Supports, and Accommodations?
- Which students receive supports and accommodations during testing?
- Which staff are key in determining which individuals receive supports and accommodations?
- How are supports and accommodations handled for online test administration?
- How are supports and accommodations handled for paper/pencil test administration?

**What do I need to do in my role as a District or Building Coordinator?**

New **District and Building Coordinators** have a lot to do when it comes to knowing which Universal Tools, Designated Supports, and Accommodations are available for use during Michigan’s assessments; which students receive the supports and accommodations; how they are assigned; and what materials need to be ordered. Furthermore, some supports and accommodations are common across all assessments, modes of administration, or content areas, while others are not.

Be proactive and seek out your district’s English Learner (EL) and Title III Directors and Special Education Directors as soon as possible to begin identifying students and the appropriate supports and accommodations needed. The following helpful planning documents for M-STEP, MI-Access, and WIDA are located on their Michigan Department of Education (MDE) assessment-specific web pages, under the **Supports and Accommodations** headers:

- **M-STEP eDirect Accommodations Worksheets**
- **Tracking Sheet for Supports and Accommodations, M-STEP, MI-Access and WIDA**

For College Board Assessments, you will need to work with your school’s **Services for Students with Disabilities (SSD) Coordinator** to prepare for and administer accommodated testing. Be sure to review the **College Board Assessments Preparation** chapter of this training guide for additional information.

A general task list is helpful to ensure that all students can access content based on their individual needs, as well as for ensuring that students who do not need accommodations are not potentially given an advantage they might not have had otherwise. Here are the steps a District or Building Coordinator should follow for all assessments.
Before testing:

- Review the guidance and reference documents relevant to the assessment being given:
  - Student Supports and Accommodations Table for M-STEP, MI-Access, SAT, WorkKeys® and WIDA
  - Student Supports and Accommodations Guidance Document for M-STEP, MI-Access, WIDA, PSAT, SAT, and WorkKeys
  - Student Supports and Accommodations Table for Early Literacy and Mathematics Benchmark Assessments (K–2)
- Work with general education teachers to identify any Universal Tools, Designated Supports, and/ or Accommodations students are already using in the classroom.
- Coordinate with the Special Education staff to identify the appropriate accommodations based on a student’s Individualized Education Program (IEP) or Section 504 Plan.
- Review additional materials and resources for each assessment on the Office of Educational Assessment and Accountability (OEAA) web page, under the Student Supports and Accommodations header.
- Ensure that the Test Administrators who are providing specific accommodations (e.g., scribe) know what materials they need for testing.
- Use the Tracking Sheet for Supports and Accommodations, M-STEP, MI-Access and WIDA to track which students need what Universal Tools, Designated Supports, and Accommodations for each assessment.
- Assist in coordinating practice testing to help students become familiar with the tools available for online and paper/pencil testing modes.
- Assign Designated Supports and Accommodations if needed in eDIRECT or WIDA AMS.
- Assist the Services for Students with Disabilities (SSD) Coordinator with applying to the College Board for SAT or PSAT™ Accommodations.
- Order accommodated materials.

During and/or before testing:

- Ensure students have all materials and support staff needed as assigned to have the best possible testing experience.
- Schedule classrooms, testing spaces, and computer labs so that all students have a safe, distraction-free environment in which to test.
- Work with the Technology Coordinator to make sure all testing devices are set up properly and that embedded Universal Tools, Designated Supports, and Accommodations are available to students as needed.

After testing:

- Work with English Learner teachers, special education teachers, general education teachers, and students to evaluate the effectiveness of the supports and accommodations implemented.

What is the difference between Universal Tools, Designated Supports, and Accommodations?

Michigan offers a wide array of supports and accommodations that are broken down into three categories.

1. **Universal Tools**: These tools are available for all students and are provided on a student-by-student basis or as a standard tool embedded in the assessment. Examples of Universal Tools include: scheduled breaks; small group administration; repeating assessment directions; highlighters; sticky notes; scratch or graph paper; line guides; and other tools provided in online or paper/pencil
test administration. For detailed information on the types of Universal Tools and their appropriate use, see the Student Supports and Accommodations Table for the assessment you are coordinating.

2. **Designated Supports**: These supports are assigned to students on a case-by-case basis and are based on a student’s instructional need. Determination of whether a Designated Support is to be used during testing can be made by any educator who works with a student, regardless of whether the student has an IEP or Section 504 Plan. Students without IEPs or 504 Plans may use Designated Supports and do not need additional formal documentation to use them. Examples of a designated support may include (but are not limited to): oral translation of test items; off-site test administration; text-to-speech; read-aloud with a human reader; glossaries; and audio CDs.

3. **Accommodations**: Like Designated Supports, these supports are assigned to a student on a case-by-case basis. However, they must be a documented need in a student’s IEP or 504 Plan. **Only students with IEPs or 504 Plans are eligible to use supports identified as accommodations.** Accommodations assigned as documented on a student’s IEP or 504 Plan should mirror the supports the student receives as part of the instructional day. Examples of accommodations include (but are not limited to): braille for students with visual impairments; read-aloud with a human reader; enlarged print; closed captioning; scribe; and American Sign Language (ASL) or Signed Exact English (SEE).

It’s important to understand that what might be a Universal Tool for one assessment may be a Designated Support or even an Accommodation for another. This can also be the case within the same assessment, grade level, and content area. To best understand which supports and accommodations are allowable for the content area, grade level, and assessment being administered, see the Student Supports and Accommodations Table for M-STEP, MI-Access, SAT, WorkKeys, and WIDA or the Student Supports and Accommodations Table for Early Literacy and Mathematics Benchmark Assessments (K–2), both of which are available on each state assessment web page.

For more information on supports and accommodations for students, please review the MDE Supports & Accommodations Webinars.

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### Who receives supports and accommodations during testing?

All students, regardless of whether they have a program designation (i.e., English Learner [EL], Students with Disabilities [SWD], Section 504 Plan), may receive the support of a Universal Tool (see the description for Universal Tools in the previous sub-section). Based on the individual instructional needs of some students, appropriate staff members need to determine which more intensive supports may be needed. For students who are English Learners (ELs), or receive supports and services through a Section 504 Plan or Individualized Education Program (IEP), staff must evaluate the need for a particular support on a case-by-case basis. The selection of any Universal Tool, Designated Support, or Accommodation should mirror what students are familiar with using during regular classroom instruction.

Further, offering a student a Universal Tool, Designated Support, or Accommodation that is not used during the student’s regular instruction may cause difficulties during assessment and negatively impact the student’s optimal testing experience and test results.

For EL students, characteristics such as their oral and literacy proficiency level, native language skills, current language of instruction, and their formal education experience must be considered. Some EL students may also have an IEP or Section 504 Plan, which may identify the need for additional supports.

Any educator who works with the student during instruction can make the determination regarding which Designated Supports are needed during testing.
Accommodations for a student with disabilities who has an IEP or a Section 504 Plan must be documented in the student’s IEP or 504 Plan and must mirror what the student requires to access their instructional program.

Which individuals in the school community determine which supports and accommodations students receive?

One of the first steps for a new District or Building Assessment Coordinator will be to identify the people in the school and/or district who fill the roles listed below and to enlist their help in reviewing the needs of students who are currently receiving instructional/classroom supports. Educators should then review the appropriate Student Supports and Accommodations Table, available on each assessment’s web page, to identify which supports may be available/allowable for the assessment being administered. The following persons should be included in the decision-making process:

- General education teachers (mathematics, English language arts, science, and social studies)
- Special education teachers
- Intervention teachers/specialists
- Bilingual and English as a second language (ESL) teachers
- District- and building-level special education administrators
- Counselors, Title I specialists, curriculum directors, and building principals
- Parents and students

How are supports and accommodations handled for test online administration?

Once the mode of assessment (either online or paper/pencil administration) has been established and, based on the mode of assessment, appropriate supports and accommodations for a student have been selected, additional steps must be completed.

Some supports and accommodations need to be assigned in the online test management system, so that the appropriate supports are available for students during testing. Some supports may require schools to place orders for, or download, additional designated supports or accommodated materials (such as audio CDs or enlarged print Test Booklets) from a secure server such as eDIRECT or WIDA® AMS. For more information on how to select the appropriate support(s) in the online testing system, or how to obtain other designated supports and/or accommodated materials, see the following resources:

- MDE Assessment Coordinator Training Guide chapters:
  - Selecting and Assigning Universal Tools, Designated Supports, and Accommodations
  - Initial Materials Orders
  - Additional Material Orders
- Resources in eDIRECT
  - Accommodations: Adding, Editing, and Mass-Assigning Mini-Module (video resource)
How are supports and accommodations handled for paper/pencil test administration?

For schools using paper/pencil test administration for M-STEP and MI-Access, additional specific secure materials may need to be ordered for students, such as braille forms or enlarged print forms. For more information about how to access those secure materials, see the assessment-appropriate Student Supports and Accommodations Table, available on each state MDE assessment web page.

For the College Board suite of assessments, College Board will send all accommodated materials needed based on the information submitted by the Services for Students with Disabilities (SSD) Coordinator in the SSD portal. When requesting student accommodations for the SAT® with Essay portion of the Michigan Merit Exam (MME), or for PSAT 8/9 and PSAT 10, allow at least seven weeks prior to testing to ensure the request has been approved by College Board’s SSD system.

NOTE: College Board sends accommodated materials based on the information entered in the SSD portal, not on the student accommodations that have been approved. The use of accommodations without approval by College Board will result in invalid test scores. For more information, see the College Board Assessments Preparation and the ACT WorkKeys Assessment Preparation chapters of this training guide.

For ACT WorkKeys test administration, students who need extra time and/or accommodations will use materials specific to the accommodation needed and will usually test in rooms separate from students testing with standard time materials. The quantity and types of accommodated materials needed are shipped to the school based on the initial material order placed through the OEAA Secure Site. Additional material orders for makeup testing can also be ordered through the OEAA Secure Site.

Some supports and accommodations require that a student take the online version of the test. If a school is testing via paper/pencil but has a student who must take the online version, this student must be identified through the Secure Site so the appropriate mode of testing and supports can be provided. For more information on accommodated materials, call OEAA at 877-560-8378, or email mde-oeaa@michigan.gov.

Key Terms

- **Individualized Education Program (IEP):** The Individualized Education Program (IEP) is a written document that is developed for each eligible child with a disability. This document outlines the student’s needs, as well as programs, services, accommodations, and modifications the student requires for his or her educational programming.

- **Section 504 Plan:** This is a formal plan that schools develop for individuals with disabilities, so they receive the supports they need to have access to the same education as other individuals. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the United States Department of Education. Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .”.

For more information about Section 504 and the protection of students with disabilities, see Protecting Students With Disabilities, authored by the U.S. Department of Education.
Selecting and Assigning Universal Tools, Designated Supports, and Accommodations

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
This chapter will provide an overview of the process of selecting and assigning supports for Michigan assessments by responding to the following questions:

- Who should be included in the decision-making process when determining which supports a student is to receive?
- How can you determine which Universal Tools, Designated Supports, and Accommodations are appropriate?
- How are Designated Supports and Accommodations selected and/or assigned to students?
- What if a student needs a support that is not listed?
- How is the effectiveness of a support evaluated to determine future implementation?

Who should be included in the decision-making process when determining which supports a student is to receive?

In cases where students have Individualized Education Programs (IEPs) or 504 Plans, the decision-making process to determine which supports a student needs during instruction is already integrated into the team planning process. However, for a student who does not have an IEP or 504 Plan, a process should be established and applied on an individual basis to determine the appropriate support(s) for the student’s needs.

The following people are those who are typically involved in such a process:

- general education teachers (mathematics, English language arts, science, and social studies)
- special education teachers
- intervention teachers/specialists
- bilingual, and English as a Second Language (ESL) teachers
- district and building-level special education administrators
- counselors, Title I specialists, curriculum directors, and building principals
- parents
- students

District and Building Coordinators do not have to be part of the decision-making process, but they must be informed of the specific Universal Tools, Designated Supports, and Accommodations students will receive, as they will be responsible for ensuring that the appropriate support is selected in either the online test delivery system, or on a paper/pencil answer document, and that students are receiving the support they need for the best possible testing experience. They will also ensure that test administrators provide the appropriate Designated Supports and Accommodations materials to students.
How can you determine which Universal Tools, Designated Supports, and Accommodations are appropriate?

It is important to consider the assessment being administered, mode of assessment, and content area, as not all Designated Supports and Accommodations are available or allowable across all assessments, mode of test administration, or content areas. Once the IEP, 504 Plan, or English Learner instructional team has determined which students are to receive supports, and which accommodations they may need, District and Building Coordinators will need to review the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Table, available on the assessment web page relevant to the assessment being administered. This document contains all state-allowed Universal Tools, Designated Supports, and Accommodations for the M-STEP, MI-Access, SAT®, ACT WorkKeys®, and WIDA™ assessments. For Designated Supports and Accommodations specific to the Early Literacy and Mathematics Benchmark Assessments, see the Early Literacy and Mathematics Benchmark Assessments (K-2) Supports and Accommodations Table and Resources.

The M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Table (see Figures 1 and 2) organizes supports by assessment (M-STEP; MI-Access; SAT, PSAT™ 8/9 and PSAT 10; ACT WorkKeys; and WIDA), content area (English language arts, mathematics, science, and social studies), program (Universal Tools, Supports, or Accommodations), mode of test delivery (online or paper/pencil), and means of access (eDIRECT, Secure Site, or bubbled).

Each Universal Tool, Designated Support, and Accommodation listed in the Student Supports and Accommodations Tables has a brief description of the support type, mode of test delivery, and means of access. Included in the mode of test delivery column is an indication whether a support is available as an embedded (E) feature in the online test delivery system, or if it must be provided as a non-embedded (NE) external resource. (Detailed definitions of both embedded and non-embedded supports are located under the Key Terms section of this chapter.)

Also included in some rows is a number that corresponds to the support or accommodation listed in either eDIRECT for online test delivery, on the student answer document for paper/pencil, or both. If there is no numerical designation for the support, this does not mean that the support...
How are Designated Supports and Accommodations selected and/or assigned to students?

Based on the mode of administration and assessment type, supports and accommodations have different means of access. Always refer to the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Table for these assessments, to determine how to access supports.

The M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Table utilizes a coding system to describe how supports and accommodations are accessed for Michigan assessments (see Figure 1). In the How to Access column of the this document, one or more of four symbols will be displayed next to M-STEP and MI-Access assessment allowable supports.

- A check mark indicates a feature that must be set by the Test Administrator in the eDIRECT system prior to testing
- A dark circle indicates the material must be ordered or downloaded through the MDE Secure Site
- A diamond shape indicates that the support must be recorded as something the student will be using in the eDIRECT system
- An upper case B indicates that this support should be bubbled on the paper/pencil student answer document when used.

Following is a general overview by assessment type on selecting or assigning supports to students:

- M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments

The Early Literacy and Mathematics Benchmark Assessments (K-2) Supports and Accommodations Table is organized by support type (Universal Tools, Designated Supports, and Accommodations) and its description, and content area (Mathematics and ELA). A check mark (✓) in the Mathematics or ELA column indicates that the support is available as a Universal Tool, Designated Support, or Accommodation for that content area assessment.

Figure 2 – Student Supports and Accommodations Table: Universal Tools

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Mathematics</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks – within the same day per test session: If the test is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Administration of the assessment in an alternate education setting (in school) with appropriate supervision</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
| ● Bilingual/English as a Second Language setting  
● Special education setting  
● In a distraction-free space or alternate location (e.g., a separate room or location within the room) | ✓ | ✓ |
| Assessment directions | ✓ | ✓ |
| ● Teacher may emphasize key words in directions  
● Teacher may repeat directions exactly as worded in administrator manual  
● Student may restate directions in his/her own words  
● Student may ask for clarification of directions | ✓ | ✓ |
| Scratch paper (collection and secure disposal required) | ✓ | ✓ |
| Magnifier – embedded in the delivery engine | ✓ | ✓ |
| Color choice – embedded in the delivery engine | ✓ | ✓ |
| Contrasting color – embedded in the delivery engine | ✓ | ✓ |

Note: Human Voice Audio (HVA) is a standard way in which mathematics and ELA reading passages, test questions, and appropriate answer options are presented to students in Grades K and 1.
Online administration: Some supports must be assigned in eDIRECT prior to generating the student Test Tickets for the support to be available for the student during testing.

Paper/pencil administration: Schools administering assessments via paper/pencil may need to order specific materials, such as a Braille form or an enlarged print form. Many materials can be downloaded through a secure website or ordered through the OEAA Secure Site. Means of access will vary depending on the assessment.

NOTE: Students receiving some accommodations are required to take the assessment online, even if the school is primarily testing using paper/pencil. For example, a student who requires closed captioning for the Listening items of the M-STEP ELA test would need to be assessed online. These students should be identified through the OEAA Secure Site.

WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs

Online and paper/pencil administration: Refer to the ACCESS for ELLs Accessibility and Accommodations Supplement for accommodation specifics. Accommodations for the online administration of WIDA ACCESS for ELLs must be selected in the secure WIDA Assessment Management System (AMS) system prior to generating Test Tickets for the accommodation to be available for testing.

For more information about how to select accommodations in WIDA AMS, see the WIDA AMS User Guide.

SAT with Essay, ACT WorkKeys, PSAT 8/9, and PSAT 10

Refer to the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Table for allowable supports for the M-STEP portion of the MME, the SAT with Essay, and the ACT WorkKeys assessments.

Refer to the following documents for more information regarding the accommodations request process for the SAT, PSAT 8/9, and PSAT 10:

- SAT School Day Accommodated Testing Manual: found on the MDE MME webpage under the SAT (College Entrance Assessment) header, and on the College Board – Michigan website
- PSAT 8/9 and PSAT 10 Supervisor Manuals: found on the MDE PSAT webpage under the Current Assessment and Administration header, and on the College Board – Michigan website

Supports and accommodations materials for the M-STEP portion of the MME for social studies and science can be made through the OEAA Secure Site.

It is important to note that most allowable accommodations for students taking the SAT with Essay, PSAT 8/9, and PSAT 10 must be requested by the school’s Services for Students with Disabilities (SSD) Coordinator at least seven weeks in advance, using the College Board’s SSD Online Portal system. The SSD Coordinator also provides Test Coordinators with the Nonstandard Administration Report (NAR). Students approved for testing with accommodations, as well as the appropriate accommodation(s) for each of those students for all College Board assessments will appear on the NAR. The NAR can be accessed by the SSD Coordinator about 4 weeks prior to the initial test day.

Some students who are College Board-approved for accommodations will test on the initial testing day, while others may test anywhere within the accommodated window. Test Coordinators will need to refer to the NAR to organize testing for accommodated students, including when to test, where to test, what materials accommodated students will need, and which scripts are needed.

Regarding the ACT WorkKeys assessment, unlike College Board, ACT does not require pre-approval for an allowable accommodation.
prior to test administration. However, it is **required** that documentation in some form, such as a recent IEP or Section 504 plan, be collected and kept on file. For a complete explanation of the documentation guidelines, refer to the **Written Documentation** section of the **ACT WorkKeys Administration Manual for Accommodations and English Learner Supports**.

For more information on accommodated materials, please call 877-560-8378 and select the appropriate menu option or send an email to mde-oeaa@michigan.gov.

Detailed instructions for the OEAA Secure Site are available on the Secure Site Training web page for the different functions of the Secure Site.

For a detailed tutorial on how to update/select Designated Supports and Accommodations in eDIRECT, please refer to the **Accommodations: Adding, Editing, and Mass-Assigning Mini-Module** video resource in eDIRECT. For a more general explanation on how to assign accommodations in eDIRECT, refer to the **eDIRECT User Guide**, also in eDIRECT.

Also, for simple overviews on the systems referenced in this chapter please see the following relevant chapters of this training guide:

» **eDIRECT Basics**
» **OEAA Secure Site**
» **College Board Systems Used in State Assessments**
» **WIDA AMS Basics**

What if a student needs a support that is not listed?

The vast majority of supports students might use that are allowable on state assessments are listed in the **M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Table**. However, some supports a student uses on a regular basis, or that are documented in a student’s IEP or 504 Plan, may be considered **nonstandard**; that is, the support is not an allowable support listed in the relevant **Supports and Accommodations Table**, and the use of that support may invalidate the test results. If a support is needed for a student and is not listed in the documentation for the assessment being administered, please contact the OEAA via email for directions regarding its potential use. In the email, include the following information:

» In the Subject line: Accessibility Support Request for (content area)
» Educator’s name, school/district, and contact information
» A description of the support to be provided
» An explanation of why the support is needed

It is important to note that, for the SAT College Entrance Exam, some accommodations that are allowable for other Michigan assessments may **not** be allowable for the SAT and are considered “State Allowable – Non-College Reportable.” These accommodations will result in a score that may not be used for college entrance purposes, but the student can still be considered as tested in the state accountability system. For more information on accommodation procedures for the SAT, see the **SAT Supervisor Manual**, available on the MME web page and the College Board – Michigan website.

You should also know, there is no college reporting for PSAT. However, if an accommodation is used and was not approved by the College Board, that student’s score will be invalidated.
How is the effectiveness of a support evaluated to determine future implementation?

After testing is completed, schools should evaluate the use of Universal Tools, Designated Supports, and Accommodations used on assessments. Schools should use a method of evaluation that works best for their staff and students. Examples may include:

» Observing students and noting their use of the assigned supports and accommodations

» Conducting post-assessment student interviews

IEP and 504 Plan planning teams should collect and analyze data regarding the use of a required accommodation comprehensively. Such a review would not only consider its use on the state assessment, but its effectiveness in the classroom on a daily basis. The team would use this information to determine if the support should be continued, modified or its use faded.

The OEAA provides some tools that educators may use for evaluation purposes. Schools may also develop their own observational and interview tools. A sample interview form can be found in the Supports and Accommodations Guidance Document for M-STEP, MI-Access, WIDA, PSAT, SAT, and WorkKeys document, which is located on the M-STEP, MI-Access, and WIDA web pages under the Supports and Accommodations header.

Practical Tips

» Make use of the Tracking Sheet for Supports and Accommodations, M-STEP, MI-Access and WIDA spreadsheet to keep track of your students’ assigned Designated Supports and Accommodations for all Michigan assessments. The tracking spreadsheet is located on the M-STEP, MI-Access, and WIDA web pages under the Supports and Accommodations header.

» Educators can also use planning documents such as the M-STEP eDIRECT Accommodations Worksheets for each grade, which can be found on the M-STEP web page > Student Supports and Accommodations header > Recording and Tracking Resources link, when preparing for assessments.

» A more comprehensive form for individual students, Tool 4: Accessibility Supports in the Classroom, is also available on all Michigan assessment web pages. This tool tracks different aspects of how a student uses accessibility supports in the classroom and which of these supports may be used on Michigan’s assessments.

» OEAA also offers another form, Tool 5: After-test Accessibility Questions, which can be used to help gage how useful and effective accessibility supports are to individual students.

» Some students may benefit from testing individually or in a small group of no more than 5 students, particularly if the students are using supports such as the read-aloud option for paper/pencil assessment that may be distracting to other students. This is considered a Universal Tool. Alternate locations, labs, and classrooms may need to be identified for these situations. For more information, see the Student Supports and Accommodations Table.

» For more information on supports and accommodations for students, please review the MDE Supports & Accommodations Webinars.
Key Terms

- **Embedded vs. non-embedded** Universal Tools, Designated Supports, and Accommodations:
  
  » An **embedded** support is a Designated Support or Accommodation that is a feature in the online test delivery system, such as text-to-speech, masking, contrasting color and color choices, or Video Sign Language (VSL), that must be assigned in eDIRECT or WIDA AMS prior to generating test tickets to be available for the student at the time of testing. To determine which Designated Supports and Accommodations are **Embedded (E)**, please see the **Student Supports and Accommodations Table**. Embedded supports are indicated by an “E” and a (✓) check mark in the table. Let students practice using these supports prior to testing in the **Online Tools Training (OTTs)** in eDIRECT.

  » A **non-embedded** support is provided by the district or school as an external resource to what is provided through the online test delivery system, such as scratch paper, read-aloud, amplification devices, or scribes. All paper/pencil supports are considered non-embedded.
Overview of Test Security

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
Proper test security will help lead to student results that accurately reflect a valid and reliable measure of what each student knows and is able to do, compared to Michigan’s academic standards. This chapter discusses test security for Assessment Coordinators, by answering the following questions:

- Why is test security so important?
- What role does a District or Building Assessment Coordinator have in maintaining test security?
- What constitutes a breach in test security? What should be done if there is a breach?
- What resources are available to assist in maintaining test security?

IMPORTANT NOTE: The information in this chapter is meant to introduce you to the importance of test security and to provide links to important resources you will need to create a secure testing experience. It is not meant to replace a thorough review of the Assessment Integrity Guide (AIG) nor participation in the online Assessment Security Training Modules provided by the Michigan Department of Education (MDE) and Michigan Virtual University (MVU).

Why is test security so important?

The primary goal of test security is to protect the integrity of the assessment and to ensure that results are accurate and meaningful.

Good test security helps protect the investments of resources, time, and energy put into creation, distribution, and administration of the tests. Test security is an integral part of ensuring that no student has an unfair advantage or disadvantage on assessment performance. If any of the test questions are made public, the validity of the test may be compromised because some students may know the questions and answers in advance of taking the assessment.

What role does a District or Building Assessment Coordinator have in maintaining test security?

The District Assessment Coordinator will oversee all test procedures and will ensure that the district is in compliance with required standardized procedures. The District Assessment Coordinator also will report irregularities to the Office of Educational Assessment and Accountability (OEAA) as soon as possible and will assist the OEAA in resolving the irregularity. The District Assessment Coordinator sets the tone of high integrity for the entire district and holds specific responsibilities.

The Building Assessment Coordinator is responsible for the overall integrity of the assessment in the assigned building(s). He or she reports irregularities...
to the District Assessment Coordinator as soon as possible and assists the coordinator or the OEAA in resolving any irregularities.

Each role has the responsibility to make sure all personnel involved in testing are trained properly in administration of the test and security of the testing materials.

Some common tasks that both the District Assessment Coordinator and Building Assessment Coordinator must do before, during, and after testing include:

- Read and become familiar with all Test Administration Manuals and the Assessment Integrity Guide.
- Disseminate assessment information to staff, students, and parents where appropriate.
- Establish a chain of custody for secure test materials such as test booklets, answer documents, test tickets, and scratch paper, to ensure all material is kept secure before, during, and after testing.

What constitutes a breach in test security? What should be done if there is a breach?

There are many things that can constitute a breach in test security. Examples include, but are not limited to, copying test questions, sharing answers, use of electronic devices on tests, etc.

All suspected breaches in test security must be reported to the Michigan Department of Education (MDE). District Assessment Coordinators will need to file an Incident Report, depending on the assessment being administered, as soon as they are made aware of any alleged or suspected violations or misadministrations. Reports of unusual or suspected improper activities can also be made anonymously via the Complaint or Allegation of Misadministration link on the MDE Student Assessment web page, under the Complaint or Allegation of Assessment Misadministration header. You can also call the OEAA tip line at 877-560-8378, option 1.

Following a reported incident or complaint, the MDE may determine that questions still remain regarding the security, validity, or authenticity of the test administration and require the District Assessment Coordinator (or designee) to complete an internal investigation and file a self-report. If further questions remain after the internal investigation, or if there appears to be inappropriate behavior by educators, a formal independent investigation into the incident may be warranted and will be initiated by the MDE.

After each investigation, no matter the type, the MDE will create a summary report of findings and determine if there was a basis for the complaint, if the issue was self-corrected, or if remediation is necessary.
What resources are available to assist in maintaining test security?

Every state assessment has its own web page. The navigation menu on the left side of the MDE Student Assessment web page includes a link to each of the assessment web pages. These pages contain a wealth of information, specific to each assessment, on current test administration, student supports and accommodations, professional development, guides for parents, and guides to reporting.

All personnel involved in testing should have access to and should review the Test Administration Manuals and Assessment Integrity Guide, which are also found on each assessment web page. Test Administration Manuals are published before each testing window and are specific to the test being administered.

Another valuable resource, created by the MDE, is the Assessment Security Training series. This series consists of four modules that will help prepare testing personnel to establish and maintain appropriate and secure test administration practices. This course is available free of charge through MVU’s Professional Learning Portal.

Additionally, Assessment Coordinators should also review the Appropriate Practices for Test Security chapter of the training guide.
Appropriate Practices for Test Security

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
This chapter discusses test procedures and practices for ensuring a secure testing experience that an Assessment Coordinator should know, by answering the following questions:

- How should classrooms and computer labs be set up for testing?
- Are seating charts required?
- What are the procedures for handling secure materials?
- Can homebound or online students test at their homes?
- What are off-site testing requirements?
- What are the required practices for test administration?

IMPORTANT NOTE: The information in this chapter is meant to introduce you to processes designed to ensure a secure testing experience. It is not meant to replace a thorough review of the Assessment Integrity Guide (AIG) nor participation in the online Assessment Security Training Modules provided by the Michigan Department of Education (MDE) and Michigan Virtual University (MVU).

How should classrooms and computer labs be set up for testing?

The classroom setup is the responsibility of the test administrator; however, training on how the classroom should be set up is the responsibility of the Building Assessment Coordinator. The testing environment should be quiet, orderly, comfortable, and have adequate lighting and ventilation. When preparing the testing environment, be sure the following requirements are met:

- Arrange student seating to minimize opportunities to view other’s work.
- Remove or cover any materials from the testing room that could be considered instructional or provide cueing for testing students. These materials could be, but are not limited to: maps, globes, graphic organizers, periodic tables, multiplication tables, instructional posters, mnemonics, and any other materials that might provide students with an unfair advantage. If there is doubt as to whether the material in question should be removed, it is probably best to remove it.

Are seating charts required?

Seating charts are not required for the M-STEP, MI-Access, WIDA, and Early Literacy and Mathematics Benchmark assessments.

For the ACT WorkKeys® assessment, the ACT WorkKeys Standard Time Administration Manual and the ACT WorkKeys Administration Manual for Accommodations and English Learner Supports both contain instructions and sample seating diagrams. These documents can be found on the Michigan Merit Exam (MME) web page under the ACT.
WorkKeys (Work Skills Assessment) header, and on the ACT Testing: Michigan website. Follow the instructions in these manuals regarding the appropriate use of seating diagrams and the return of materials.

For the SAT® assessment, Test Coordinators will follow the instructions and sample seating diagrams located in the Michigan SAT School Day Coordinator Manual and the SAT Michigan Accommodated Testing Manual. These manuals are located on the College Board – Michigan website, the MME web page under the SAT (College Entrance Assessment) header, and the MDE PSAT web page. Please be sure to return any required documentation along with the required seating charts.

8/9 and PSAT 10 assessments also have sample seating diagrams and seating instructions in the Michigan PSAT 8/9 Coordinator Manual, and the Michigan PSAT 10 Coordinator Manual, found on the College Board – Michigan website, and the MDE PSAT web page. For the PSAT 8/9 for 8th grade, College Board asks coordinators to keep seating charts for at least 6 months post-administration. PSAT 8/9 for 9th grade and PSAT 10 assessments do not require the return of completed seating charts, but test administrators should keep completed charts on file for a minimum of six months. Be sure to return to the College Board any additional required documentation for the PSAT 8/9 for 8th grade assessment. Refer to the appropriate coordinator manual for guidance.

What are the procedures for handling secure materials?

All assessment materials must be kept in a locked storage area that is only accessible to the Building Assessment Coordinator and designates. Secure materials include, but are not limited to Test Booklets, Test Tickets, Listening Scripts, accommodated materials, used Answer Documents, and used scratch/graph paper.

- Secure Materials by Assessment: For a complete list of secure materials by assessment, please refer to the Test Administration Manual for each assessment.

- Storing Secure Materials: All secure materials must be kept in a secure location. A chain of custody for the secure materials needs to be established and maintained throughout each testing session.

Can homebound or online students test at their homes?

Homebound and online students are allowed to test at their homes provided an Off-Site Test Administration Request has been completed and approved.

It is acceptable for the school to send a test administrator with a paper/pencil test or a laptop with the testing software to the location of the homebound student. Students enrolled in online schools must be tested by those schools at a remote site.

As part of the Off-Site Test Administration Request process, school personnel should plan to work closely with the Office of Educational Assessment and Accountability (OEAA), or in the case of the SAT with Essay high school assessment, with College Board, to ensure that testing at remote sites is managed in a secure fashion. All rules and regulations related to test security must be followed no matter where students are being tested.
What are the requirements regarding off-site testing?

For the M-STEP, MI-Access, ACT WorkKeys, Early Literacy and Mathematics Benchmark, and WIDA assessments, any time students test in a place other than where they receive their instruction, an Off-Site Test Administration Request must be submitted to the OEAA. You can find the Off-Site Test Administration Request Form on each assessment’s page and on the MDE Student Assessment web page.

Once the request is granted, the school must ensure the security of the assessment during all phases of testing. The test tickets, test booklets, answer documents, and scrap paper should be securely transported to and from the remote location. Refer to the Assessment Integrity Guide and Test Administration Manual for the assessment being administered for more details on the proper handling of secure materials.

Schools requesting an off-site testing location for the SAT with Essay high school assessment must submit a request form to College Board in mid-December, prior to the following spring test administration window. The appropriate form is located on the College Board – Michigan website. After approval of the request, College Board will provide an off-site test center number that must be used on all SAT test day reporting forms.

ACT WorkKeys also requires that off-site testing information be documented in the Test Administration forms.

What are the required practices for test administration?

All state assessments require a standardized process of test administration in order for test results to yield fair and accurate results. The Assessment Integrity Guide lists in detail the professional test administration practices that test administrators must follow, and that both District and Building Coordinators should be aware of and monitoring during testing.

Required practices:

1. Participating in district training of testing personnel and understanding the responsibilities of their role(s) as described in the test administrator manual and the Assessment Integrity Guide

2. Beginning all standardized test administration procedures explicitly according to the test administrator manual

3. Reading oral instructions exactly as they are written to the students as required by the appropriate test administrator manual

4. Monitoring student behavior closely for adherence to proper test-taking practices; ensuring that there are no distractions during the test administration period, including talking, noises, other distractions between students, or viewing of another student’s computer screen or answer document

5. Ensuring that all test tickets and other materials used for online test administrations are destroyed immediately after students have completed testing

6. Following directions provided by each state assessment for handling unused test tickets

7. Referring to specific allowable universal tools, designated supports, and accommodations described in the test administrator manual and the Student Supports and Accommodations Tables for Michigan assessments

8. Ensuring that students take each state assessment only one time.

The Assessment Integrity Guide discusses additional Professional Test Administration Practices for both online and paper/pencil testing. Be sure to refer to this document, the Test Administration Manual for each assessment, and to the Assessment Security Training Modules, when training staff members who will administer tests.
Every effort should be made to ensure the integrity of test scores, by eliminating opportunities for test takers to attain scores by fraudulent or deceptive means. The Test Security and Test Administration Practices section of the Assessment Integrity Guide lists many prohibited testing behaviors in which testing personnel should not participate.

**Summary of prohibited practices:**

1. Failing to appropriately handle or to secure materials before, during, and after test administrations
2. Failing to follow precisely prescribed test administration procedures
3. Permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed
4. Making testing content or answers available to students, parents, or the public by any means
5. Assisting a student by any direct or indirect means (such as gestures, pointing, prompting, etc.) in identifying or providing correct or incorrect answers on any test
6. Participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts

Districts that discover irregularities in testing practices should immediately report them using the steps described in the AIG. If reported quickly, the district may be able to resolve the irregularity and avoid a significant number of student test results being invalidated, which could adversely affect a school or district’s integrity or accountability.
Incident Reporting

Relevant assessments:

All Michigan state assessments:

- **M-STEP**
- **MME**
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- **MI-Access**
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- **WIDA™**
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- **PSAT™ 8/9 and 10**
- **Early Literacy and Mathematics Benchmark Assessments (K–2)**
Assessment Coordinators who thoroughly plan and prepare are more likely to experience a smooth test administration, which helps ensure valid and reliable assessment results for schools, districts, and ISDs. However, even with the most thorough planning, testing irregularities can occur. This chapter defines testing irregularities, describes what to do if you experience one, and points to resources that are available to you when handling a testing irregularity, by answering the following questions:

- What is a testing irregularity?
- What do I do when there is a testing irregularity in my school or district?
- What resources should I use when addressing a testing irregularity?

What is a testing irregularity?

A testing irregularity is any deviation from any test policy during the test administration. As stated in the Assessment Integrity Guide (AIG), any testing irregularity should be considered with the following question: “Do all test administration procedures prior to, during, and after the test administration lead to student results that accurately reflect a valid and reliable measure of each student’s unique and true educational knowledge, skills, and abilities?”

Testing irregularities can occur for different reasons. A student may be observed using a cell phone, copying another student’s work, or engaging in some other type of prohibited behavior. Other irregularities may involve Student Supports and Accommodations – either a student not being assigned the correct accommodation or support or being assigned an accommodation or support that the student should not have had. Technical issues, building emergencies, or other unexpected events also might occur during testing.

Reporting testing irregularities can result in a test being unlocked; regenerated; invalidated; or marked “Do Not Score,” “Prohibited Behavior”, or “Nonstandard accommodation.” Common testing irregularities are described in each assessment Test Administration Manual. The AIG also provides detailed information about the expected policies and procedures that must be followed across all Michigan Department of Education (MDE) assessments to prevent any possible breach of test security.

What do I do when there is a testing irregularity in my school or district?

The first step an Assessment Coordinator should take is to gather the facts of the irregularity: who was involved, how did it occur, and what was the impact? In most cases involving any type of student prohibited behavior or serious misadministration, a statement from the Test Administrator, Proctor, and any other staff involved should be requested and gathered. Once it is determined who was involved and what happened, then a decision should be made regarding whether the event constitutes a testing irregularity. The information on Incident Reporting in the appropriate Test Administration Manual should be used in making this determination.
M-STEP, MI-Access, WIDA, or Early Literacy and Mathematics Benchmark Assessments

The District Assessment Coordinator must report any testing irregularity occurring before, during, or after testing to the Office of Educational Assessment and Accountability (OEAA) as soon as possible, using the OEAA Secure Site Incident Reporting Tool for any M-STEP, MI-Access, WIDA, or Early Literacy and Mathematics irregularity. The Secure Site Training Web Page has detailed instructions about how to use the Incident Reporting Tool, in the Secure Site Incident Reporting document.

When completing the incident report, the District Assessment Coordinator will need to provide the following information:

» grade
» content area
» testing mode (online and paper/pencil)
» incident category and subcategory
» expected/requested resolution to the incident
» test part (when relevant)
» names and UIC’s of students impacted by the incident
» a brief narrative of the incident

When reporting a testing irregularity, it is important to use the Test Administration Manual (TAM) for the relevant assessment to ensure the correct procedures are followed.

The M-STEP, MI-Access, Early Literacy and Mathematics, and WIDA TAMs each include information about how to address a testing irregularity for the assessment.

College Board’s SAT™ with Essay, PSAT™ 8/9, PSAT™ 10, and ACT WorkKeys®

When handling an irregularity for these assessments, the Test Coordinator will need to report the irregularity by following the instructions provided in the test administration manuals for the assessment being administered. Generally, situations that require an irregularity report for these assessments fall into these seven categories:

» security breaches of any kind
» incorrect, missing, damaged, or defective materials
» testing site issues
» timing irregularities
» observed student or staff prohibited behavior
» misadministrations involving accommodations either given but not approved, or approved and not given
» student issues involving illness while testing, marking answer sheets incorrectly, or calculator malfunction

SAT with Essay – SAT Test Coordinators will need to file an Irregularity Report (IR) for any situation listed on the Irregularity Chart in the Appendix of the SAT Michigan Coordinator Manual. Follow the instructions provided in the Report Test Administration Irregularities section of the SAT Michigan Coordinator Manual when filling in items 1–4 and item 10 of the IR. Each situation involving an irregularity will require its own irregularity report.

Irregularities fall into two categories: an individual irregularity involving one student; or a group irregularity, which involves all or a portion of a testing room that may affect the entire testing site.

» To report an individual irregularity, you will need to provide:
  • name, date of birth, and grade level of the affected student
  • student’s answer sheet litho code (an 8-digit serial number)
  • type of occurrence
  • event and actions taken

» To report a group irregularity, you will need to provide:
  • name, date if birth, and grade level of each student affected
  • answer sheet litho code for each student affected
  • type of occurrence
  • event and actions taken
There is specific information that must be included on the IR for each type of irregularity. Follow the instructions provided in the Irregularity Chart in the Appendix of the SAT Michigan Coordinator Manual for completing the IR. The IR is a scannable document, so use a No. 2 pencil when filling out the form and print neatly. Use the Sample Irregularity Report located in the Appendix for reference. All irregularities will need to be documented in detail on the report, which will be returned with test materials following test administration.

- **PSAT 8/9 and PSAT 10** – PSAT Test Coordinators will report test administration irregularities on the Irregularity Report (IR) for any situation listed on the Irregularity Chart in the Appendix of the PSAT Michigan Coordinator Manual. Follow the instructions provided in the Report Test Administration Irregularities section of the PSAT Michigan Coordinator Manual when filling in items 1-5 and item 9 of the IR. Each situation involving an irregularity will require an Irregularity Report.

Irregularities for the PSAT 8/9 and PSAT 10 fall into two categories: an individual irregularity involving one student; or a group irregularity, which involves all or a portion of a testing room that may affect the entire testing site.

» To report an individual irregularity, you will need to provide:
  • name and grade level of the affected student
  • type of occurrence
  • event and actions taken

» To report a group irregularity, you will need to provide:
  • name and grade level of each student affected
  • type of occurrence
  • event and actions taken
  • testing room code

There is specific information that must be included on the IR for each irregularity. Follow the instructions provided in the Irregularity Chart in the Appendix of the PSAT Michigan Coordinator Manual for each type of irregularity when completing the IR. The IR is a scannable document, so use a No. 2 pencil when filling out the form and print neatly. All irregularities will need to be documented in detail on the report, which will be returned with the test materials following test administration.

- **ACT WorkKeys** – Similar to SAT with Essay, WorkKeys also requires an Irregularity Report for each room in which an observed individual or group irregularity occurs. Individual irregularities are defined in the ACT WorkKeys Administration Manual as an incident that affects one student, or several students involved in a single incident that does not affect the larger group of students. Group irregularities are defined as an incident that affects all students testing in a testing room or at the entire testing site. Group irregularities must be reported immediately to ACT at 800-553-6244, ext. 2800, in addition to the completion of an irregularity report. A list of possible individual and group irregularities is provided in the WorkKeys Administration Manual in the Irregularities section; however, if an event that may potentially impact the validity of student test scores is observed and it is not detailed on the list of possible irregularities, you should call ACT immediately for further instructions. For all irregularities, follow the instructions provided in the WorkKeys Administration Manual and use the sample Irregularity Report for reference.

» For each irregularity report, you will need to provide:
  • test site name, address, and high school code

» For individual irregularity reports, you will need to provide:
  • student name and ID number
  • form code and test booklet number
  • description of the irregularity (include time of occurrence)
  • action taken
  • whether or not the answer document was voided
» For group irregularity reports, you will need to provide:
• test title
• number of students affected
• names and ID numbers of the students affected (roster)
• time of occurrence
• description of the irregularity
• action taken

Make sure the Room Supervisor has signed the report. The WorkKeys Test Coordinator will also need to sign each report.

All Irregularity Reports will be returned to ACT with the answer documents following test administration.

What resources are available when addressing a testing irregularity?

- Assessment Integrity Guide
- Assessment-specific Test Administration Manual
- Secure Site Training web page
- OEAA Secure Site
- College Board Michigan – Specific Site
- ACT WorkKeys: Michigan Site
College Board and ACT Participation Process

Relevant assessments:

- MME
  - ACT WorkKeys®
  - SAT® with Essay
- PSAT™ 8/9 and 10
The College Board and ACT each has their own unique process for confirming that your school(s) will administer the College Board’s SAT® with Essay, PSAT™ 8/9 for 8th and 9th grades, PSAT 10, and/or ACT’s WorkKeys® assessments. This chapter discusses these processes, by answering the following questions:

- How do I prepare for the College Board and the ACT Participation Process?
- How will I register my intent to participate in the College Board assessments?
- How will I manage my participation with ACT?
- How can I verify the status of our participation in the College Board Assessments and ACT WorkKeys?

How do I prepare for the College Board and ACT Participation Processes?

The SAT with Essay, PSAT 8/9, and PSAT 10 are College Board assessments. The ACT WorkKeys is an ACT assessment. Each company has a different process by which to identify public and nonpublic schools that will administer their assessments.

Communications from the College Board and ACT will be sent to the school SAT Test Coordinator, PSAT Grade 8 Test Coordinator, PSAT Grade 9 Test Coordinator, PSAT Grade 10 Test Coordinator, and WorkKeys Test Coordinator listed in the Educational Entity Master (EEM) for each school that includes students in any of the following grades: 8, 9, 10, 11, and 12. If there is no coordinator listed in the EEM, the communications will be sent to the building principal. It is important that each Assessment Coordinator’s contact information be verified/updated in the EEM every September, to ensure the correct staff members receive the important communications from the College Board and ACT. Reminders to update the EEM prior to the participation process will be posted in the weekly Michigan Department of Education (MDE) Spotlight on Student Assessment and Accountability newsletter.

How will I register my intent to participate in the College Board assessments?

Intent to Participate is the College Board’s term for the process the College Board uses to identify which schools will be administering the PSAT 8/9, PSAT 10, and/or the SAT with Essay each year. This process is based on rules coordinated between the College Board and the Michigan Department of Education Office of Educational Assessment and Accountability (OEAA). Public schools and nonpublic schools are established through different processes.
Public School Participation

» Public schools are automatically identified as participating for PSAT 8/9 for grade 9, and PSAT 10, if the school returned used Answer Sheets for that assessment for scoring in the previous assessment administration. For example, if a school returned Answer Sheets for scoring the PSAT 10, but did return Answer Sheets for the PSAT 8/9, the school will be established the following year for PSAT 10, but not for PSAT 8/9 in grade 9.

» For spring 2019, schools that are identified in the EEM as having grade 8 will be automatically established for the PSAT 8/9 for grade 8, and schools that are identified in the EEM as having grade 11 will be automatically established for the SAT.

IMPORTANT NOTE: Schools that are listed as having grade 8 or 11 but do not have students eligible to take the PSAT or SAT (such as center-based programs or technical schools), must notify the College Board that they do not plan to participate in PSAT 8/9 for grade 8 or the SAT with Essay.

» If your public school(s) did not administer one or more College Board assessments the previous year:

• Building Assessment Coordinators and principals (as listed in the EEM) will receive an Intent to Participate email from the College Board in early October. This email will contain instructions on how to submit an Intent to Participate for any new assessments for the coming school year.

• This outreach will be made to schools with new grades and to schools that have never tested, if school contact information is available in the EEM.

IMPORTANT NOTE: Even if you are not a new school but have a new school code, the school will be considered new and will be required to follow the Intent to Participate process. If a school does not respond to the Intent to Participate communication, the school will not be able to administer the College Board assessments.

» If a school administered both the PSAT 8/9 for grade 9 and the PSAT 10 the previous year, the school will be automatically established for both assessments, and Coordinators/principals will not receive the Intent to Participate email.

» Schools that administered the grade 8 M-STEP in the previous administration will also not receive the Intent to Participate communication because those schools will automatically be marked as participating.

Nonpublic Schools

» Nonpublic Schools must complete the Intent to Participate process every year for each of the College Board assessments.

NOTE: If a school chooses to administer the SAT with Essay, it is expected to administer ALL parts of the Michigan Merit Exam (MME): SAT with Essay, ACT WorkKeys, and the M-STEP science and social studies assessments. If a school chooses to administer the PSAT 8/9 to grade 8 students, it is expected to administer the grade 8 M-STEP science and social studies assessments, as well.

» If a Nonpublic School plans to administer one or more of the College Board assessments:

• The EEM information for the building principal, SAT and/or PSAT Test Coordinators must be made current and accurate by early September.

• Nonpublic schools can email nonpublicschools@michigan.gov or call 517-241-5385 to request EEM contact updates.

» Using the contact information in EEM, the College Board will send an email in early October every year to all Nonpublic School high school principals and SAT Test Coordinators requesting confirmation of their intent to participate in the SAT. Schools will use the instructions in the email to confirm their intent. If the process is not completed by the deadline, the school will not be able to administer the College Board assessments to its students.

» Nonpublic schools wishing to administer one of the PSAT assessments must contact the
How will I manage my participation with ACT?

Manage Participation is ACT’s term for the procedure schools must use to acknowledge that they will be administering the ACT WorkKeys, and to record their agreement with ACT’s policies and procedures. ALL public and nonpublic schools, whether or not they have previously administered the WorkKeys during the MME administration, must complete the Manage Participation process every year in ACT’s online system, PearsonAccess™.

» The assigned WorkKeys Test Coordinator listed in the EEM will receive an email from ACT in early November with a link and instructions on how to create a password for the PearsonAccess™ system. Once the WorkKeys Coordinator has created a password, they will receive a confirmation email and will be able to log onto the system.

IMPORTANT NOTE: For schools that are authorized for grades 11 and 12 but have no eligible students, and therefore do not plan to administer the MME, the WorkKeys Test Coordinator or principal must still acquire access to PearsonAccess™, log in and complete the Reason for Not Participating section of the Manage Participation page. (Center-based and other specialized programs should not complete this section if it is at all possible they might have an eligible student or students during the spring MME testing window.)

» The EEM information for the WorkKeys Test Coordinator must be made current and accurate by early November, to ensure these individuals receive communications from ACT about the Manage Participation process.

» ALL public and nonpublic schools must use the PearsonAccess™ system every year to confirm they are participating or they will not receive test materials and will not be able to administer the WorkKeys assessment.

For additional information on PearsonAccess™, see the ACT PearsonAccess™ chapter of this training guide.

For more on information on ACT WorkKeys assessment preparation, see the ACT WorkKeys Assessment Preparation chapter of this training guide.

How can I verify my school’s participation status for the College Board and the ACT WorkKeys assessments?

As a last step in the participation process for PSAT 8/9, PSAT 10, SAT with Essay, and for ACT WorkKeys, the Building Assessment Coordinator should always verify their school’s status on the Test Center Participation page of the OEAA Secure Site. The Test Center Participation page will be refreshed each fall and will be updated daily throughout the participation period. Schools must be identified as participating in each planned assessment separately. For public schools this means:

» ACT WorkKeys
» SAT with Essay
» PSAT 10 for 10th grade
» PSAT 8/9 for 9th grade
» PSAT 8/9 for 8th grade
Pre-Identification of Students for State Assessments

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)

Assessment Coordinator Training Guide
Intro

Schools are responsible for pre-identifying students for state assessments who have not been pre-identified by the Office of Educational Assessment and Accountability (OEAA). This chapter discusses the process of pre-identifying students, as well as other tasks and activities that are linked to the pre-identification process, by answering the following questions:

- Why do students need to be pre-identified for state assessments?
- How does the pre-identification process differ for each state assessment?
- What methods are available for the pre-identification of students?
- How is the mode of testing designated (online versus paper/pencil) when students are pre-identified?
- How can I see a list of students who are pre-identified?
- How are students who are testing online grouped into Online Sessions?

Why do students need to be pre-identified for state assessments?

Pre-identification of students on the Office of Educational Assessment and Accountability (OEAA) Secure Site is required for all state assessments except the WIDA Screener and the WIDA ACCESS Placement Test (W-APT). (For more information on pre-identifying students for these WIDA screeners, see the WIDA ACCESS Placement Test (W-APT) and WIDA Screener Preparation and Administration chapter of this training guide).

Pre-identification of students:

- creates a student record for a specific assessment
- generates a barcode number and label for all students who will be tested either online or by paper/pencil
- ensures timely and accurate assessment scoring and data results (vendors use the barcode number to associate test data with the correct student and assessment)
- ensures that your school receives the correct number of materials for assessments taken using paper/pencil (see the Initial Material Orders chapter of this training guide for more information)
- automatically transfers student and assessment information to the vendor’s online test management system for assessments taken online, which allows schools to perform other assessment-related tasks such as:
  * managing Online Sessions
  * printing Test Tickets
  * selecting online Accommodations and Supports for students
  * monitoring students’ Testing Status
How does the pre-identification process differ for each state assessment?

The OEAA pre-identifies students for some assessments using a one-time pull of student enrollment data from the Michigan Student Data System (MSDS) using the Fall General Collection (October student count day) and Student Record Maintenance (SRM) files. The OEAA will announce in the weekly MDE Spotlight on Student Assessment and Accountability newsletter when this data pull will occur. Students enrolled after the one-time pull will need to be pre-identified directly on the OEAA Secure Site by the district or school.

Pre-identification for spring assessments starts in December or January of each year. The method of pre-identification varies by assessment type.

- **M-STEP, PSAT 8/9/10, SAT with Essay, and ACT WorkKeys**
  
  OEAA will pre-identify students in grades 3-11 and required 12 using data from the MSDS as described above. This will be a one-time pull for the assessment. Schools will be responsible for pre-identifying additional students through the end of the testing window, as needed.

  Answer Document barcode labels for students pre-identified for paper/pencil test administration after OEAA’s initial deadline must be printed from the OEAA Secure Site.

- **MI-Access**
  
  Participation in the MI-Access Functional Independence (FI), Participation (P), and Supported Independence (SI) assessments is based on a student’s Individual Education Plan (IEP). Therefore, OEAA cannot systematically pre-identify students taking the MI-Access assessments. Schools are responsible for taking one of the following steps.

  - Copy students from the standard assessment for which OEAA has pre-identified them (M-STEP, SAT with Essay, or ACT WorkKeys) to MI-Access FI, P, or SI using the Mass Update Assessments function on the OEAA Secure Site (see next section for details).

- **WIDA ACCESS for ELLs**

  OEAA will pre-identify students in grades K–12 to WIDA ACCESS for ELLs using data from the MSDS as described above.

  Students will be pre-identified if they:

  - are enrolled in your school
  - have been previously identified in an English Learner (EL) program by any district or in any previous MSDS collection, and
  - have not been exited from EL status in the MSDS during the previous school year

  After the OEAA data pull, schools are responsible for pre-identifying any new or newly identified EL students directly in the OEAA Secure Site throughout the testing window.

  Answer Document barcode labels cannot be printed from the OEAA Secure Site for WIDA ACCESS for ELLs. Please see the WIDA ACCESS for ELLs and Alternate ACCESS for ELLs Assessment Preparation chapter of this training guide for more information.

  » Use any of the other methods explained in the next section to pre-identify MI-Access students.

Care should be taken to ensure students are not pre-identified to the same content area in both MI-Access and a general assessment. For example, students should never be pre-identified to both an M-STEP mathematics assessment and a MI-Access mathematics assessment. Students inappropriately testing twice is one of the major causes of misadministration.

Schools are responsible for pre-identifying all MI-Access students directly on the OEAA Secure Site throughout the testing window.

Answer Document barcode labels for students pre-identified for paper/pencil test administration after OEAA’s initial deadline must be printed from the OEAA Secure Site.
**WIDA Alternate ACCESS for ELLs**

Participation in the WIDA Alternate ACCESS for ELLs is based on a student’s Individual Education Plan (IEP). Therefore, OEAA cannot systematically pre-identify students for this assessment; rather, the OEAA will pre-identify students into the WIDA ACCESS for ELLs (see the previous sub-section for details). Schools must change a student’s Tier to “T” in the OEAA Secure Site using one of the following methods:

- use the **Mass Update Assessment** function to modify demographics for a group of students (see the next section for details)
- modify a single student’s status in their WIDA ACCESS for ELLs **Demographic** page of the OEAA Secure Site

Districts or schools are responsible for pre-identifying any new or newly identified EL students directly on the OEAA Secure Site throughout the testing window.

Answer Document barcode labels cannot be printed from the OEAA Secure Site for WIDA Alternate ACCESS for ELLs. Please see the **WIDA ACCESS for ELLs and Alternate ACCESS for ELLs Assessment Preparation** chapter of this training guide for more information.

**W-APT and WIDA Screener**

These EL screener assessments are administered throughout the year as needed. Students do not need to be pre-identified prior to the assessment being administered. Students taking the WIDA Screener online will be entered directly into WIDA AMS for online test management.

After the assessment has been administered, either by paper/pencil or online, the school will need to enter **student information AND scores** into the OEAA Secure Site (see the next section for details).

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

OEAA has no systematic way to know which schools will choose to participate in the Early Literacy and Mathematics Benchmark Assessments (K-2) through the Michigan Department of Education; consequently, no students are pre-identified by OEAA for this assessment. Participating schools are responsible for the pre-identification of students directly on the OEAA Secure Site throughout the testing window (see the next section for details).

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**What methods are available for the pre-identification of students?**

There are four different methods available to districts and schools to pre-identify students for state assessments on the OEAA Secure Site throughout the testing window.

1. **Pre-ID File Upload**

   A file can be created – using an OEAA-required format – and uploaded to the OEAA Secure Site by the **School** or **District Authorized MSDS User**. The OEAA provides a **Student Data File Format** document and a **template** to help create the file. This method can be used for any number of students. The file also can be used to upload WIDA Screener and W-APT test scores as well as Research and Reporting Codes for any pre-identified students.

2. **Student Search**

   Students can be pre-identified one at a time through the **Student Search** function on the OEAA Secure Site. This method is quick and easy, but it is not feasible for pre-identifying large groups of students at one time.
3. MSDS Copy

Student data for any number of students can be copied from the MSDS to the OEAA Secure Site. If a district is not up-to-date in submitting Student Record Maintenance (SRM) files for newly enrolled students, the copied data might include only students who were included in the Fall MSDS General Collection (October student count day). If this is the case, students enrolled after fall count day may need to be added one at a time.

4. Early Roster

An Early Roster file can be created by the Authorized District MSDS User and uploaded to the MSDS. If the Roster file has the OEAA-required components, the OEAA will pull the student data for pre-identification into the OEAA Secure Site. The OEAA will pull daily from Early Roster files. This option is available only for state assessments given in the fall such as Early Literacy and Mathematics Benchmark (K-2) Assessment. It is important to verify that the Early Roster file contains the grade in which the student will test in the fall.

Detailed instructions for all pre-identification options can be found on the Secure Site Training web page.

For more information on the OEAA Secure Site, including how to obtain access, see the OEAA Secure Site chapter of this training guide.

For more information on the MSDS, see the Michigan Student Data System (MSDS) chapter of this training guide.

How is the mode of testing designated (online versus paper/pencil) when students are pre-identified?

All schools are expected to test students online when the assessment is offered in that format. However, as part of the student pre-identification process, schools must assign individual students to the paper/pencil administration format when, for some reason, they cannot participate in online testing. In a few unique situations, an entire building may need to test using paper and pencil. In these cases, an Online Waiver Request can be submitted on the OEAA Secure Site. This waiver must then be approved by the OEAA.

NOTE: Online Waivers apply only to M-STEP, MI-Access FI, and WIDA ACCESS for ELLs.

When students are pre-identified to a testing cycle by either the OEAA or the school, the mode of testing will automatically be set by the OEAA Secure Site to online testing (if the assessment is offered online), unless there is an approved Online Waiver.

The testing mode for a student or group of students can be changed on the OEAA Secure Site using the Mass Update Assessments function or the student Demographic page for the assessment.

The testing mode should be changed in the following cases:

- the school is testing online but has a student(s) who requires a paper/pencil test (no Waiver is needed in this situation)
- the school is testing with paper/pencil (with an approved Online Waiver) but has a student(s) who will be taking the test online, due to available accommodations

This step is important to ensure that students who are testing by paper/pencil mode receive the correct materials for testing, and that those testing online are loaded into the vendor’s online test management system.

Detailed instructions for Changing the Mode (Online, Paper/Pencil) of Testing for Students can be found on the Secure Site Training web page.
How can I see a list of students who are pre-identified?

Districts and schools can run a **Pre-ID Student Report** at any time once the pre-identification window has opened on the OEAA Secure Site. Students are immediately included in the report after they are pre-identified to a test cycle on the OEAA Secure Site. It is a good idea to run and review the Pre-ID Student Report once OEAA has pre-identified students for the various assessments to ensure all students have been pre-identified accurately.

The Pre-ID Student Report can be used to:

» verify student demographics such as special education (SE) and economically disadvantaged (ED)

NOTE: Make changes, if needed, in the MSDS. The OEAA Secure Site updates student information from the MSDS daily throughout the testing window.

» unassign a student from a test cycle

NOTE: Unassigning a student from a test cycle does not remove a student from accountability calculations for your school. If a student has exited your school, remove them from enrollment in the MSDS.

» ensure students are not pre-identified to multiple assessment in the same content

NOTE: Nonpublic schools are not updated via the MSDS. Rather, Nonpublic Schools can update student demographic information directly on the OEAA Secure Site. Nonpublic schools are not included in the Michigan Department of Education’s accountability system.

Detailed instructions on the **Pre-ID Student Report** can be found the **Secure Site Training web page**.

How are students who are testing online grouped into Online Sessions?

After students are pre-identified to a take the online M-STEP, MI-Access FL, or Early Literacy and Mathematics Benchmark Assessment (K-2), Assessment Coordinators must take a second step to place them into Online Sessions by content area on the OEAA Secure Site. This process – done for each content area – groups students by their testing session and the test administrator for the test. The Online Session grouping process makes it easier to print Test Tickets and manage the online testing for the students. Grouping does not affect reporting and is only used for management of online testing.

The **List of Important Dates** document for each assessment includes a deadline for putting students into Online Sessions on the OEAA Secure Site.

After that deadline, students will still need to be pre-identified on the OEAA Secure Site and then assigned to Online Sessions in **eDIRECT**, the online test management system for the M-STEP, MI-Access FL, and Early Literacy and Mathematics Benchmark Assessments (K-2).

NOTE: The WIDA ACCESS for ELLs online sessions are managed solely in the WIDA AMS online management system, and not on the OEAA Secure Site. See the **WIDA ACCESS for ELLs and Alternate ACCESS for ELLs Assessment Preparation** chapter of this training guide for more information.

Detailed instructions regarding **Online Sessions** can be found on the **Secure Site Training web page**.
Practical Tips

- Watch for notifications on pre-identification and other OEAA-posted deadlines in the weekly Spotlight newsletter.

- Enlist the help of staff member(s) who enter student data into your district’s student information system, and have a plan and process for updating new student enrollments throughout the state testing window to ensure all students are pre-identified in a timely manner and tested.

- Enlist the help of your Authorized District MSDS User.
  » If you are unsure of who this person(s) is, you can use the District and School Contact page on the OEAA Secure Site to find their name and contact information. Instructions for using the District and School Contact page can be located on the Secure Site Training web page.
  » Enlist their help in creating a Pre-ID Upload file (if you chose this method) to pre-identify directly on the OEAA Secure Site students who will not be pre-identified by OEAA through the MSDS data pull.
  » Provide them with information on the benefits of using the Student Record Maintenance (SRM) files with student enrollment and the ability to use the MSDS Copy function on the OEAA Secure Site as a method for pre-identifying students when student enrollment is up to date in the MSDS.
Reporting Codes and Research Codes

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)

Assessment Coordinator Training Guide

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Intro

This chapter discusses what an Assessment Coordinator should know about Reporting Codes and Research Codes, by answering the following questions:

- What are Reporting Codes, Reporting Code Labels, and Research Codes? How can they be used?
- How do I assign Reporting Codes and Reporting Code Labels in the OEAA Secure Site?
- Where will the Reporting Codes and Reporting Code Labels be displayed if I am using them?
- How do I assign Research Codes in the OEAA Secure Site?

What are Reporting Codes, Reporting Code Labels, and Research Codes? How can they be used?

While Reporting Codes, Reporting Code Labels, and Research Codes are not used by the Michigan Department of Education (MDE) or the Office of Educational Assessment and Accountability (OEAA), they are available for optional use by schools and districts, for the purpose of enhancing reporting dynamics and data analysis.

- **Reporting Codes**
  
  Reporting Codes can be assigned to any content area in which a student is testing. Reporting Code Labels can be teacher names or student group names. This gives districts or schools the ability to group students for reporting purposes. For example, if Mrs. Smith’s mathematics class is grouped under one Reporting Code, a report of Mrs. Smith’s class will be made available. Reporting Codes allow the grouping of any set of students for the purpose of generating a report for that set of students and/or for the purpose of identifying that set of students with a Reporting Code Label.

- **Research Codes**
  
  Research Codes can be employed for each content area for which a student is testing. There are two Research Codes available for each content area. Research Codes can be used by a district or school to gather any type of additional data on groups of students that might be beneficial when analyzing test results. For example, a school can group students to a Research Code that indicates which math class they were in the previous year.

  **NOTE:** Research Codes are published on the downloadable Student Data Files available through the OEAA Secure Site, but they do not appear on reports.

  Also, depending on when Reporting Codes and Research Codes are entered into the OEAA Secure Site, they can be used to manipulate information in the Student Data Files, and for these additional functions.

  » **Assigning Online Sessions** – If Reporting Codes are entered prior to creating Test Sessions in the OEAA Secure Site, schools can use them to assign Test Sessions by defined groups, such as teachers or classes.

  **NOTE:** Reporting Codes will not be helpful in managing Online Sessions in eDIRECT.

  » **Viewing reports in the Dynamic Score Reporting Site by Reporting Code and Label** – Schools can filter, print, and share reports by teachers, classes, or other defined groups.
» Sorting and ordering information from Student Date Files by Reporting Code, Reporting Code Label, or Research Code – Schools can view data for defined groups of students.

» Student Record Labels – These are sorted by Grade; Content; Reporting Code; LastName; and FirstName.

How do I assign Reporting Codes and Reporting Code Labels in the OEAA Secure Site?

Schools and/or districts build their own Reporting Codes using any four-digit combination of letters and numbers. They can also choose to assign labels to their codes. Reporting Codes and Reporting Code Labels are entered in the OEAA Secure Site, using one of three methods.

1. **Access the student’s demographic screen through the Student Search function to input the Reporting Codes for each content area.** This can only be done for one student at a time. Instructions for using the Student Search function to access student assessment records can be found on the Secure Site Training page; click on One Student at a Time/Student Search.

2. **Upload a Pre-ID File with the Reporting Codes included in the file.** This can be done even after all students have been pre-identified, and as long as the UIC numbers are correct, it will not create duplicate Pre-ID records. You can find instructions on the Pre-ID File Upload, plus the Pre-ID File Layout and the Pre-ID File Template on the Secure Site Training page. The district-level MSDS user may be able to assist with creating this file and including the Reporting Codes.

3. **Use Mass Update Assessments to enter Reporting Codes for a small or large group of students all at once.** Directions for Mass Update Assessments can be found at the Secure Site Training page.

Schools can assign a custom Reporting Code Label to each Reporting Code they wish to use. For example, a school can create the Reporting Code label, “Joan Smith” for Reporting Code 1A2B, and “Advanced Mathematics” for Reporting Code 2345. Detailed instructions on how to create Reporting Code Labels are available on the Secure Site Training page. Each Reporting Code a school creates must be unique. Codes should not be duplicated, even if they are being used for different content areas and/or grade levels.

Where will the Reporting Codes and Reporting Code Labels be displayed if I am using them?

Reporting Codes and Reporting Code Labels will be displayed in different places for different assessments as follows:

- **Online Sessions** page of the OEAA Secure Site (to assist in assigning Online Test Sessions) for M-STEP, MI-Access Functional Independence (FI), and the Early Literacy and Mathematics Benchmark Assessments (K–2)

- **Pre-ID Student Report** for all state assessments

- **Dynamic Score Reports** for M-STEP, MI-Access, and the Early Literacy and Mathematics Benchmark Assessments (K-2)

- **Student Data Files** for all state assessments
How do I assign Research Codes in the OEAA Secure Site?

There are two Research Codes available for each content area. They are pre-labeled as Research Code 1 and 2 in the OEAA Secure Site. There is no option to create a custom label for the Research Codes, but districts and/or schools can “key” the codes as needed. For example, a school could decide to key students who had Mr. Smith last year for mathematics to Research Code 1, by assigning that code to those students in the OEAA Secure Site. Alternatively, a school could decide to key students who had Mr. Jones last year for mathematics to Research Code 2, by assigning that code to those students in the OEAA Secure Site.

The Research Code fields can be used by districts/schools in any manner that fits their needs. These codes appear only on the Student Data Files for the assessment, and are not included on reports. As mentioned earlier, Research Codes are not used by the OEAA or the Michigan Department of Education in any way. Districts and schools can use them to collect additional data about students assigned to these codes. Research Codes are assigned using the same screens and processes as those used for Reporting Codes.
Preparing Yourself and Staff as a Building Coordinator

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
Intro

This chapter will help you prepare for your role as a Building Assessment Coordinator, describe the resources available to help you, and provide suggested topics for training your building’s test administration staff, by answering the following questions:

- What are my responsibilities as a Building Assessment Coordinator?
- What resources are available to support me?
- What type of training am I expected to provide to Test Administrators and Proctors?

Be sure to read the Preparing Yourself and Staff as a District Coordinator chapter of this training guide if you will be assuming any or all of the District Coordinator roles. Keep in mind that District and Building Coordinators may want to designate some of their responsibilities to appropriate staff who are able to perform them.

What are my responsibilities as a Building Assessment Coordinator?

- Verify that you meet the qualifications of a Building Coordinator and that you can fulfill the responsibilities, by reviewing the “Identification of Testing Personnel” section of the Assessment Integrity Guide (AIG). Be aware that College Board assessments and ACT WorkKeys have additional qualifications that the Building Coordinator must meet. These requirements may be found in the College Board Assessments Preparation and ACT WorkKeys Assessment Preparation chapters of this training guide.

- Verify that you are listed in the Educational Entity Master (EEM) in the appropriate contact type, along with your physical address, email address, and phone number. Updates to the EEM can be done by the authorized district EEM user. If you are unsure who this is, you can locate their name and contact information on the District and School Contact page of the Office of Educational Assessment and Accountability (OEAA) Secure Site. Instructions for using the District and School Contacts page can be found at on the Secure Site Training web page under the Miscellaneous section.

- Verify that you are assigned the correct roles for the assessment systems needed for the assessments being administered. Directions on how to request access to each of the systems are available in the Assessment Systems module of this guide.

- Create a College Board Professional Account (https://cbaccount.collegeboard.org/professional/viewCreateAccountAction) in the College Board system. This account is required to access and receive important information regarding all College Board assessments.

- Select and train Test Administrators (TAs) and Proctors
  - Review the Assessment Integrity Guide to verify that selected Test Administrators and Proctors meet requirements for M-STEP, MI-Access, and the Early Literacy and Mathematics Benchmark Assessments.
  - Review College Board and ACT policies to ensure selected TAs/Proctors and meet requirements for SAT, PSAT, and ACT WorkKeys.
Review the WIDA Michigan Checklist on the Michigan-specific WIDA web page. This identifies state-specific policies and information that is not included in the WIDA Test Administration Manual.

Schedule and conduct training for all TAs and Proctors

View the MI-Access Scoring Rubrics Online Learning Program, Participation (P) and Supported Independence (SI) classroom video training

Verify that all testing personnel have access to appropriate assessment systems well in advance of testing.

Complete all chapters in the Assessment Systems module of this training guide to ensure you and your team can access and use all of the following: OEAA Secure Site, eDIRECT, Educational Entity Master (EEM), Michigan Student Data System (MSDS), WIDA AMS, WIDA Secure Portal, as well as College Board Systems used in state assessments and ACT PearsonAccess

Determine who will be using each system; ensure they review the appropriate training materials (videos, supporting materials, and where to find them)

Create a testing schedule for all grades (online and paper/pencil)

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building’s testing schedule for monitoring and irregularity investigation purposes. Refer to the AIG for more information on testing schedules.

Submit off-site testing requests as appropriate (College Board requires pre-approval for off-site testing well in advance of testing)

Submit Alternate Insight Availability Requests

Ensure the Technology Coordinator/staff is aware of the online testing dates, needs, and resources

Identify which rooms will be used for testing and how/when rooms should be set up

Know the difference between College Board, ACT, and MDE-developed assessments requirements for testing facilities.

Determine how many Proctors will be needed per room. Guidelines can be found in the Proctor Responsibilities section of the AIG, as well as in the College Board and ACT WorkKeys assessment’s test administration manuals.

Ensure all academic materials are removed from or covered on the walls. Guidelines can be found in the Testing Environment section of the Assessment Integrity Guide

Determine if you want to display the MDE-Approved INSIGHT Tools Poster (available on the M-STEP web page) for each room where online testing will be administered (the poster cannot be distributed to students)

Printing, securing, and distributing test tickets

Monitoring completion of online assessments

Monitor communications: the weekly MDE Spotlight on Student Assessment and Accountability newsletter, emails from MDE/OEAA, DRC, College Board (for PSAT 8/9, PSAT 10, and SAT), and ACT (for WorkKeys)

Collect signed OEAA Security Compliance Forms from test administration staff and give the forms to the District Coordinator.

Prepare students and their families for testing:

Formulate a plan for students to access the Online Tools Training (OTTs) – recommended sequence:

1. playing the Student Tutorials in class to show students how the online testing system and tools work

2. demonstrate how to use the Online Tools Training (OTTs) to the entire class (available using the Chrome browser and INSIGHT)

3. each student should be provided hands-on practice with the online Sample Item Sets
Conduct pre-administration sessions with students for SAT with Essay, PSAT, and ACT WorkKeys assessments. See the appropriate test administration manuals for lists of topics to be covered for each of these pre-administration sessions.

Determine what and when to communicate with parents (Informational materials are located under the Parent/Student Information section of each assessment web page)

Ensure the following post-administration activities are completed during the designated window.

- return of test materials (see the Materials Return chapter of this training guide)
- Accountable Students Enrolled and Demographics for accountability (see the Accountable Students Enrolled and Demographics chapter of this guide)
- Answer Documents Received and Students Not Tested (see the Answer Documents Received and Not Tested Students chapter)

Understanding the assessment reporting systems, how to access reports, what information and reports are available (see the Preliminary Reports and Final Reporting chapters of this training guide for more information) on:

- Dynamic Score Reporting System
- MI School Data
- MI-Learn – Pilot program
- College Board K-12 Reporting Portal
- ACT WorkKeys reports and Scale Score Interpretation Guide
- WIDA AMS

What resources are available to support me?

As you read through the chapters in this guide, you will be directed to the various resources available to the Building Coordinator and other assessment team members. There is a comprehensive list of resources in the Assessment Coordinator Training Guide Quick Reference chapter, which is included in the Overview module.

The New Test Coordinator Resources web page contains key resources for all state assessments to help new assessment coordinators locate state assessment materials. These key resources include Primers, Important Dates, and Test Administration Manuals, as well as documents on Student Supports and Accommodations and Assessment Security.

You should also explore the many resources available to you on each of the state assessment pages:

- M-STEP (www.michigan.gov/mstep)
- MI-Access (www.michigan.gov/mi-access)
- MME (www.michigan.gov/mme)
- Early Literacy and Mathematics Benchmark Assessments (www.michigan.gov/earlylitandmath)
- WIDA (www.michigan.gov/wida)
- PSAT 8/9 and PSAT 10 (www.michigan.gov/psat)

Many assessment coordinators find it helpful to create a dedicated folder of bookmarks for resources such as the state assessment web pages. Other resources you may want to bookmark include:

- Secure Site Training Page (www.michigan.gov/securesitetraining)
- MDE Spotlight on Student Assessment and Accountability weekly newsletter (www.michigan.gov/mde-spotlight)
- Guide to State Assessments (www.michigan.gov/mstep)
- College Board – Michigan website (https://collegeboard.org/michigan) for SAT with Essay and PSAT 8/9 and 10
What type of training am I expected to provide to Test Administrators and Proctors?

The **Assessment Integrity Guide** states that all staff who participate in a state assessment or handle secure assessment materials must be fully trained in assessment integrity, roles and responsibilities, and be familiar with the test administration manual. See the **Appropriate Practices for Test Security** chapter of this guide for details and links to an online, four-module **Assessment Security Training** that can be used with staff. Test Administrators must also be trained in the **Test Administration Manual(s)** for the assessments they are administering.

Create a training plan for test administrators. Training should include information about all state assessments that will be given in the building. The following list includes some of the topics your training should cover. More details can be found in each assessment’s **Test Administration Manual**.

- **Test Administration Manuals** – review for applicable assessments (MDE-developed, College Board, and ACT workKeys)
- **College Board (SAT and PSAT) and ACT WorkKeys training materials**
- **MI-Access Functional Independence (FI), Supported Independence (SI), and Participation (P) administration**
  - **MI-Access Scoring Rubrics Online Learning Program, P/SI classroom video training**
  - **MI-Access P/ SI social studies plan**
  - knowing which students will be taking MI-Access FI, SI, and P
  - how and when to return materials
- **WIDA Secure Portal training** – training module review and passage of associated quizzes (required for WIDA ACCESS for ELLs, WIDA Screener, W-APT and WIDA Alternate ACCESS for ELLs)
  - **scoring training and passage of associated quizzes** on the WIDA website for WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, WIDA Screener, and W-APT
- **Supports and accommodations**
  - identifying the personnel responsible for selecting designated supports and
accommodations in eDIRECT for M-STEP and MI-Access FL students and in WIDA AMS for WIDA ACCESS for ELLs
» working with the school’s Services for Students with Disabilities (SSD) coordinator for College Board assessments
» identifying, scheduling, and administering assessments with supports and accommodations
» reviewing OEAA-required guidance documents such as the Scribing Protocol and Read Aloud Guidelines for personnel responsible for administering specific supports and accommodations

Assessment Security
» Assessment Integrity Guide review and Assessment Security Compliance Form – ensure everyone has access to the document link or a hard copy
  • prevention and detection of testing irregularities
  • follow-up investigations
  • remediation
» College Board’s SAT Testing Staff Agreement – all testing personnel responsible for SAT with Essay administration must review and sign this agreement
» Online Assessment Security Training modules – expectations and how to access
» handling secure and non-secure materials
  • storage and distribution of materials
  • identifying secure and non-secure materials
  • handling of scratch paper, test tickets, test booklets, answer documents, etc.
  • return of materials (varies by assessment)

Testing schedules for online and paper/pencil assessments
» how to manage resources such as test tickets, scratch paper, and test directions
» how to schedule computer labs to ensure all students are tested with minimal disruption to regular instruction
» how to handle student breaks
» review and be aware of the College Board (SAT, PSAT 8/9 and 10) and ACT WorkKeys requirements

Test day environment for online and paper/pencil assessments
» lighting, ventilation, and posted materials
» cell phone policies (for College Board, ACT, M-STEP, MI-Access, WIDA)
» scratch paper, calculator policies, and use of graph paper (for all assessments)

Seating chart requirements
» specific requirements for SAT with Essay, PSAT 8/9, and PSAT 10 are located in the SAT and PSAT Test Administration Manuals
» specific requirements for ACT WorkKeys are located in the ACT WorkKeys Test Administration Manual
» M-STEP, MI-Access, WIDA ACCESS, and Early Literacy and Mathematics Benchmark Assessments do not have seating chart requirements

Administration day activities
» Online and Paper/Pencil Test Directions
  • printing and distribution of test tickets for online assessments
  • barcode labels, and handling of test booklets and answer documents for Paper/Pencil
» College Board photo ID policy
» Expectations for test administrators during testing:
  • monitoring and video surveillance
  • handling of materials
  • identifying a misadministration
  • handling students who need additional time testing
  • identifying and handling prohibitive behavior
» handling common problems
» incident reporting (varies by assessment)
- **Post-administration activities**
  - ensuring all students have tested
  - keeping a list of students who didn’t test (this information will be needed for the Answer Documents Received and Students Not Tested window)
  - collecting used and unused test materials and returning to the building coordinator

- **What reports will be available after testing and how to access them**

- **Ensure Test Administrators review other relevant assessment resources, including:**
  - OEAA Secure Site trainings
  - assessment web pages
  - *Spotlight on Student Assessment and Accountability* MDE weekly newsletter

- **Contact information and processes for contacting the Building Coordinator and Technology Coordinator** for questions/concerns before, during, and after testing
Preparing Yourself and Staff as a District Coordinator

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
This chapter will help you prepare for your role as a District Assessment Coordinator, direct you to the resources available to you, and provide suggested topics for training Building Coordinators, by answering the following questions:

- What are my responsibilities as a District Assessment Coordinator?
- What resources are available to support me?
- What type of training am I expected to provide to Building Assessment Coordinators and others?

Be sure to read the Preparing Yourself and Staff as a Building Coordinator chapter of this training guide if you will be assuming any or all of the Building Coordinator roles. Keep in mind that District and Building Coordinators may want to designate some of their responsibilities to appropriate staff who are able to perform them.

What are my responsibilities as a District Assessment Coordinator?

-Verify that you meet the qualifications of a District Coordinator and that you can fulfill the responsibilities, by reviewing the “Identification of Testing Personnel” section of the Assessment Integrity Guide (AIG).

- Develop a learning plan to fill in any gaps in your understanding of the roles and responsibilities of the District Assessment Coordinator, which may include access to MDE-approved supplemental training such as this Training Guide and the Assessment Security Training Modules, assessment-specific resources such as the Test Administration Manual(s) for the assessment(s) to be administered, and district-provided professional development (DPPD) opportunities.

- Identify your team members and ensure they also meet the qualifications described in the AIG. If you do not know who will serve in each assessment role (Building Assessment Coordinator, Test Administrators, Technology Coordinator, etc.), contact the appropriate District Administrator to obtain a district roster (if available). If roles need to be filled, you should participate in the district’s process for appointing assessment team members, using the guidelines found in the AIG.

- Monitor communications. The weekly MDE Spotlight on Student Assessment and Accountability newsletter, and emails from Michigan Department of Education (MDE) Office of Educational Assessment and Accountability (OEAA), College Board, and ACT.

- Communicate with the person who manages the assignment of designated supports and accommodations, for example the Special Education Director.

- Include your Technology Coordinator in the planning process early, so this individual has time to assess and prevent any technology issues.

- Create a plan for training assessment team members.

- Collect and securely store OEAA Assessment Security Compliance Forms. These forms must be signed by all test administration staff before test administration begins and retained for three years.
Verify that you are listed in the Educational Entity Master (EEM) in the appropriate contact type, along with your physical address, email address, and phone number. At the same time, verify that all members of your assessment team are included with the appropriate contact type and information as well. Updates to the EEM can be done by the authorized district EEM user. If you are unsure of who this is, you can locate the name and contact information on the District and School Contact page of the OEAA Secure Site. Instructions for using the District and School Contacts page can be found on the Secure Site Training web page under the Miscellaneous section.

Request access to eDIRECT, WIDA AMS, Secure Site, and the WIDA Secure Portal. Be sure all appropriate testing staff have access to the systems they will need. Make sure that staff have the correct roles in the OEAA Secure Site, including the roles that allow access to eDIRECT and WIDA AMS well in advance of the online testing. Directions on how to request access to all of the systems are available in the Assessment Systems module of this guide.

Create a College Board Professional Account (https://cbaccount.collegeboard.org/professional/viewCreateAccountAction) in the College Board system. This account is required to access and receive important information regarding all College Board assessments.

What resources are available to support me? 

As you read through the chapters in this guide, you will be directed to the various resources available to the District Coordinator and other assessment team members. We’ve provided you with a comprehensive list of resources in the Assessment Coordinator Training Guide Quick Reference, which is included in the Overview module.

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You should also explore the many resources available to you on each of the state assessment pages:

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» MI-Access (www.michigan.gov/mi-access)
» MME (www.michigan.gov/mme)
» Early Literacy and Mathematics Benchmark Assessments (www.michigan.gov/earlylitandmath)

» WIDA (www.michigan.gov/wida)
» PSAT 8/9 and PSAT 10 (www.michigan.gov/psat)

A few resources you may want to bookmark include:

» Secure Site Training Page (www.michigan.gov/secsitetraining)
» MDE Spotlight on Student Assessment and Accountability weekly newsletter (www.michigan.gov/mde-spotlight)
» Guide to State Assessments (www.michigan.gov/mstep)
» College Board – Michigan website (https://collegeboard.org/michigan)
» ACT Testing: Michigan website (http://act.org/stateanddistrict/michigan)
» Michigan Accountability web page (www.michigan.gov/mde-accountability)
» MDE YouTube channel (www.youtube.com/playlist?list=PLQNV-MrTyhLZWGC8WhRGxoEmynfXUHuc) contains an “Assessment” playlist that includes all the videos prepared by the OEAA, including the test administration training videos. By bookmarking
(or subscribing to) the YouTube channel, you can get updates when videos are updated or added.

» eDIRECT (https://mi.drcedirect.com)
» WIDA AMS (www.wida-ams.us)
» WIDA website (www.wida.wisc.edu)

Many assessment coordinators find it helpful to create a dedicated folder of bookmarks for resources like the ones listed. A State Assessment Bookmarks folder has been created for you to save and import into your browser. This folder contains URLs of web pages and documents that are controlled by OEAA and typically do not change from year to year. You can keep adding to this list as needed. For information on how to save and import this bookmarks folder, read the “Bookmark How To” directions (www.michigan.gov/documents/mde/state_Assesment_Bookmarks_636013_7.docx) located on the Assessment Coordinator Training Guide web page (www.michigan.gov/mde/0,4615,7-140-22709_70117-476290--,00.html).

What type of training am I expected to provide to Building Coordinators?

The Assessment Integrity Guide states that all staff who participate in a state assessment or handle secure assessment materials must be fully trained in assessment integrity, roles and responsibilities, and the test administration manual. See the Overview of Test Security chapter of this guide for information and links to an online, four-module Assessment Security Training that can be used with testing staff.

Create a training plan for Building Assessment Coordinators. Training should include information about all state assessments that will be given in the building. The following list includes some of the topics your training should cover. More details can be found in each assessment’s Test Administration Manual.

- Identifying Staff:
  - who will need access to the different assessment systems
  - who will be responsible for completing tasks in the OEAA Secure Site, such as:
    - Pre-identification of Students
    - placing and reviewing material orders
    - setting up Online Test Sessions
    - completing Answer Document Verification and Not Tested Verification
    - accessing score reports through the Dynamic Score Reporting Site

- Testing schedules for online and paper/pencil assessments:
  - how to allocate resources such as headphones and calculators when needed
  - how to schedule testing rooms and/or computer labs to ensure all students are tested with minimal disruption to regular instruction
  - how to accommodate students that need additional time, arrive late, and finish early

- How to communicate and work with the technology support person(s) to:
  - ensure smooth online testing
  - establish expectations for availability and methods of contact during testing

- Handling secure materials:
  - identifying secure versus non-secure materials
  - storing, securing, and distributing secure materials
  - returning secure materials (this varies by assessment)

- OEAA Assessment Security Compliance Forms:
  - to be signed by all staff involved in test administration
  - collected and returned to you for secure storage
Viewing the Assessment Security training available on the M-STEP web page under the Professional Development section. This is applicable to all Michigan state assessments.

Thorough review of:

- test administration manuals
- the Assessment Integrity Guide (AIG)
- the requirements for creating and retaining testing schedules
  - specific requirements for testing schedules can be found in the AIG
  - testing schedules must be retained by the district or school for three years
- the requirements for seating charts
  - specific requirements for SAT with Essay, PSAT 8/9, and PSAT 10 are located in the SAT and PSAT Test Administration Manuals
  - specific requirements for ACT WorkKeys are located in the ACT WorkKeys Test Administration Manual
  - M-STEP, MI-Access, WIDA ACCESS, and Early Literacy and Mathematics Benchmark Assessments do not have seating chart requirements
- common policies that come up often during testing
  - calculators, use of scratch paper, photo-ID policy
  - policies for each assessment can be found in the test administration manual specific to the assessment and in the Assessment Integrity Guide

Student Supports and Accommodations:

- what are they and how to identify students that need:
  - Universal Tools
  - Designated Supports
  - Accommodations
- student supports and accommodations tables
- other student supports and accommodations companion documents and resources
- accommodations for College Board (SAT, PSAT) and ACT WorkKeys assessments
- how supports and accommodations will be assigned to students and communicated to Test Administrators

These resources are available on each assessment web page under the Student Supports and Accommodations section.

Specific instructions as communicated from the MDE in the Spotlight newsletter

Overview of all available resources and where to locate them, including:

- Assessment Selection Guidance: Interactive Decision-Making Tool
- MI-Access Scoring Rubrics Online Learning Program, Participation (P) and Supported Independence (SI) classroom video training
- WIDA scoring training (https://wida.wisc.edu/memberships/consortium/mi) for the WIDA assessments
- the College Board and ACT WorkKeys post online training programs on their websites

How to contact you (the district coordinator) during testing when issues arise

Incident Reporting/Irregularity Reporting:

- what is considered an incident or irregularity
  - Incident Report is a term used for M-STEP, MI-Access, WIDA, and Early Literacy and Mathematics Benchmark Assessment (K-2)
  - Irregularity Report is a term used for SAT, PSAT, and ACT WorkKeys
- what is considered an incident/irregularity
- how is an Incident/Irregularity Report submitted
- who should file an Incident/Irregularity Report
- who should be notified at the district and school level if an incident/irregularity happens

Which assessment students are taking:

- M-STEP, MI-Access (FI, SI, P), WIDA ACCESS for ELLs, or WIDA Alternate ACCESS for ELLs, MME (M-STEP, SAT with Essay, ACT WorkKeys), PSAT
Preparing Students and Parents for Testing

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
A number of resources and tools have been developed to help parents ease their child’s anxiety about state assessment and to help students gain valuable experience with online test tools and sample test items prior to testing. It is highly recommended that schools make parents aware of these resources and tools, and provide students with opportunities to practice using these resources before they take the online or paper/pencil tests. This chapter will introduce you to these tools and resources, by answering the following questions:

- What steps should be taken and what resources are available to prepare students for the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments?
- What steps should be taken and what resources are available to prepare students for the PSAT, SAT, and WorkKeys?
- What steps should be taken and what resources are available to prepare students for WIDA assessments?
- What resources are available to engage families in preparing for assessments?

What steps should be taken and what resources are available to prepare students for the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments?

The Office of Educational Assessment and Accountability (OEAA) has developed online resources that prepare students to take state assessments. These resources provide students the opportunity to learn about the tools and features of the online testing engine to ensure students are able to focus on the content of the test on testing day, and not the testing technology.

**Student Tutorials** – These tutorials (see Figure 1) are student-narrated videos that introduce students, teachers, and parents to the online tests and tools contained in the **M-STEP, MI-Access (FI only)**, and **Early Literacy and Mathematics Benchmark Assessments (K–2)**. The tutorials are designed to be administered to students in a group setting, such as the classroom, using a projector or other similar resource. They can be accessed three different ways:

1. **eDIRECT** – Select All Applications > General Information > Test Tutorials. Click on the icon under the Action column. This takes you to the tutorial page.

2. **INSIGHT** (the online testing environment) – Select the yellow DRC INSIGHT Online Assessments Tutorials link on the bottom of the page (see Figures 1 and 2).

3. **Using Chrome** – You must use the Chrome browser to access the DRC INSIGHT Online Assessments Tutorials if you are not logged into eDIRECT or INSIGHT. If you don’t use Chrome as your default browser, you will need to launch Chrome, and then copy and paste the full INSIGHT URL (https://wbte.drcedirect.com/MI/portals/mi) into the Chrome address bar. Once you reach the INSIGHT landing page, you will select the yellow DRC INSIGHT Online Assessments Tutorials link on the bottom of the page (see Figures 1 and 2).

An important component of the **Student Tutorials** is that they provide explicit training on the pause/exit/end test functionality of the online testing engine, as well as how to access and use the online assessment tools.
Online Test Tutorials (OTTs) and Sample Item Sets

– The Sample Item Sets are a select group of test items in English language arts (ELA), mathematics, science, and social studies that encompass various kinds of technology-enhanced items (drag and drop, hot spots, etc.) and are embedded within the OTTs by test system (see Figure 2). Teachers can model and students can practice using the sample items. Items in the Sample Item Sets are selected to ensure that each grade and content area has a sample for each tool and item type that students will see in the actual test. The sets provide students and teachers with practice in solving grade-level and content-specific test items aligned to Michigan’s content standards, and provide practice in navigating the online test delivery system. The OTTs can be accessed two ways:

1. **INSIGHT** – Open INSIGHT and then select the Online Tools Training link located under the appropriate assessment for students testing online.

2. **Using Chrome** – You must use the Chrome browser to access the OTTs if you are not logged into eDIRECT or INSIGHT. If you don’t use Chrome as your default browser, you will need to launch Chrome, and then copy and paste the full INSIGHT URL (https://wbte.drcedirect.com/MI/portals/mi) into the Chrome address bar. Once you reach the INSIGHT landing page, choose the Online Tools Training link located under the appropriate assessment (see Figure 1).

Figure 3 shows the **M-STEP OTT**. It includes:

» Sample Item Sets (by grade)
» calculator practice
» graphing practice, and
» practice using some of the online supports and accommodations

MI-Access has an OTT for the Functional Independence assessment, and the Early Literacy and Mathematics Benchmark Assessments (K–2) OTT has Sample Item Sets for ELA and mathematics (see Figure 2).

**Paper/Pencil Sample Item Sets** – For students who will take the M-STEP paper/pencil assessments, grade-level Paper/Pencil Sample Item Sets are available for all content areas on the M-STEP web page under the Parent/Student Information section.
NOTE: The Sample Items Sets are not considered “Practice Tests,” as a practice test implies a test with the same number of items and similar level of difficulty as an actual test.
Feedback collected from previous assessment administrations indicates that students and teachers who utilized the OTTs Sample Item Sets felt more prepared for online testing; students reported feeling confident about taking assessments online; and school administrators and teachers experienced fewer issues related to online testing than students and teachers who did not take advantage of this resource.

As an Assessment Coordinator, you can provide training for teachers and test administrators to ensure they are aware of these tools. Show them how to find the resources, review the videos and materials, and assist them in creating a schedule for both classroom and individualized student review and practice.

What steps should be taken and what resources are available to prepare students for the PSAT™, SAT®, and ACT WorkKeys®?

The SAT Test Coordinator should inform students about SAT test day activities and testing schedules well in advance, so that they can know what to expect, what to bring (and what NOT to bring), where to report, and how to practice for the test.

The Test Coordinator should hold a pre-administration session in advance of test day for students. The pre-administration session allows students to:

» go over test day procedures,
» complete required personal information,
» identify the colleges, universities, or scholarship programs to which they want their four free score sends to be sent, and
» opt into the Student Search Service and complete the optional questionnaire.

This will save time on test day as the process can take up to 45 minutes to complete. For more information on conducting the pre-administration session for College Board assessments, review the Before Test Day/Prepare Your Students and the Prepare Your Pre-administration Session sections, in the applicable SAT or PSAT Michigan Coordinator Manuals with testing staff.

In addition, students and their parents should be made aware that the College Board offers resources, including SAT sample test items and PSAT sample test items to help eight-graders and high school students prepare for assessments. College Board also provides the SAT School Day Student Guide, which is included in pre-administration shipments. In addition, Khan Academy has partnered with College Board to provide free, online practice sessions offered to Michigan SAT with Essay School Day test takers, tailored to each student’s academic strengths and weaknesses. Go to the Official SAT Practice Page for more information on student resources.

The ACT WorkKeys Assessment Coordinator will need to inform students about where to report and what to bring (and not bring) to the test sessions. Consider holding a special student preparation session a few weeks prior to test day so that students
can fill out demographic information on the answer documents, be informed of test day activities and guidelines, and learn where to go for ACT WorkKeys sample questions. See the Prepare Your Examinees section on the ACT Testing: Michigan website. Here you will find sample questions for each WorkKeys assessment as well as access to a free online practice test. Topics that should be communicated to students during this session should also include:

» what to bring to the test session (several #2 pencils with erasers, photo ID, permitted calculator)

» how to prepare for the test

» when and where to report; if testing off-site, how they will be transported

» what not to bring (cell phone, prohibited calculators)

Parents and students also should be made aware that ACT WorkKeys sample questions and an online practice test are available on the ACT Testing: Michigan website.

What steps should be taken and what resources are available to prepare students for WIDA ACCESS for ELLs assessments?

WIDA offers a variety of assessment preparation materials and tools and guidance for educators, parents, and students on the Michigan-specific WIDA website. Additionally, WIDA suggests that schools take the following steps to acclimate students to the online test platform prior to testing:

1. Preview with students the ACCESS for ELLs online assessment using their online Test Demo.

2. Use the Interactive Sample Items in conjunction with the ACCESS for ELLs Online Sample Items for the Public document to familiarize students with the test engine and assessment item types.

   NOTE: The Interactive Sample Items are not considered “practice tests,” as a practice test implies a test with the same number of items and similar level of difficulty as an actual test.

3. Have students independently preview the online Practice Test, prior to the start of testing.

   NOTE: For the online Test Demo, the Interactive Sample Items, and online Practice Test, it is advised that you use a Chrome browser. If you do not use Chrome as your default browser, you will need to launch Chrome, and then copy and paste the full URLs found on the WIDA Preparing Students for ACCESS for ELLs page into your Chrome browser address bar.

Educators preparing students to take the ACCESS for ELLs paper/pencil assessment can use the Student Booklet links (by grade level) on the WIDA Preparing Students for ACCESS for ELLs web page to preview Paper Sample Items and acclimate students to the format of the Listening and Speaking domains, delivered by CD. (Sample items for Reading and Writing are not available for ACCESS for ELLs Paper at this time.) WIDA Preparing Students for ACCESS for ELLs web page also offers a user guide to Paper Sample Items – ACCESS for ELLs Grades 1-12 Paper-Based Sample Items – which includes more instructions on how best to utilize the Paper Sample Items with students.
What resources are available to engage families in preparing for assessments?

The OEAA has a growing set of resources designed to help families learn more about the assessments their child takes, how to prepare for the testing experience, and how results are reported.

Included in these resources is a **Communications Toolkit** for school administrators that offers timely and accurate information that can be shared with families. The **Toolkit** is updated each season – during the test administration window and the results reporting window – and can be found on each assessment's web page; updates also are announced in the weekly Michigan Department of Education (MDE) **Spotlight on Student Assessment and Administration** newsletter. Building Administrators can use the **Toolkit's** helpful documents and customizable templates to communicate with parents before the testing window opens, and again when state assessment results become publicly available. The **Toolkit** documents can also help answer questions that might arise – including requests to allow children to “opt out” of testing.

Here is a sample of the type of resources included in the **Toolkit** and also listed separately under the **Parent/Student Information** header on each assessment web page:

- **M-STEP: What can students expect?** (a video resource)
- **Michigan’s State Assessment System: What it Is, What it Means – And What it Offers** (a handout and companion PowerPoint presentation)
- **Parent Guide to MI-Access**
- **Student Testing: What Parents Can Do to Help Students Prepare** (a handout)
- **M-STEP/MME: How to Read Your Child’s Score Report** (handouts)
- **Parent Guide to State Assessments in Michigan – National PTA**
- **Superintendent Parent Letter on M-STEP and MME** (includes opt-out information)
- **What Parents Should Know About Assessment**

New and updated resources for families are occasionally posted to each Michigan state assessment web page, so be sure to revisit these pages whenever you have questions about what families can do to experience successful assessments.
Initial Material Orders

Relevant assessments:

- M-STEP
- MME
  » ACT WorkKeys®
  » SAT® with Essay
  » M-STEP (Science and Social Studies)
- MI-Access
  » MI-Access Functional Independence (FI)
  » MI-Access Supported Independence (SI)
  » MI-Access Participation (P)
- WIDA™
  » WIDA ACCESS for ELLs
  » WIDA Alternate ACCESS for ELLs
  » WIDA ACCESS Placement Test (W-APT)
  » WIDA Screener
- PSAT® 8/9 and 10

Assessment Coordinator Training Guide

Initial vs. Additional Material Orders

Initial Material Order Specifics

Practical Tips
Intro

This chapter discusses initial assessment materials and how they are ordered for each of the state assessments offered in a paper/pencil format, by answering the following questions:

- What is the difference between an Initial Material Order and an Additional Material Order?
- How are initial materials ordered for each state assessment?

What is the difference between an Initial Material Order and an Additional Material Order?

An Initial Material Order is created a few months prior to testing using the Initial Material Order page on the Office of Educational Assessment and Accountability (OEAA) Secure Site. For most state assessments, the Initial material Order will be created based on the number of students pre-identified for testing in the OEAA Secure Site. More details about this process for each of the assessments appear below. During the initial material ordering window, schools can continue to update their Pre-ID information through the OEAA-posted deadline.

An Additional Material Order can be created starting about two weeks prior to testing using the Additional Material Order page of the OEAA Secure Site. This timing allows the test coordinator to inventory materials received in the Initial Material Order and place orders for newly arrived students. Additional Material Orders are pulled daily from the OEAA Secure Site by the testing contractor. This allows schools to place multiple Additional Material Orders throughout the testing window, if needed. See the Additional Material Orders chapter of this training guide for more information about placing Additional Material Orders.

How are initial materials ordered for each state assessment?

As mentioned previously, for most assessments, Initial Material Orders are processed through the Initial Material Order page of the OEAA Secure Site. Schools will also use this Initial Material Order page to check and verify orders, no matter how the materials are ordered initially. It’s important to know:

- Different assessments have different shipping destinations.
  - M-STEP: The shipping destination for materials defaults to the M-STEP School Assessment Coordinator listed in the Educational Entity Master (EEM).
  - MI-Access: The shipping destination for materials defaults to the MI-Access District Assessment Coordinator listed in the EEM.
  - For M-STEP and MI-Access, a District-level OEAA Secure Site User can change the shipping destination on the Initial Material Orders page to “District” or “School.”
  - If the Ship To option is set to “School,” the M-STEP/MI-Access materials will be sent to the M-STEP/MI-Access School Assessment Coordinator at the address listed for them in the EEM.
• If the Ship To option is set to “District,” the materials will be sent to the M-STEP/MI-Access District Assessment Coordinator at the address listed for them in the EEM.

NOTE: If the Ship To option is changed from “District” to “School” for one school, this selection will then be applied to all schools in the district for the Initial Material Order.

» WIDA ACCESS and Alternate ACCESS for ELLs: Materials for these assessments will always ship to the District English Learner (EL) Assessment Coordinator at the address listed for them in the EEM.

» College Board assessments and ACT WorkKeys: All assessment materials will automatically ship to the School ACT WorkKeys, SAT, and PSAT Test Coordinator, at the address list for them in the EEM.

Assessment Coordinators should always review the Ship To information in the OEAA Secure Site.

» If incorrect shipping information is displayed on the shipping destination of the Initial Material Orders page of the OEAA Secure Site, contact your Authorized District EEM User to have it updated before the posted deadline.

» Nonpublic School Assessment Coordinators should contact the MDE Nonpublic School office at 517-241-5385, or email nonpublicschools@michigan.gov, to have the EEM updated on their behalf.

» When a change is made in the EEM, the new information will be copied to the OEAA Secure Site that night.

For most assessments, the Initial Material Order page of the OEAA Secure Site is available for use in January. For WIDA ACCESS for ELLs and WIDA Alternate Access for ELLs, the Initial Material Order page is available in December.

Be sure to review the List of Important Dates document for the assessment being administered for Initial and Additional Material Order windows. Also, watch the weekly MDE Spotlight on Student Assessment and Accountability newsletter for specific dates and deadlines each year.

Before the OEAA-posted deadline for the assessment being administered, Assessment Coordinators should ALWAYS verify on the Initial Material Order page of the OEAA Secure Site that their orders accurately reflect the amount and type of materials that will be needed.

The following list discusses Initial Material ordering specifics and exceptions you should know for each state assessment. Again, Initial Material Orders for all materials – including accommodated materials, glossaries, etc. – as well as verification and/or revision of Initial Material Orders, is done on the Initial Material Order page of the OEAA Secure Site, unless otherwise stated in this list.

» SAT with Essay, PSAT 8, PSAT 9, and PSAT 10

  » The College Board SAT and PSAT assessments are administered in paper/pencil format only.

  » Initial Material Orders to the College Board for Standard Test Booklets are placed automatically, based on the number of students pre-identified in the OEAA Secure Site by the OEAA-posted deadline.

  » Accommodated versions of the test will be sent based on requests submitted online through the College Board’s Services for Students with Disabilities (SSD) web page. The request for accommodated materials can only be viewed in the SSD Online Portal and cannot be viewed on the Initial Material Order page of the OEAA Secure Site.

  » If the delivery date found on the MME or the PSAT Lists of Important Dates interferes with the district’s spring break, you can request an alternate delivery date for College Board assessment materials during the College Board Intent to Participate process. The Intent to Participate establishment process is done in late fall, before the initial material ordering window opens.

See the College Board and ACT Participation Process chapter of this training guide for more information on the College Board assessments establishment processes.
ACT WorkKeys

» The ACT WorkKeys assessment is administered in paper/pencil format only.

» Initial Material Orders for ACT WorkKeys Standard Time, Regular Print Booklets are placed automatically, based on the number of students pre-identified on the OEAA Secure Site by the OEAA-posted deadline.

» Accommodated versions must be ordered through the Initial Material Order page of the OEAA Secure Site by the OEAA-posted deadline.

NOTE: The number of Standard Time, Regular Print Booklets will be reduced by the number of accommodated versions ordered.

» The Initial Material Order of Standard Time, Regular Print Booklets can ONLY be adjusted by pre-identifying additional students or unassigning students from the assessment in the OEAA Secure Site before the OEAA-posted deadline.

» If the delivery date found on the MME List of Important Dates interferes with the district’s spring break, you can request an alternate delivery date of ACT WorkKeys assessment materials during the Manage Participation process. The Manage Participation process is done in late fall, before the initial material ordering window opens.

See the College Board and ACT Participation Process chapter of this training guide for more information on the ACT assessment establishment processes.

M-STEP and MI-ACCESS Functional Independence (FI)

» The M-STEP and MI-Access Fi assessments are administered online. Only schools that test some or all their students using a paper/pencil format need to order materials. These include:

* schools that have an Online Testing Waiver to test all students using a paper/pencil format
* schools testing online that have individual students who require a paper/pencil format

NOTE: For these students, the mode of testing must be changed from online to paper/pencil on each student’s Demographic page in the OEAA Secure Site. Directions on how to change the mode of testing for a student can be found on the OEAA Secure Site training web page.

» M-STEP and MI-Access Fi Initial Material Orders for Standard Test Booklets will be based on the number of students pre-identified AND identified for paper/pencil testing on their Demographic page on the OEAA Secure Site by the OEAA-posted deadline.

NOTE: If the school has received an Online Testing Waiver, ALL students in the school will be automatically pre-identified for paper/pencil testing and counted for the Initial Material Order.

» The number of Test Booklets can be changed on the Initial Material Order of the OEAA Secure Site without adjusting the pre-identification of students by the OEAA-posted deadline. See the Secure Site Training page for directions on this.

» Accommodated versions, if needed, must be ordered from the Initial Material Order page of the OEAA Secure Site by the OEAA-posted deadline.

IMPORTANT NOTE: If you enter an order for accommodated versions for M-STEP or MI-Access Fi and “Save” it, the number of Standard Test Booklets will also save and will NOT continue to update based on the pre-identification record. Once an order is “Saved,” you can continue to adjust the number of Standard Test Booklets for M-STEP and MI-Access Fi if needed, up through the posted deadline. If you do not “Save” your order, the Standard Test Booklets will continue to update based on the students pre-identified to test through the OEAA-posted deadline.

» M-STEP Glossary Reference Sheets for in various languages can be downloaded (and, in some cases ordered) from the Initial Material Order page. (They will also be available for download only on the Additional Material Order page.)
If the delivery date found on the M-STEP List of Important Dates or the MI-Access List of Important Dates interferes with the public school district’s spring break, an alternate delivery date can be selected on the Initial Material Order page.

* If the shipping destination is set to “School,” then a school-level OEAA Secure Site User can select the delivery date for the school.
* If the shipping destination is set to “District,” then only a district-level OEAA Secure Site User can select an alternate delivery date; if they do, it will be applied to ALL schools.

If ALL students are testing online, no materials need to be ordered. Any needed materials, such as Online Test Directions, will be shipped directly to the school without any action by the school other than verifying the Ship to information.

NOTE: MI-Access FI online test directions are embedded in the test. No paper directions will be sent to schools.

**MI-ACCESS Supported Independence (SI) and Participation (P)**

The MI-Access SI and P assessments are administered to students by paper/pencil format on a one-on-one basis, and the student responses are entered online by school staff.

On the Initial Material Order page of the OEAA Secure Site, schools need to enter the “Number of Assessment Administrators” who will be administering the assessment by the OEAA-posted deadline. Be sure to include both the Primary and Shadow Administrators in the “Number of Assessment Administrators” count.

**WIDA ACCESS for ELLs and WIDA Alternate Access for ELLs**

Initial Material Orders for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs assessments will be placed automatically, based on the number of students pre-identified AND identified for paper/pencil testing on their Demographic page on the OEAA Secure Site by the OEAA-posted deadline.

Braille and Enlarged Print materials, if needed, must be entered on the Initial Material Order page by the OEAA-posted deadline.

WIDA Alternate Access for ELLs is administered in paper/pencil format only, and all materials will be ordered automatically based on the student’s Demographic information in the OEAA Secure Site. Schools will need to select “Tier T” on the student’s Demographic page on the OEAA Secure Site for students taking the WIDA Alternate ACCESS for ELLs by the OEAA-posted deadline.

**WIDA ACCESS Placement Test (W-APT)**

The kindergarten WIDA ACCESS Placement Test (W-APT) assessment is administered by paper/pencil format only.

The Initial Material Order page of the OEAA Secure Site is not used in any way for this assessment.

Since the W-APT is a screener that can be administered any time throughout the year, the assessment can be electronically downloaded and printed through the WIDA Secure Portal year-long.

**WIDA Screener**

The WIDA Screener is an online test; all schools are encouraged to assess students online whenever possible.

The Initial Material Order page of the OEAA Secure Site is not used in any way for this assessment.

Districts that placed an order the previous school year for paper/pencil versions of the Screeners will automatically receive the same number of paper/pencil screeners at the beginning of the school year.

If the district did not receive paper/pencil Screeners, or did not receive as many paper/pencil Screeners as they need, the district will need to email mde-oeea@michigan.gov with the following information:
- district name
- school name
- number of paper/pencil assessments needed by grade level

**Early Literacy and Mathematics Benchmark Assessments (K-2)**

- Early Literacy and Mathematics Benchmark Assessments (K-2) is available online only. **There is no paper/pencil version of the test.**
- The Initial Material Order page of the OEAA Secure Site is not used in any way for this assessment.

Districts and schools that place Additional Material Orders through the OEAA Secure Site can view the orders they placed, their status, and their tracking information on the Material Order Report page of the OEAA Secure Site.

Full instructions for the Initial Material Order page of the OEAA Secure Site can be found at the Secure Site Training web page under the Material Ordering section.

For more information on other state assessment-related systems discussed in this chapter, see the OEAA Secure Site and the Educational Entity Master (EEM) chapters of this training guide.

**Practical Tips**

- Meet with special education staff and English Learner (EL) Assessment Coordinators to determine which assessment and which accommodated versions of an assessment special education or EL students may need.
- Verify the contact types in the EEM before December to eliminate the need for last-minute updates.
- Know what your spring break dates are and check material order delivery dates early, to see if the arrival of materials will interfere.
Additional Material Orders

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
This chapter discusses how to place Additional Material Orders for each of the state assessments offered in a paper/pencil format, by answering the following questions:

- What is an Additional Material Order?
- How do I place an Additional Material Order?

**What is an Additional Material Order?**

An **Additional Material Order** is an order placed by schools after the **Initial Material Orders** for paper/pencil assessments have been delivered to the schools. (See the **Initial Material Orders** chapter of this training guide for more information about Initial Material Orders.)

The window for ordering additional assessment materials is usually open approximately two weeks prior to testing. These orders are placed using the **Additional Material Order** page of the **Office of Educational Assessment and Accountability (OEAA) Secure Site** or through the testing contractor depending on the assessment. For some assessments, additional materials may need to be ordered through the testing contractor, directly. Please see the section below to determine how to place an additional order for assessment materials.

**How do I place an Additional Material Order?**

Most Additional Material Orders, but not all, can be placed directly through the **Additional Material Order** page of the **OEAA Secure Site**. Additional Material Orders placed through the OEAA Secure Site are pulled daily by the assessment contractor responsible for shipping the materials. The process for placing Additional Material Orders varies for each state assessment. You should know:

- Different assessments have different shipping destinations.
  - **M-STEP**: The shipping destination for materials defaults to the M-STEP **School Assessment Coordinator** listed in the **Educational Entity Master (EEM)**.
  - **MI-Access**: The shipping destination for materials defaults to the MI-Access **District Assessment Coordinator** listed in the EEM.
  - For **M-STEP** and **MI-Access**, anyone entering an order for additional materials can select the shipping destination and the selection will only apply to that order.
    - If the **Ship To** option is set to “School,” the M-STEP/MI-Access materials will be sent to the M-STEP/MI-Access School Assessment Coordinator at the address listed for them in the EEM.
• If the Ship To option is set to “District,” the materials will be sent to the M-STEP/MI-Access District Assessment Coordinator at the address listed for them in the EEM.

» WIDA ACCESS and Alternate ACCESS for ELLs: Materials for these assessments will always ship to the District English Learner (EL) Assessment Coordinator at the address listed for them in the EEM.

» College Board assessments and ACT WorkKeys: All assessment materials will automatically ship to the School ACT WorkKeys, SAT, and PSAT Test Coordinator, at the address list for them in the EEM.

Assessment Coordinators should always review the Ship To information in the OEAA Secure Site.

» If incorrect shipping information is displayed on the shipping destination of the Additional Material Orders page of the OEAA Secure Site, contact your Authorized District EEM User to have it updated before the order is placed.

» Nonpublic School Assessment Coordinators should contact the MDE Nonpublic School office at 517-241-5385, or email nonpublicschools@michigan.gov, to have the EEM updated on their behalf.

» When a change is made in the EEM, the new information will be copied to the OEAA Secure Site that night.

Be sure to review the List of Important Dates document for the assessment being administered for Initial and Additional Material Order windows. Also, watch the weekly MDE Spotlight on Student Assessment and Accountability newsletter for specific dates and deadlines each year.

The following list discusses Additional Material ordering specifics and exceptions for each state assessment.

» SAT with Essay, PSAT 8, PSAT 9 and PSAT 10

» The Additional Material Orders page of the OEAA Secure Site is used for ordering additional assessment materials for the initial day of testing for SAT and PSAT 8/9 and 10.

» Assessment materials for Makeup Day testing for SAT must be ordered through the College Board. On the day of or day before initial testing, the SAT Test Coordinator will receive an email regarding makeup day test materials from the College Board, with instructions and a link.

NOTE: The time frame for responding to the email is very short (2-3 days) and cannot be extended.

» Standard Test Booklets, Answer Documents, and Supervisor Manuals can be ordered from the Additional Material Order page of the OEAA Secure Site.

» Accommodated versions of the test will be sent based on requests submitted online through the College Board’s Services for Students with Disabilities (SSD) web page. The request for accommodated materials can only be viewed in the College Board SSD Online Portal and cannot be viewed on the Additional Material Order page of the OEAA Secure Site.

» If you did not receive shipping labels and other necessary return materials, contact the College Board Educator Hotline immediately at 866-870-3127, Option 1 to ensure you do not miss the materials return deadline.

**ACT WorkKeys**

» The ACT WorkKeys assessment is administered in paper/pencil format only.

» The Additional Material Orders page of the OEAA Secure Site is used for ordering additional test materials, including accommodated versions for the initial day of testing for WorkKeys.

» The Additional Material Orders page of the OEAA Secure Site is used for ordering Makeup Day assessment materials.

NOTE: The window for ordering makeup materials is very short and starts on the day of initial testing. Be sure to watch for notifications on deadlines.
» Standard Time, Regular Print Books, Answer Documents, Test Administration Manuals, and accommodated versions of the test can be ordered from the Additional Material Order page OEAA of the Secure Site.

» If you did not receive shipping labels and other necessary return materials, contact ACT immediately at 319-337-1270 to ensure you do not miss the materials return deadline.

**M-STEP and MI-Access Functional Independence (FI)**

» The M-STEP and MI-Access FI assessments are administered online. Only schools that test some or all their students using a paper/pencil format need to order materials, which includes:
  * schools that have an **Online Testing Waiver** to test all students using a paper/pencil format
  * schools testing online that have students who require a paper/pencil format.

NOTE: For these students, the mode of testing must be changed from online to paper/pencil on each student’s **Demographic** page in the OEAA Secure Site. Directions on how to change the mode of testing for a student can be found on the Secure Site training page.

» Standard Test Booklets, Answer Documents, Test Administration Manuals, accommodated versions, FedEx Airbills, Scorable Return Labels, and Special Handling Envelopes can be ordered through the **Additional Material Order** page of the Secure Site.

» Answer Documents must be ordered separately; they are not included with the Standard Test Booklets.

» When an English language arts (ELA) Standard Test Booklet is ordered, a Listening CD or Listening Script must also be ordered, if the school does not already have one, so the Listening portion of the ELA test can be administered.

» M-STEP Glossary Reference Sheets in various languages can be downloaded from the **Additional Material Order** page of the OEAA Secure Site.

» Following M-STEP’s staggered testing schedule, the **Additional Material Order** page is open to different grade levels at different times, based on the testing schedule.

» MI-Access FI materials for all grades can be placed through the **Additional Material Order** page, throughout the Additional Material Order window.

**MI-Access Supported Independence (SI) and Participation (P)**

» The MI-Access SI and P assessments are administered to students by paper/pencil format on a one-on-one basis, and the student responses are entered online by school staff. Therefore, separate test administrator materials are not needed for each student but need to be ordered based on the number of administrators.

» If you did not place an Initial Material Order for test administration materials or you need additional test administration materials, these can be ordered from the Additional Material Order page of the OEAA Secure Site by entering the “**Number of Assessment Administrators**.” Be sure to include both the Primary and the Shadow Administrators in the count.

**WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs**

» After the Initial Material Order window has closed, assessment materials (Test Administrator Scripts, Student Response Booklets, Student Test Booklets, Writing Booklets, Speaking and Listening CDs, kindergarten materials, accommodated versions, and return materials) for WIDA ACCESS ELLs and WIDA Alternate ACCESS for ELLs must be ordered through WIDA AMS and not through the OEAA Secure Site. (See the WIDA AMS Basics chapter of this training guide if you are not yet familiar with WIDA AMS.)

**WIDA ACCESS Placement Test (W-APT)**

» The kindergarten WIDA ACCESS Placement Test (W-APT) assessment is administered by paper/pencil format only.
The Initial and Additional Material Order pages of the OEAA Secure Site are not used in any way for this assessment.

Since the W-APT is a screener that can be administered any time throughout the year, the assessment can be electronically downloaded and printed from WIDA Secure Portal year-long.

**WIDA Screener**

The WIDA Screener is an online test; all schools are encouraged to assess students online whenever possible.

The Initial and Additional Material Order pages of the OEAA Secure Site are not used in any way for this assessment.

Districts that placed an order the previous school year for paper/pencil versions of the Screeners will automatically receive the same number of paper/pencil Screeners at the beginning of the school year.

If the district did not receive paper/pencil Screeners, or did not receive as many paper/pencil Screeners as they need, the district will need to email mde-oeaa@michigan.gov with the following information:

- district name
- school name
- number of paper/pencil assessments needed by grade level

**Early Literacy and Mathematics Benchmark Assessments (K-2)**

Early Literacy and Mathematics Benchmark Assessments (K-2) is available online only. There is no paper/pencil version of the test.

Districts and schools that place Additional Material Orders through the OEAA Secure Site can view the orders they placed, their status, and their tracking information on the Material Order Report page of the OEAA Secure Site.

Full instructions for the Initial Material Order page of the OEAA Secure Site can be found at the Secure Site Training web page under the Material Ordering section.

For more information on the OEAA Secure Site and the EEM, see the OEAA Secure Site and the Educational Entity Master (EEM) chapters of this training guide.

**Practical Tips**

- Meet with special education staff and English Learner (EL) Assessment Coordinators to determine which assessment and which accommodated versions of an assessment special education or EL students may need.

- Verify the contact types in the EEM before December to eliminate possible last-minute updates.
MI-Access: Who Takes an Alternate Assessment?

Relevant assessments:

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

This chapter discusses the MI-Access assessment, and provides an overview on how students are selected to participate in a MI-Access assessment, by answering the following questions:

▶ What is the alternate assessment?
▶ What is the process for determining who should take a MI-Access assessment and, specifically, which one?
▶ Can students take both a M-STEP and a MI-Access assessment if it is appropriate?
▶ Where can I find additional MI-Access Assessment Coordinator resources?

What is the Alternate Assessment?

MI-Access is Michigan’s alternate assessment program, and is based on alternate content standards. It is designed for students with the most significant cognitive impairments, for whom it has been determined that it is not appropriate for them to participate in the state’s general education assessments, and whose instruction is primarily based on Michigan’s alternate content standards.

What is the process for determining who should take a MI-Access assessment and, specifically, which one?

Individualized Education Program (IEP) teams determine which students should take an alternate assessment. IEP teams must use the state guidelines for participation in an alternate assessment to make this determination.

MI-Access offers three levels of assessment. IEP teams should select the level that matches the student’s instructional experience. All of these levels should be considered for students who have or function as if they have a significant cognitive impairment.

▶ Functional Independence (FI) – for students whose instructional approach places them in a Higher range of complexity of the alternate content standards and who require some basic supports to function independently but cannot work toward general content standards.
▶ Supported Independence (SI) – for students whose instructional approach places them in a Medium range of complexity of the alternate content standards and who need ongoing supports for many major life roles.
▶ Participation (P) – for students whose instructional approach places them in a Low range of complexity of the alternate content standards and who will require extensive ongoing support for much of their life.
Multiple guidance resources for participation in MI-Access are available on the MI-Access web page, including an Interactive Decision-Making Tool and an Assessment Selection Guidelines Training video. These resources discuss state guidelines and include a flowchart matrix for use in deciding:

» whether or not a student should take a MI-Access assessment, and, if so

» which specific MI-Access assessment should be used to assess the student.

Another document supporting the decision-making process, also located on the MI-Access web page, is the Guide to State Assessments, which provides overall guidance on all the available Michigan assessments to help teams understand the full array of state assessments.

Can students take both a M-STEP and a MI-Access assessment if it is appropriate?

Yes! IEP teams may determine that a student should be assessed with the general assessment (M-STEP) in some content areas and an alternate assessment (MI-Access) in others, based on decisions made using state guidelines.

Beginning with 2018–2019 school year, this assessment program flexibility is now expanded to include adjacent levels of the MI-Access assessments. Based on a student’s instructional needs, an IEP team may determine that a student take MI-Access assessments at different levels, provided the student is not taking more than a total of 2 levels, and provided those levels are adjacent to one another. In other words, only the following assessment combinations are permitted:

» M-STEP/MMIE + MI-Access Fi
» MI-Access Fi + MI-Access SI
» MI-Access SI + MI-Access P

There are several policy requirements to be aware of:

» An M-STEP assessment cannot be combined with any level of a MI-Access assessment other than the Functional Independence (Fi) level.

» A student may only take adjacent levels of any assessments, or in other words, any combination of assessments other than the three previously listed, is not permitted.

» Students may only be assessed with one type of assessment per content area.

» In grade 8, ELA and mathematics cannot be split between PSAT™ 8/9 and MI-Access Fi, as the PSAT 8/9 ELA and mathematics tests are considered to be a set. Students must be administered both content areas with either the PSAT 8/9 or the MI-Access Fi.

» In grade 11, ELA and mathematics cannot be split between SAT® with Essay and the MI-Access Fi. Students must be administered both content areas with either the SAT with Essay or the MI-Access Fi.

» Students must not be pre-identified for multiple assessment programs and/or levels in the same content area. Please review the Pre-Identification of Students for State Assessments chapter of this training guide for more information.

For further details, see the Assessment Flexibility section of the MI-Access Test Administration Manuals (TAMs). Be sure to review the weekly MDE Spotlight on Student Assessment and Accountability newsletter for notifications regarding when the manuals will be available.
Understanding the WIDA ACCESS for ELLs Assessments

Relevant assessments:

- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs

- Why Test for English Language Proficiency?
- WIDA ACCESS Basics
- Preparing to Administer WIDA ACCESS for ELLs
- WIDA Assessment Results
The WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs are required K-12 yearly summative assessments of students’ English language abilities in Listening, Reading, Writing, and Speaking for students identified as English Learners (ELs). Students are identified as ELs until the point in time at which they reach the level the Michigan Department of Education (MDE) has determined as proficient. This chapter will help coordinators understand what the EL proficiency assessments are, how to prepare for them, and the reports available after administration, by answering the following questions:

- Why are states required to give a summative English language proficiency assessment?
- What are the basics of the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs?
- How do I prepare myself and other staff members to administer these assessments?
- How will results be reported?

Why are states required to give a summative English language proficiency assessment?

There is a simple answer to the question of why states give students identified as English learners a test every year to measure their English language proficiency – because it’s required by the federal Every Student Succeeds Act (ESSA) of 2015. The longer part of the answer is that this requirement to assess students stems from many cases of non-native English-speaking students being underserved in schools. A landmark Supreme Court case (Lau v. Nicholls, 1974), resulted in the Supreme Court ruling that schools must provide a “meaningful” education for these students. This does not mean merely including them in general education courses; it means providing additional English language services so that the students can learn enough English for those general education classes to be understandable. The English proficiency assessments are tied to this ruling to ensure that schools are following through on the requirement to provide English language support to these students. The assessments help to answer the questions of whether or not students are attaining English proficiency and are making progress in learning English.

What are the basics of the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs?

The WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs are required K-12 yearly summative assessments of student’s English language abilities in Listening, Reading, Writing, and Speaking for students identified as English learners. ESSA requires each state to administer an assessment that tests students in these areas of language development. Students are identified as ELs until they reach the level the MDE has determined as proficient.
The testing window for both of these assessments occurs in the winter of each year, typically during a 7-week window in February and March. For dates and testing activities, refer to the List of Important Dates, located on the WIDA web page.

The difference between the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs is that the WIDA Alternate ACCESS for ELLs is a paper/pencil assessment specifically for students who are English learners but are also identified as students with significant cognitive disabilities. The Alternate ACCESS is only available for students in grades 1-12. For information about how to determine which assessment a student should take, educators should review the Michigan WIDA Alternate ACCESS for ELLs Guidance Document found on the WIDA web page.

The WIDA ACCESS for ELLs is an online assessment for students in grades 1-12; the Kindergarten form of this test remains a paper/pencil test.

The WIDA Alternate ACCESS for ELLs must be administered individually. Portions of the WIDA ACCESS for ELLs require the test to be administered individually as well, depending on the grade level and mode of testing.

Additionally, depending on the test administered, grade level, and domain (Listening, Speaking, Reading, or Writing), educators may be required to score the assessment themselves. Because of this, educators must pass an online quiz to ensure they are appropriately trained to administer and score these assessments. The training modules and online quizzes are available through educators’ WIDA Secure Portal accounts. You can get more information about obtaining an account from your district EL Assessment Coordinator or in the New Assessment Coordinator Primer on the WIDA web page.

The length of time to administer these assessments varies between grade level, mode of testing, and even the student’s English language proficiency level. For example, a student with very low speaking ability may complete the Speaking test more quickly than more proficient students. More information about the timing of assessments can be found in the appropriate WIDA Test Administration Manuals.

How do I prepare myself and other staff members to administer these assessments?

Educators overseeing and administering these summative tests will need access to a number of different online systems for the following purposes:

» WIDA Secure Portal – a secure portal through which training modules and some administration materials can be accessed

» OEAA Secure Site – a secure website through which students’ scores can be downloaded

» WIDA AMS – a secure website through which educators will manage administrative tasks such as assigning students to test sessions, ordering additional materials, printing test tickets, etc

All educators who will be administering these assessments must complete a set of online training modules and pass the associated quizzes to earn a certificate that verifies the skills and knowledge required to administer and score (where appropriate) these assessments.

The best resources to review in preparation for administering the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs are the following (available on the WIDA web page):

» WIDA New Assessment Coordinator Primer

» Michigan-Specific Test Administration Manual

» WIDA ACCESS for ELLs Checklist (available on the Michigan page of the WIDA website)
How will results be reported?

Educators will receive Individual Student Reports, Class Roster, School Frequency, and District Frequency reports, both in hard copy format and electronic format. These reports are available through WIDA AMS. A variety of other reports can be accessed through other systems. More information about these reports can be found in the After Testing module of this training guide.

Educators can use the WIDA Interpretive Guide to help them best understand the reports for students who took the WIDA ACCESS for ELLs. A similar guide is available for the WIDA Alternate ACCESS for ELLs. These interpretive guides can be found on the Michigan page of the WIDA website under the Assess tab.

Educators will also use the scores found in these reports to inform their decision about whether or not to exit a student from English learner services. By reviewing these reports in conjunction with the requirements and criteria outlined in the Michigan Entrance and Exit Protocol, educators can make these exiting decisions. The Michigan Entrance and Exit Protocol can be found on the MDE WIDA web page under General Information.
M-STEP Assessment Preparation

Relevant assessments:
- M-STEP
Intro

As a new M-STEP Assessment Coordinator, if you have not already done so, make sure that you review the Quick Start Guide in the Overview Module of this training guide. The Quick Start Guide was developed with you in mind and lists several up-front tasks that all Test Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

This chapter provides an overview of the tasks that need to be completed before administering the M-STEP, as well as information about where to find the resources and tools necessary to complete each task, by answering the following questions:

- Where can I find important dates and deadlines for M-STEP assessment-related tasks?
- Where can I find all the administration policies and procedures for M-STEP testing?
- Where can I find information about assessment integrity and security?
- Where can I find Test Directions for each assessment?
- What tasks do I need to do in the Office of Assessment and Accountability (OEAA) Secure Site and how do I do them?
- What do I need to do in eDIRECT and how do I do it?
- How do I schedule Test Sessions? How much time should I plan for each Test Session?
- How do I create a testing schedule and what does it need to contain?
- What is needed for off-site testing?
- Where can I find information about student supports and accommodations?
- What do I need to do to prepare staff for testing?
- What do I need to do to prepare students for testing?
- What do I need to do if I have any students testing by paper/pencil?

Where can I find important dates and deadlines for M-STEP assessment-related tasks?

The M-STEP List of Important Dates and the Grade 8 List of Important Dates are documents that include all major testing tasks that need to be done, what the deadline or window is for each task, and the testing mode for each task – paper/pencil or online. These documents are posted to the M-STEP web page each year in late fall in the Current Administration section. The availability of these documents, as well as other assessment-specific dates, will be announced in the weekly Michigan Department of Education (MDE) Spotlight on Student Assessment and Accountability newsletter.
Where can I find all the administration policies and procedures for M-STEP testing?

The MDE has prepared an **M-STEP Test Administration Manual (TAM)**. The TAM is the primary source for all test administration policies and procedures. It outlines the responsibilities of the **District Assessment Coordinator**, **Building Assessment Coordinator**, and **Test Administrators**. It also includes detailed information about the policies and procedures for the assessment, including the **Calculator Policy**, **Scratch Paper Policy**, **reporting of any testing irregularities**, and more. The M-STEP TAM is available in January–February each year. An announcement will be made in the MDE **Spotlight newsletter** when it is available. The TAM is available on the **M-STEP web page**. Be sure to read and thoroughly review all the content in the M-STEP TAM so you are prepared to administer the assessment.

Once you have reviewed the calculator and scratch paper policies, you will need to determine how you will manage these tools used during testing.

- **Online Testing**: headphones, scratch paper, graph paper
  - **Headphones** (for online ELA Listening passages and students using Text to Speech [TTS]) – Who will ensure all headphones are in working order? Where are they stored? How will Test Administrators access, distribute, and collect them?
  - **Scratch paper** (all tests) – Where is scratch paper kept? How will used scratch paper be returned to the Building Assessment Coordinator for secure storage or secure destruction?
  - **Graph paper** (grades 6–7 mathematics) – Where will it be kept? How will used graph paper be returned to the Building Assessment Coordinator for secure storage or secure destruction?

- **Paper/Pencil Testing**: scratch paper, graph paper, calculators
  - **Scratch paper** (all tests) – Where is scratch paper kept? How will used scratch paper be returned to the Building Assessment Coordinator for secure storage or secure destruction?
  - **Graph paper** (grades 6–7 mathematics) – Where will it be kept? How will used graph paper be returned to the Building Assessment Coordinator for secure storage or secure destruction?
  - **Calculators** (grades 6–7 mathematics) – Who will ensure all calculators are in working order? How will Test Administrators access, distribute, and collect testing calculators? How will they be stored?

- **Designated Supports/Accommodations**
  - Who will identify students who require materials for a designated support or accommodation?
  - How will these materials be provided and maintained during and after testing?

- **Testing Schedules**
  - What location(s) will be used for testing?
  - How will technology needs impact testing schedules and location(s)?
  - On what times and dates will testing occur?
  - Who will be the test administrator for each session?
Where can I find information about assessment integrity and security?

The **Assessment Integrity Guide** defines all the assessment security requirements for the M-STEP and other state assessments. It details requirements regarding, but not limited to:

- cell phones and electronic devices
- who can administer assessments
- testing schedules
- prohibited behavior and materials
- assessment monitoring procedures
- reporting administration irregularities and incidents

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

Where can I find Test Directions?

**Test Directions** are used by Test Administrators in addition to the TAM during the administration of the M-STEP.

- **Online Directions** are also provided for each grade. They are printed and sent to schools, and they are available on the M-STEP web page.

Be sure to determine how test directions will be made available to Test Administrators, and who will be responsible for their distribution.

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

- **Confirm your access** to the Office of Assessment and Accountability (OEAA) Secure Site
  
  » See the **OEAA Secure Site** chapter of this training guide for information about the OEAA Secure Site, and how to get access to the Site.

- **Pre-identify Students** for testing to the test they will be taking
  
  » See the **Pre-Identification of Students for State Testing** chapter of this training guide for information about how to pre-identify students for testing.

- **Set up Test Sessions** for online testing

- **Set up Reporting Codes and/or Research Codes**, if used
  
  » See the **Reporting Codes and Research Codes** chapter of this training guide for information about how to set up Reporting Codes and Research Codes.

- **Report Testing Irregularities** (during testing)
  
  » Go to the **Incident Reporting** chapter of this training guide for information on Testing Irregularities and how to report them.

- **Manage Accountable Students** and Test Verification
What do I need to do in eDIRECT?

eDIRECT is Data Recognition Corporation’s (DRC) test management system that is used to manage student online testing and perform the following functions.

- Assign Student Supports and Accommodations
- Print Test Tickets and Test Rosters
- Set up and maintain Test Sessions
- Monitor Test Completion

See the eDIRECT Basics chapter of this training guide for more information about eDIRECT and how to obtain access.

Additional directions for performing tasks in eDIRECT, including step-by-step instructions for managing Test Sessions are available in the eDIRECT User Guide or in the Mini-Modules, which are found in eDIRECT All Applications General Information Documents search for ALL.

How do I schedule Test Sessions? How much time should I plan for each Test Session?

Online Test Session time estimates for each grade and content area are provided in the Guide to State Assessments on the M-STEP web page to help Building and District Assessment Coordinators build a schedule that works for each school to ensure all tests are administered.

When reviewing the Test Session time estimates, it is important to consider that time estimates do not include any classroom tasks such as taking attendance, passing out test tickets, reading directions, or addressing any technology needs. Also note, the M-STEP is not a timed test, so when building the schedule, be sure to plan for fast finishers, as well as for students who need extra time.

MDE does not extend testing windows due to students not finishing; all testing must be completed within the published testing window. Be sure to monitor student completion of testing on the eDIRECT Testing Status screen throughout the window to be sure all tests are complete. Also note that the Testing Status screen in eDIRECT is based on students who are pre-identified in the OEAA Secure Site; if a student is expected to test but is not pre-identified, that student will not appear on the Testing Status screen.

Any student(s) testing via paper/pencil form must follow the published test dates for each grade and content area.

Schools are allowed significant latitude in scheduling Online Test Sessions in a manner that best meets the needs of their students. Having said that, the OEAA recommends not waiting until the end of a testing window to administer the test unless absolutely necessary, as unforeseen events such as building emergencies, technology problems, or student illness may have a negative impact on a school’s ability to ensure all students can complete testing. The OEAA will not grant exceptions to the assessment participation requirement for students who were not tested simply because the tests were scheduled to be administered late in the test window.

Testing schedules should minimally include the following information:

- district name
- building name
- building coordinator’s name
- date of assessment administration
- location of testing session(s) (i.e., room number, classroom, etc.)
How do I create a testing schedule and what does it need to contain?

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

» district name
» building name
» building coordinator’s name
» date of assessment administration
» location of testing session(s) (i.e., room number, classroom, etc.)
» starting and ending time of testing session
» assessment/grade/content being administered for each testing session
» test administrator(s) and proctor(s) for each testing session.

What is needed for off-site testing?

There is an Off-Site Test Administration Request form for M-STEP. The window to request to test whole large groups of students opens in or close to November and continues through January. After this window to request to test large groups of students ends, typically in February, schools can submit requests to test individual students who are homebound, suspended, or expelled with service. The dates for each request window are posted in the M-STEP List of Important Dates. The link to the Off-Site Test Request form is found on the M-STEP web page.
Where can I find information about student supports and accommodations?

The Student Supports and Accommodations section of the M-STEP web page provides detailed information and documents regarding which Universal Tools, Designated Supports, and Accommodations are available to M-STEP students.

Additionally, the Student Supports and Accommodations Overview chapter of this training guide includes detailed information about which Universal Tools, Designated Supports, and Accommodations are available to students when testing. And, the chapter called Selecting and Assigning Universal Tools, Designated Supports, and Accommodations describes how to assign supports and accommodations for students.

NOTE: An Individualized Education Program (IEP) team can determine that a MI-Access assessment (Michigan’s alternate assessment) is more appropriate for a student than the M-STEP assessment. See the MI-Access: Who Takes the Alternate Assessment? chapter of this training guide for more information.

What do I need to do to prepare staff for testing?

District Assessment Coordinators are responsible for providing training on the policies and procedures listed in the M-STEP Test Administration Manual and the Assessment Integrity Guide for staff involved in test administration. Also, all staff involved in testing must sign the OEAA Assessment Security Compliance Form.

For more information about preparing staff for testing, see the Preparing Yourself and Staff as a District Coordinator and/or the Preparing Yourself and Staff as a Building Coordinator chapter of this training guide.

What do I need to do to prepare students for online testing?

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

1. Test Administrators view the Student Tutorials in eDIRECT with students in the classroom.
2. Test Administrators model the use of the Online Tools Training (OTTs) for students in the classroom.
3. Test Administrators provide students the opportunity to work with the OTTs on the device they will use for testing prior to the test administration.

More information about where to find these resources and other considerations for preparing students for testing is available in the Preparing Students and Parents for Testing chapter of this training guide.
What do I need to do if I have any students testing using paper/pencil?

Some schools may have individual students who are testing with paper and pencil, due to their assigned accommodations. In a few unique situations, an entire building may need to test using paper and pencil.

Testing with paper and pencil requires pre-identification of the student(s) to the paper/pencil administration of the assessment, ordering materials, for the student(s), and adhering to the published paper/pencil testing schedule. The paper/pencil dates for the spring testing window are posted every fall on the M-STEP web page in the Summative Testing Schedule.

When an entire building needs to test using paper and pencil, an Online Waiver Request must be submitted in the OEAA Secure Site. The Online Waiver window occurs in late fall each year, preceding testing. Be sure to watch the Spotlight newsletter and refer to the M-STEP List of Important Dates for the dates.

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

» Pre-Identification of Students for State Assessments
» OEAA Secure Site
» Initial Material Orders
» Additional Material Orders
MI-Access Assessments Preparation

Relevant assessments:

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

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

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

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

**Who should take a MI-Access assessment?**

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

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

All MI-Access assessments are designed for students with the most significant cognitive impairments, whose Individualized Education Program (IEP) teams have determined that it is not appropriate for them to participate in the state’s general education assessments. Numerous resources to help teams guide their decisions are found on the MI-Access web page.

Please refer to the **MI-Access: Who Takes an Alternate Assessment?** chapter of this training guide for more information on the assessment selection process for MI-Access.
Where can I find important dates and deadlines for MI-Access assessment-related tasks?

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

The MI-Access List of Important Dates document includes all major testing milestones and deadlines for testing. This document is posted to the MI-Access web page each year in late fall, in the Current Administration section. Availability of this document, as well as other assessment-specific dates, is announced in the weekly Michigan Department of Education (MDE) Spotlight on Student Assessment and Accountability newsletter.

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

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

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

Where can I find information about assessment integrity and security?

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

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

It is important that Assessment Coordinators are aware of all policies and expectations prior to testing.
Where can I find Test Directions?

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

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

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

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

Full directions for all of the OEAA Secure Site tasks described in the section can be found on the Secure Site Training web page.

What tasks do I need to do in eDIRECT and how do I do them?

eDIRECT is Data Recognition Corporation’s (DRC) test management system that is used to manage student online testing, and perform the following functions:

- Assign Student Supports and Accommodations (FI only)
How do I create a testing schedule and what does it need to contain?

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

» district name
» building name
» building coordinator’s name
» date of assessment administration

» location of testing session(s) (i.e., room number, classroom, etc.)
» starting and ending time of testing session
» assessment/grade/content being administered for each testing session
» test administrator(s) and proctor(s) for each testing session.

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building’s testing schedule for monitoring and testing irregularity investigation purposes.

What is needed for off-site testing?

There is an Off-Site Test Request form for MI-Access. The window to request off-site testing for groups of students typically opens every year in November and continues through January. After this initial window closes, a subsequent window opens around February and stays open through the end of testing. This second window allows schools to submit off-site requests for individual students who are homebound, suspended, or expelled with service. The request window dates are posted in the MI-Access List of Important Dates document. The link to the Off-Site Test Request form is found on the MI-Access web page.

Students should be familiar with the administrators who will be conducting the off-site testing. We encourage administrators to make testing a part of the student’s instruction by embedding the assessment into daily instructional routine. This means, when a staff member meets with a student for instruction, they should present the student with the MI-Access assessment as if it were a daily learning activity.
Where can I find information about student supports and accommodations?

The Student Supports and Accommodations section of the MI-Access web page provides detailed information and documents regarding which Universal Tools, Designated Supports, and Accommodations are available to MI-Access students during testing, following the directions found in a student’s IEP. Additionally, the Student Supports and Accommodations Overview chapter of this training guide includes detailed information about which Universal Tools, Designated Supports, and Accommodations are available to students while testing. The Selecting and Assigning Universal Tools, Designated Supports, and Accommodations chapter of this training guide describes how to assign supports and accommodations for students.

What do I need to do if I have any FI students who need to test using paper/pencil?

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

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

When all students taking the FI assessment in a building need to test using paper and pencil, an Online Waiver Request must be submitted in the OEAA Secure Site. The Online Waiver window occurs in late fall each year, preceding testing. Be sure to watch the Spotlight newsletter and refer to the MI-Access List of Important Dates for the dates.

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

» Pre-Identification of Students for State Assessments
» OEAA Secure Site
» Initial Material Orders
» Additional Material Orders

What do I need to do to prepare staff for testing?

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

For more information on preparing staff for testing, see the Preparing Yourself and Staff as a District Coordinator and/or the Preparing Yourself and Staff as a Building Coordinator chapter of this training guide.
What do I need to do to prepare students for online testing?

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

1. Test administrators view the Student Tutorials in eDIRECT with students in the classroom.

2. Test administrators model the use of the Online Tools Training (OTTs) for students in the classroom.

3. Test administrators provide students the opportunity to work with the OTTs on the device they will use for testing prior to the test administration.

For students being assessed with SI or P, the assessment questions should be embedded into their daily routine, so little or no preparation of the student is required.

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

Where can I find additional MI-Access resources?

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

- **New Administrator and Coordinator Primer**, found on the MI-Access web page, under the Professional Development header, covering all assessments

- **List of Important Dates** documents for each of the assessment programs

- **Assessment Selection** guidance documents and online training modules

- **Test Administration Manuals (TAMs)**, the primary training source for each assessment program

- **Supports and Accommodations** guidance documents, including FAQs

- Various assessment-specific, detailed resources, such as the MI-Access Participation and Supported Independence Scoring Rubric online training module, which shows how these two levels of the assessment are administered and scored
College Board Assessments Preparation

Relevant assessments:

- MME
  - SAT® with Essay
- PSAT™ 8/9 and 10
Intro

As a new College Board Assessment Coordinator, if you have not already done so, make sure that you review the Quick Start Guide in the Overview Module of this training guide. The Quick Start Guide was developed with you in mind and lists several up-front tasks that all test coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

The Michigan Merit Exam (MME) assesses students in grade 11 and eligible students in grade 12. The MME is administered each spring and consists of three required components:

- **SAT® with Essay** – College Board’s paper/pencil format college entrance exam, which provides the ELA and mathematics scores for accountability purposes
- **ACT WorkKeys®** – ACT’s paper/pencil format work skills assessments in Applied Math, Graphic Literacy, and Workplace Documents
- Michigan-developed M-STEP science and social studies online assessments

The College Board’s **PSAT 8/9** and **PSAT 10** – parts of the SAT suite of assessments – are administered to 8th, 9th, and 10th grade students via paper/pencil format. The PSAT tests assess the skills and knowledge most important for success in college and careers, and target areas of greatest need for study and practice in preparation for the SAT with Essay college entrance exam, given in 11th grade.

This chapter provides an overview of the tasks that need to be completed before administering the College Board Suite of Assessments and information about where to find the resources and tools necessary to complete each task, by answering the following questions:

- Who is expected to take the SAT with Essay or the PSAT?
- What do I need to do to ensure the College Board knows my school will administer a College Board assessment?
- What tasks must be done through the OEAA Secure Site for all College Board assessments?
- Where can I find important dates and deadlines for College Board assessment-related tasks?
- Where can I find all the administration policies and procedures for College Board testing?
- How do I prepare the testing environment for the SAT with Essay and/or the PSAT?
- What do I need to know about Test Security?
- Where can I find test directions for all College Board Assessments?
- What do I need to do if my school needs an off-site test location for a student or group of students?
- How do I identify and train staff for administering the SAT with Essay and/or the PSAT?
- How do I prepare students to take the SAT with Essay and/or the PSAT?
- What do I need to know about testing students who need accommodations and English Learners (ELs)?
Who is expected to take the SAT with Essay, the PSAT 10, or the PSAT 8/9?

Here are the specifics of each assessment:

- **SAT® with Essay**
  - All public school 11th grade students are expected to take the entire MME.
  - Due to the many nuances in high school enrollment, the Michigan Department of Education (MDE) has developed a document titled *Who Can/Must Take the MME?* to provide additional guidance for Test Coordinators responsible for any of the MME components.
  - Private schools may choose to offer the entire MME, including the SAT with Essay, to their eligible students.

- **PSAT™ 8/9 for 8th grade**
  - The PSAT 8/9 is a required assessment for 8th grade students beginning in spring 2019. It replaces the M-STEP English Language Arts (ELA) and mathematics assessments.

- **PSAT™ 8/9 (for 9th grade) and PSAT 10 (for 10th grade)**
  - Offered free of charge to high school students (for the Michigan April school-day administration only).
  - Student taking the **Mi-Access FI** alternate assessment may take the SAT with Essay, however, ELA and mathematics cannot be split between SAT® with Essay and the Mi-Access FI. Students must be assessed with either the SAT with Essay or the Mi-Access FI assessment for both content areas. See the **Mi-Access: Who Takes an Alternate Assessment?** chapter of this training guide for more information.

NOTE: Eighth grade students will continue to take the M-STEP science and social studies online assessments.

What do I need to do to ensure the College Board knows my school will administer a College Board assessment?

The process in Michigan for notifying the College Board of your school’s intent to participate in SAT with Essay, PSAT 8/9 for 8th grade, PSAT 8/9 for 9th grade, and/or PSAT 10 for 10th grade is called **Intent to Participate**. Most public schools in Michigan will be automatically flagged as participating, however there are some exceptions. The Intent to Participate participation process takes place in the fall before spring testing. Therefore, it is very important that you carefully review the College Board and ACT Participation Process chapter of this training guide early in the school year so that you do not miss important details and deadlines.
Where can I find important dates and deadlines for College Board assessment-related tasks?

Each year, the MDE publishes a **List of Important Dates** document for each of the state’s assessments that test coordinators need to be aware of. The College Board List of Important Dates documents are posted on each assessment’s web page.

### High School Assessments

- **MME List of Important Dates** – includes SAT with Essay, as well as ACT WorkKeys and 11th grade M-STEP important dates and deadlines and is located on the MME web page and the MDE PSAT web page

- **PSAT List of Important Dates** – includes PSAT 8/9 for 9th grade and PSAT 10, as well as PSAT 8/9 for 8th grade important dates and deadlines and is located on the MDE PSAT web page

These documents are published in the fall, so test coordinators, and especially middle school test coordinators, will want to stay apprised of when these documents become available by reviewing the weekly MDE **Spotlight on Student Assessment and Accountability** newsletter and the MDE MME, PSAT, and M-STEP web pages.

### Grade 8 Assessments

- **Grade 8 List of Important Dates** – includes PSAT 8/9 for 8th grade and 8th grade M-STEP (social studies and science) important dates and deadlines and is located on both the MDE PSAT web page and the M-STEP web page

What tasks must be done through the OEAA Secure Site for all College Board Assessments?

For the April administrations of the SAT with Essay, PSAT 8/9 for 8th grade, PSAT 8/9 for 9th grade, and PSAT 10, students are registered through the OEAA Secure Site and **not** through the College Board Online Registration Portal.

In addition, only students who are pre-identified through the OEAA Secure Site will receive the initial materials for the April test date(s).

Additional material orders are also placed through the OEAA Secure Site.

IMPORTANT NOTE: While initial and additional material orders are placed through the OEAA Secure Site, makeup materials must be ordered through the College Board.

For more information on pre-identifying students and ordering materials (including makeup materials), see the **Pre-identification of Students for State Assessments**, the **Initial Material Orders**, and the **Additional Material Orders** chapters of this training guide.
Where can I find all the administration policies and procedures for College Board testing?

Always refer to the following documents for guidance on the planning for, administration of, and return of materials for the SAT with Essay and PSAT assessments. The manuals can be found on the College Board – Michigan website, as well as the MDE MME web page, and the MDE PSAT web page:

For Test Coordinators:


For Test Proctors:


For Test Coordinators and Proctors:

» Michigan PSAT 8/9 Coordinator Manual
» Michigan PSAT 10 Coordinator Manual

NOTE: College Board uses the title Test Coordinator when referring to the person responsible for coordinating test administration tasks, rather than the title of Building Assessment Coordinator as used to elsewhere in this training. This chapter will refer to the Assessment Coordinator as the SAT Test Coordinator.

The following web pages also offer detailed documents and additional links for resources for the MME and the College Board assessments:

» College Board – Michigan website
» MME web page
» MDE PSAT web page

How do I prepare the testing environment for the SAT with Essay, the PSAT 10, or the PSAT 8/9?

For all College Board assessments, the first step in preparing the test environment for test day is to create your Master Student List of students eligible for testing. You will generate the Master Student List from those students who are pre-identified through the OEAA Secure Site. For more information on the pre-identification process, see the Pre-Identification of Students for State Assessments chapter of this training guide.

For specific details on building your Master Student List, see the section, Build Your Master List for Testing, and the Appendix (for a Sample Master Student List) in the appropriate Michigan SAT School Day and/or Michigan PSAT Coordinator Manual.

The Test Coordinator has the responsibility of scheduling rooms and testing sites. It is vitally important to be aware of the specific requirements for facilities and testing rooms that must be followed.


These manuals are located on the College Board – Michigan website, the MME web page and the MDE PSAT web page. In order to avoid a test irregularity, it is critical that the guidelines provided in these manuals are followed closely.
What do I need to know about Test Security?

The College Board requires that before SAT with Essay testing begins, all testing staff must review, agree to, and sign the SAT School Day Testing Staff Agreement. While the College Board does not require PSAT 8/9 and PSAT 10 testing staff sign an agreement, MDE requires that ALL testing staff read and sign the OEAA Assessment Security Compliance Form. For more information on test security, refer to the Overview of Test Security and the Appropriate Practices for Test Security chapters of this training guide. As an additional supplemental resource, MDE, along with Michigan Virtual (MV), has developed an optional online training course on test security, available through MV's Online Learning Portal.

Where can I find Test Directions for all College Board Assessments?

Make sure Proctors read in advance and follow the standard and accommodated scripts, including breaks, exactly as they are written for all College Board assessments.

- **SAT with Essay**
  
  
  Both manuals can be found on the College Board – Michigan website. Accommodated scripts may be combined, depending on the type of accommodation the student requires.

- **PSAT 8/9 and PSAT 10**
  
  Test Day Scripts for the PSAT 8/9 and the PSAT 10 are provided in the Michigan PSAT 8/9 and PSAT 10 Coordinator Manuals, found on the College Board – Michigan website.

What do I need to do if my school needs an off-site test location for a student or group of students?

Schools using off-site testing facilities will need to submit an Off-Site Administration Request with the College Board well in advance of testing to apply for approval. Check the List of Important Dates documents for the beginning and ending dates of the Off-site Administration Request window. For more information on off-site testing, see the College Board – Michigan website.

- **NOTE:** Off-Site Test Administration Requests for the M-STEP component of the MME, and for the 8th grade M-STEP social studies and science assessments, are submitted separately. For more information on submitting an Off-Site Test Administration Request for the M-STEP component, refer to the M-STEP Assessment Preparation chapter of this training guide.
What do I need to know about testing students who need accommodations and English Learners?

The Test Coordinator will need to work with the Services for Students with Disabilities (SSD) Coordinator to plan for students who require accommodations or specific testing conditions, based on their Individualized Educational Programs (IEPs) or 504 Plans.

Some students who need accommodations and English Learners (ELs) will require an additional level of support. Testing with accommodations requires pre-approval from the College Board. Accommodations must be requested at least seven weeks in advance of the test day. The school’s SSD Coordinator applies for accommodations for students through the College Board SSD Online Portal and provides the Test Coordinator with the Nonstandard Administration Report (NAR).

The Test Coordinator should meet with the SSD Coordinator after the SSD Coordinator has secured accommodations thorough SSD Online, and well in advance of the test date. The Test Coordinator and the SSD Coordinator should review the students listed on the NAR to be sure all required supports and room requirements have been provided. The NAR should be available 30 days before testing and will be updated as students are added/subtracted from the NAR.

For more information about testing facilities and room requirements for accommodated and English Learner students consult the Prepare Your Room for Test Day section of the SAT School Day Accommodated Testing Manual.

Additional information on the College Board SSD Online Portal is provided in the College Board Systems Used in State Assessments chapter of this training guide.

In addition to the SAT School Day Accommodated Testing Manual, located on the MME web page under the SAT – College Entrance Assessment header or the College Board – Michigan website, refer to the Student Supports and Accommodations Overview chapter of this training guide, and the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Table for resources to determine allowable supports and accommodations for all College Board assessment administration.

And on the MME web page, you will find a Supports and Accommodations Frequently Asked Questions document.

NOTE: The use of accommodations of any kind other than the allowable supports listed in these documents are considered modifications of the test and thus violate the construct the test is designed to measure.

It is important to follow all standard and accommodated test administration procedures, requirements, scripts, and timing regulations to ensure these students’ scores are valid and reportable. These procedures and requirements are provided in the Michigan SAT School Day Accommodated Testing Manual and in the Michigan SAT School Day or PSAT Coordinator Manuals in the Before Test Day/Prepare to Test with Accommodations section, depending on the assessment being administered.

English Learner supports are posted prior to spring testing on the College Board – Michigan website under the English Language Learner Resources header. For more information on the tasks associated with testing English Learners, refer to the Before Test Day/Prepare to Test with English Learner Supports section of the Michigan SAT School Day or PSAT Coordinator Manual, depending on the assessment being administered.
How do I identify and train staff for administering the SAT with Essay or the PSAT 8/9 and PSAT 10?

Test Coordinators are responsible for selecting and training the testing staff.

Testing staff roles will need to be filled well in advance of test day. There are specific rules for who may and may not act as testing staff. See the Michigan SAT School Day and/or Michigan PSAT Coordinator Manual, as well as the Assessment Integrity Guide, to review policies for selecting testing staff.

A complete description of each role and its responsibilities can be found in the Introduction section of the Michigan SAT School Day and/or Michigan PSAT Coordinator Manual, depending on the assessment being administered, under Staff Roles and Responsibilities.

The Test Coordinator is responsible for training all testing staff, regardless of whether they are new or returning, and should begin training sessions three to four weeks prior to test day. Refer to the Before Test Day/Train Your Staff section of the Michigan SAT School Day and/or Michigan PSAT Coordinator Manual for a list of topics that will need to be addressed during the training session. The College Board provides online training that can be provided to Proctors. The College Board also provides resources for training Hall and Room Monitors on the College Board – Michigan website.

How do I prepare students for testing?

Test Coordinators should inform students about SAT and PSAT test day activities and testing schedules well in advance.

Regardless of the assessment being administered, Test Coordinators should hold a pre-administration session in advance of test day for students. For more information on conducting the pre-administration session for College Board assessments, review with testing staff the Before Test Day/Prepare Your Students and the Prepare Your Pre-administration Session sections, in the applicable SAT or PSAT Michigan Coordinator Manuals. These sections provide key information on:

» information to provide students prior to test day;
» informing families about test day;
» where to find test practice opportunities;
» where and when to report on test day;
» what to bring (and not to bring); and
» how to complete the demographics section of the student answer sheets.

Testing staff conducting the pre-administration session will need to follow the scripts in the Conduct the Pre-administration Session section of the SAT Standard Testing Manual and the PSAT 8/9 and PSAT 10 Michigan Coordinator Manuals.

For additional resources for preparing students to take the SAT with Essay, or the PSAT 8/9 and 10 assessments, see the chapter on Preparing Students and Parents for Testing of this training guide.
Practical Tips

- Use the Coordinator’s Checklist and timelines in the Michigan SAT School Day and/or Michigan PSAT Coordinator Manual, depending on the assessment being administered, to make sure you have accomplished all tasks associated with College Board testing in a timely manner. The checklist also points to resources and sections in the manual that provide additional information associated with each task.

- Be sure to continue updating your Master Student List and room rosters right up until testing day, to ensure that all students eligible to test, particularly accommodated students, are assigned to testing rooms and have the materials needed for testing.

- If the school has multiple testing rooms, MDE strongly recommends using the testing room code field on the student answer sheets to assign a unique three-digit code to each testing room. This will help to organize materials prior to and during testing, and if an irregularity occurs, to identify who may have been affected, for faster resolution and release of scores.
ACT WorkKeys Assessment Preparation

Relevant assessments:

- MME
  - ACT WorkKeys®

Who Takes the ACT WorkKeys and Participation

OEAA Secure Site, and Dates and Deadlines

Policies and Procedures

Test Security and Test Directions

Off-Site Testing

Preparing Staff and Students

Accommodated and EL Testing
**Intro**

As a new **ACT WorkKeys Assessment Coordinator**, if you have not already done so, make sure that you review the **Quick Start Guide** in the **Overview Module** of this training guide. The **Quick Start Guide** was developed with you in mind and lists several up-front tasks that all test coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

The Michigan Merit Exam (MME) is administered each spring and has three required components:

- **SAT® with Essay** – College Board’s paper/pencil format college entrance exam, which provides the ELA and mathematics scores for accountability purposes
- **ACT WorkKeys®** – ACT’s paper/pencil format work skills assessments in Applied Math, Graphic Literacy, and Workplace Documents
- **Michigan-developed M-STEP science and social studies** online assessments

This chapter provides an overview of the tasks that need to be completed before administering the ACT WorkKeys assessment, as well as information about where to find the resources and tools necessary to complete each task, by answering the following questions:

- Who is expected to take the ACT WorkKeys assessment?
- What do I need to do to ensure ACT knows my school will administer the ACT WorkKeys assessment?
- What tasks must be done through the OEAA Secure Site for ACT WorkKeys testing?
- Where can I find important dates and deadlines for WorkKeys assessment-related tasks?
- Where can I find all the administration policies and procedures for ACT WorkKeys testing?
- How do I prepare the testing environment for the WorkKeys assessment?
- What do I need to know about Test Security?
- Where can I find WorkKeys Test Directions?
- What do I need to do if my school needs an off-site test location for a student or group of students?
- How do I identify and train staff for administering the WorkKeys assessment?
- How do I prepare students to take the WorkKeys assessment?
- What do I need to know about testing students who need accommodations and English Learners (ELs)?
Who is expected to take the ACT WorkKeys assessment?

All public school 11th grade students are expected to take the entire MME. Private schools may choose to offer the entire MME, including the ACT WorkKeys, to their eligible students.

Due to the many nuances in high school enrollment, the Michigan Department of Education (MDE) has developed a document titled **Who Can/Must Take the MME?** to provide additional guidance for Test Coordinators responsible for any of the MME components.

NOTE: It is permissible for a student who is assessed by the MI-Access FI assessment to also take the ACT WorkKeys work skills assessment, if the student’s Individualized Education Program (IEP) team determines that it is appropriate and beneficial to the student to do so. See the **MI-Access: Who Takes an Alternative Assessment?** chapter of this training guide for more information.

All students taking the ACT WorkKeys assessment must be pre-identified (and will receive assessment materials) through the **Educational Assessment and Accountability (OEAA) Secure Site**.

What do I need to do to ensure ACT knows my school will administer the ACT WorkKeys assessment?

The process in Michigan for notifying ACT of your school’s intent to administer the WorkKeys assessment is called **Manage Participation**. You will need to notify ACT of your school’s intent to administer WorkKeys early in the school year.

See the **College Board and ACT Participation Process** chapter of this training guide for more details on the **Manage Participation** process.

What tasks must be done through the OEAA Secure Site for ACT WorkKeys testing?

All students in grades 11 and eligible students in grade 12 will be automatically pre-identified through the Office of **OEAA Secure Site** for the ACT WorkKeys assessment, if the school has completed the **Manage Participation** process before the published deadline. Any student enrolling after the deadline for pre-identification will have to be manually pre-identified in the OEAA Secure Site in order to receive materials for the spring WorkKeys test administration.

For more information on the **Manage Participation** process, on pre-identifying students, and on ordering materials (including makeup materials) for the ACT WorkKeys assessments, see the following chapters of the training guide:

» **College Board and ACT Participation Process**

» **Pre-identification of Students for State Assessments**

» **Initial Material Orders**

» **Additional Material Orders**
Where can I find important dates and deadlines for WorkKeys assessment-related tasks?

Each year in the fall, the MDE publishes an MME List of Important Dates and deadlines for the Michigan Merit Exam, which includes the ACT WorkKeys assessment. This document is located on the MME web page. The availability of this document, as well as other assessment-specific dates, will be announced in the MDE weekly Spotlight on Student Assessment and Accountability newsletter. Refer to this document early in the school year to be apprised of important dates for the MME in general and dates specific to ACT WorkKeys. ACT also publishes a Schedule of Events in PDF format on the ACT Testing: Michigan website. Consider keeping this schedule handy to stay informed of ACT-specific dates.

Where can I find all the administration policies and procedures for ACT WorkKeys testing?

Always refer to the following manuals for guidance on the planning for, administration of, and the return of materials for the WorkKeys assessment. The following manuals can be found on the MME web page in the ACT WorkKeys section, and on the ACT Testing: Michigan website:

- ACT WorkKeys Standard Time Administration Manual
- ACT Test Coordinator Information Manual
- ACT WorkKeys Administration Manual for Accommodations and English Learner Supports

In addition to the test administration manuals, the MME web page (see the ACT WorkKeys header), and the ACT Testing: Michigan website both offer several other resources for the WorkKeys assessment.

How do I prepare the testing environment for the WorkKeys assessment?

The WorkKeys Test Coordinator is responsible for selecting the test site, and for reserving and preparing the testing rooms. For a specific list of requirements for facilities and standard testing rooms, see the Test Facility Requirements section in the ACT Test Coordinator Information Manual, and the ACT WorkKeys Standard Time Administration Manual both of which can be found on the MME web page, under the ACT WorkKeys header, and on the ACT Testing: Michigan website.

The manuals listed above include additional information regarding the test environment, such as:

» seating arrangement guidelines
» required testing staff-to-student ratios
» considerations for quiet, distraction-free testing
» creation and maintenance of Test Rosters

In order to avoid a test irregularity, it is critical that the guidelines in these manuals are followed closely.
What do I need to know about Test Security?

MDE requires that ALL testing staff read the OEAA Assessment Integrity Guide and sign the OEAA Assessment Security Compliance Form. A signed Assessment Security Compliance form should be kept on file (along with seating charts and training materials) for three years for any staff member who participates in the administration of a state assessment or handles secure test materials.

For more information on test security, refer to the Overview of Test Security and the Appropriate Practices for Test Security chapters of this training guide. As an additional supplemental resource, MDE, along with Michigan Virtual (MV), has developed an optional online training course on test security, available through MV’s Online Learning Portal.

Where can I find WorkKeys Test Directions?

Verbal Test Directions for both the completion of student demographics on the Answer Document and for administration of the WorkKeys assessments are provided in the appropriate Test Administration Manual (TAM). To ensure standardized testing conditions, these verbal instructions must be read aloud exactly as written in the following manuals, both of which can be found on the MME web page in the ACT WorkKeys section, and on the ACT Testing: Michigan website:

- ACT WorkKeys Standard Time Administration Manual
- ACT WorkKeys Administration Manual for Accommodations and English Learner Supports

Ensure Room Supervisors are provided with the appropriate verbal instructions for each student that needs extended and/or accommodated time test administration prior to test administration and that they read and review the verbal instructions for standard time and extended time testing in advance to ensure an irregularity-free test administration.

What do I need to do if my school needs an off-site test location for a student or group of students?

Any time students test in a place other than where they receive their instruction, an Off-Site Test Administration Request must be submitted to the OEAA. You can find the Off-Site Test Administration Request Request form on the MME web page.

Once the request is granted, the school must ensure the security of the assessment during all phases of testing. Test Tickets, Test Booklets, Answer Documents, scratch paper, and any other secure materials should be securely transported to and from the remote location.

Scores must be reported to each examinee’s official home high school. If you have an examinee who tests at a school other than his or her home high school, then staff at the test site must complete block D of the blank site header and grid the home high school code in block 18 of the Answer Document.
How do I identify and train staff for administering the WorkKeys assessment?

Test Coordinators are responsible for selecting and training the testing staff. Testing staff roles will need to be filled well in advance of test day. There are specific rules for who may and may not act as testing staff. See the Staffing: Roles and Responsibility section of the ACT Test Coordinator Information Manual, found on the MME web page in the ACT WorkKeys section and on the ACT Testing: Michigan website, to review the rules for selecting testing staff. Be sure to list all testing staff, for both standard time and accommodated testing, on the ACT WorkKeys Staff List forms. These forms will be returned with the test materials after testing, and a copy kept on file by the school for one year.

Once each role in the testing staff has been identified, all testing staff must read the sections in the ACT WorkKeys Standard Time Administration Manual and/or the ACT WorkKeys Administration Manual for Accommodations and English Learner Supports pertinent to their role prior to subsequent training. Both manuals can be found on the MME web page, under the ACT WorkKeys header, and on the ACT Testing: Michigan website.

The Test Coordinator must schedule a training session to prepare the testing staff in advance of test day, and all testing staff must attend regardless of their role or years of experience. Refer to the ACT WorkKeys Standard Time Administration Manual and/or the ACT WorkKeys Administration Manual for Accommodations and English Learner Supports for a detailed list of topics to cover during the training session.

In addition, ACT provides supplemental training resources on the ACT Testing: Michigan website, via email, or in material shipments. These resources should be reviewed by all staff to supplement training. Preparation and training will help ensure a successful testing experience.

How do I prepare students to take the WorkKeys assessment?

The ACT WorkKeys Test Coordinator will need to inform students about test day activities. Students may also want to practice test questions in advance. Consider holding a test preparation session a few days prior to test day, so that students can fill out demographic information on the answer documents, be informed of test day activities and guidelines, and learn where to go for ACT WorkKeys practice questions. See the Prepare Your Examinees section on the ACT Testing: Michigan website. Here you will find sample questions for each WorkKeys assessment as well as access to a free online practice test.
What do I need to know about testing students who need accommodations and English Learners?

ACT WorkKeys offers two types of allowable accommodations. The use of some accommodations allows students to receive a National Career Readiness Certificate while others do not. The M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Table provides information on these distinct types of accommodations.

In the Accessibility Support section of the ACT WorkKeys Standard Time Administration Manual and the ACT WorkKeys Administration Manual for Accommodations and English Learner Supports, both available on the MME web page in the ACT WorkKeys section and on the ACT Testing: Michigan website, you will find additional resources for determining allowable supports and accommodations for the ACT WorkKeys administration.

Keep in mind that while ACT does not require a pre-approval request for an allowable accommodation prior to test administration, ACT does require that students for whom accommodations are requested have current Individualized Education Programs (IEPs), Section 504 Plans, or English Learner plans. Educators should see the Written Documentation section of the ACT WorkKeys Administration Manual for Accommodations and English Learner Supports for more information about required documentation for use of accommodations.
WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs Assessment Preparation

Relevant assessments:

- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
As a new **WIDA Assessment Coordinator**, if you have not already done so, make sure that you review the **Quick Start Guide** in the **Overview Module** of this training guide. The **Quick Start Guide** was developed with you in mind and lists several up-front tasks that all Test Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

The WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs are required K-12 yearly summative assessments of students’ English language abilities in Listening, Reading, Writing, and Speaking for students identified as English Learners. Students are identified as English Learners (ELs) until the point in time at which they reach what MDE has determined as “proficient.” This chapter will provide WIDA Assessment Coordinators with an overview on how to prepare for administering WIDA assessments, by answering the following questions:

- Where can I find important dates and deadlines for WIDA assessment-related tasks?
- Where can I find all the administration policies and procedures for WIDA testing?
- Where can I find information about assessment integrity and security?
- Where can I find Test Directions?
- What tasks do I need to do in the OEAA Secure Site and how do I do them?
- What tasks do I need to do in WIDA AMS and how do I do them?
- How do I create a testing schedule and what does it need to contain?
- What is needed for off-site testing?
- Where can I find information about student supports and accommodations?
- What do I need to do to prepare staff for testing?
- What do I need to do to prepare students for testing?
- What do I need to do if I have any students testing by paper/pencil?

**Where can I find important dates and deadlines for WIDA assessment-related tasks?**

Assessment Coordinators should review the current year’s **WIDA List of Important Dates** document found on the Michigan Department of Education (MDE) **WIDA web page**. Additionally, Assessment Coordinators should always review the weekly MDE **Spotlight on Student Assessment and Accountability** newsletter for announcements, dates, and important information regarding WIDA assessments.
Where can I find all the administration policies and procedures for WIDA testing?

In addition to getting the dates on your calendars, Assessment Coordinators should also be sure that they are prepared for additional testing policies. Many of these can be found in the Michigan-specific WIDA Test Administration Manual (TAM), which is located on the MDE WIDA web page.

IMPORTANT NOTE: This manual differs from the WIDA manual that is shipped with the assessment materials. Because more than 35 states use the WIDA assessments, the manual shipped with materials is a generic document. Michigan’s policies are different in some ways from other states and because of this, it is important for Assessment Coordinators to download and review the Michigan WIDA TAM.

Assessment Coordinators should also utilize the ACCESS for ELLs Checklist, found on the Michigan page of the WIDA website. This document is a valuable step-by-step guide for before, during, and after testing activities for Test Administrators and Coordinators.

Coordinators should also review the WIDA ACCESS Placement Test (W-APT) and WIDA Screener Preparation and Administration chapter of this training guide, and may also want to review the WIDA New Principal’s Primer, as additional sources of information.

Where can I find information about assessment integrity and security?

The Assessment Integrity Guide defines all the assessment security requirements for WIDA and other state assessments. It is posted on the MDE WIDA web page and details requirements regarding, but not limited to:

» cell phones and electronic devices
» who can administer assessments

» prohibited behavior and materials
» assessment monitoring procedures
» reporting administration irregularities via Incident Reporting

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

Where can I find Test Directions?

Test Directions can be found in the Test Administrator’s Script, which is included in the district’s Initial Materials Order. What the test administrator will say for all four domains is contained within this document. The Test Administrator’s Script must be followed exactly.
What tasks do I need to do in the OEAA Secure Site and how do I do them?

The Michigan WIDA ACCESS for ELLs Checklist, which can be found on the Michigan page of the WIDA website, provides details on the specific Office of Educational Assessment and Accountability (OEAA) Secure Site tasks that need to occur, including the following:

- **Confirm your access** to the OEAA Secure Site
  - See the OEAA Secure Site chapter of this training guide for information about the OEAA Secure Site and how to acquire access.

- **Pre-identify Students** for WIDA testing and assign those who need it to paper/pencil format
  - See the Pre-Identification of Students for State Testing chapter of this training guide for more information.

- **Set Up Test Administrator** accounts for WIDA AMS

- **Submit Online Waiver Requests**
- **Submit Test Exception Requests**
- **Place material orders** (for students who may need braille and large print)
- **Assign students to take the WIDA Alternate ACCESS for ELLs**
- **Manage Accountable Students and Test Verification**

Specific directions for performing all of these activities can be found on the OEAA Secure Site Training page.

What tasks do I need to do in WIDA AMS and how do I do them?

**WIDA AMS** is the Data Recognition Corporation (DRC) test management system that is used to manage student online testing for WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, and WIDA Screener assessments. You will use WIDA AMS for the following functions:

- **manage Test Sessions** (add and remove students as needed)
- **print Test Tickets**
- **set up paper/pencil Test Sessions for the Writing test**, for students in grades 4–12
- **assign Student Supports and Accommodations.**

All of these major tasks are identified on the Michigan WIDA ACCESS for ELLs Checklist and directions for completing these steps can be found in the WIDA AMS User Guide, which is found on the WIDA Secure Portal.

See the WIDA AMS Basics chapter of this training guide for additional information on using the WIDA AMS system and how to acquire access.
How do I create a testing schedule and what does it need to contain?

It is the Building Assessment Coordinator’s responsibility to develop test administration schedules for WIDA ACCESS for ELLs based on the school’s resources and needs. The testing schedule must follow the test administration windows as established by the OEAA. Testing schedules should minimally include the following information:

» district name
» building name
» building coordinator’s name
» date of assessment administration

» location of testing session(s) (i.e., room number, classroom, etc.)
» starting and ending time of testing session
» assessment/grade/content being administered for each testing session
» test administrator(s) and proctor(s) for each testing session.

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building’s testing schedule for monitoring and testing irregularity investigation purposes.

What is needed for off-site testing?

There is an Off-Site Test Request form for the WIDA assessments. The window to request to test whole large groups of students opens in or close to November and continues through January. After this window to request to test large groups of students ends, typically in February, schools can submit requests to test individual students who are homebound, suspended, or expelled with service. The dates for each request window are posted in the WIDA List of Important Dates document. The link to the Off-Site Test Request survey can be found on the MDE WIDA web page.

Where can I find information about student supports and accommodations?

The Student Supports and Accommodations section of the MDE WIDA web page provides detailed information about which Universal Tools, Designated Supports, and Accommodations are available to WIDA students.

Additionally, the Student Supports and Accommodations Overview chapter of this training guide includes detailed information about which Universal Tools, Designated Supports, and Accommodations are available to students when testing. The chapter called Selecting and Assigning Universal Tools, Designated Supports, and Accommodations describes how to assign supports and accommodations for students.

Assessment Coordinators should also be sure to review the WIDA Accessibility & Accommodations Supplement which is located on the MDE WIDA web page via the Accessibility and Accommodations Supports for WIDA ACCESS for ELLs link.
Assessment Coordinators should be mindful that the WIDA assessments only have two levels of supports:

» those that are considered **Universal Tools** (available to all students) and

» those that are considered **Accommodations** (only available for students who have an IEP or 504 Plan)

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**What do I need to do to prepare staff for testing?**

**District Assessment Coordinators** are responsible for providing training on the policies and procedures listed in the Michigan WIDA TAM and the Assessment Integrity Guide for staff involved in test administration. Also, all staff involved in testing must sign the OEAA Assessment Security Compliance Form.

Specific to WIDA, as an **Assessment Coordinator**, you should ensure that all those who will be administering and proctoring the WIDA assessments have received the required training through the WIDA Secure Portal account, including the successful completion of WIDA-related quizzes. The Michigan WIDA ACCESS for ELLs Checklist, found on the Michigan page of WIDA website, outlines which modules are required for educators to complete.

In order for those involved in administering the WIDA assessments to do this required training on the WIDA Secure Portal, the Coordinator will need to first ensure that all administrators and proctors have an account. See the **WIDA Secure Portal** chapter of this training guide for more information on the WIDA Secure Portal and how to gain access.

Assessment Coordinators can also consult the WIDA New Assessment Coordinator Primer found on the MDE WIDA web page, which includes a step-by-step guide for setting up a WIDA Secure Portal account.

Once a coordinator has their own WIDA Secure Portal account, they can consult the WIDA Test Coordinator Quick Start Guide for information on how to set up WIDA Secure Portal accounts for others in their district.

WIDA also offers a variety of assessment preparation materials and tools and guidance for educators through the Michigan page of WIDA website.

For more information on preparing staff for testing, see the Preparing Yourself and Staff as a District Coordinator and/or the Preparing Yourself and Staff as a Building Coordinator chapters of this training guide.

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**What do I need to do to prepare students for testing?**

**WIDA ACCESS for ELLs Test Demos** are available on the WIDA Preparing Students for ACCESS for ELLs web page, and are designed to be viewed by students prior to taking the WIDA ACCESS for ELLs. The Test Demos use graphics, screen captures, and sound to present visual and verbal descriptions of the properties and features of the WIDA ACCESS for ELLs assessment, while walking students through animated test directions.

Each **Test Demo** is comprised of a series of small modules. Students can be allowed to repeat the Test Demo as often as desired and needed. There is a unique Test Demo for each of the following grade spans:

» grades 1–3
» grades 4–5
» grades 6–12
Typically, **Test Demos** are presented to students prior to the administration of the **Interactive Sample Items**. Many schools schedule a **Test Demo** session for students and then immediately have students practice what they’ve viewed by completing the online **Practice Test**. Educators should provide time for students to experience **Sample Items** in each specific domain, as needed (Listening, Reading, Writing, and Speaking).

If your school’s computer lab has capacity issues, Assessment Administrators may show the **Test Demo** in the regular classroom using an LCD projector and an internet connection. This option could also be used with younger learners to ensure that students understand that they do not need to interact with the video, but rather just listen and watch. However, the **Interactive Sample Items** will require that students have access to individual devices.

Login information for the **Interactive Sample Items** can be found in **Part 2** of the [Michigan WIDA TAM](http://www.michiganwidadata.com), which is located on the MDE WIDA web page.

**NOTE:** For the online **Test Demo**, the **Interactive Sample Items**, and online **Practice Test**, it is advised that you use a **Chrome** browser. If you do not use Chrome as your default browser, you will need to launch Chrome, and then copy and paste the full URLs found on the [WIDA Preparing Students for ACCESS for ELLs](http://www.michiganwidadata.com) page into your Chrome browser address bar.

Educators preparing students to take the ACCESS for ELLs paper/pencil assessment can use the **Student Booklet** links (by grade level) on the [WIDA Preparing Students for ACCESS for ELLs](http://www.michiganwidadata.com) web page to preview **Paper Sample Items** and acclimate students to the format of the Listening and Speaking domains, delivered by CD. (Sample items for Reading and Writing are not available for ACCESS for ELLs Paper at this time.) [WIDA Preparing Students for ACCESS for ELLs](http://www.michiganwidadata.com) web page also offers a user guide to **Paper Sample Items – ACCESS for ELLs Grades 1-12** and **Paper-Based Sample Items** – which includes more instructions on how best to utilize the **Paper Sample Items** with students.

Also, for more information about where to find resources and other considerations for preparing students for testing see the **Preparing Students and Parents for Testing** chapter of this training guide.

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**What do I need to do if I have any students testing by paper/pencil?**

Some schools may have individual students who are testing with paper and pencil due to assigned accommodations or because they are recent arrivals (have attended U.S. schools for 12 months or less).

For these individuals, a school must select the paper/pencil format during the **Pre-Identification of Students Testing** process in the OEAA Secure Site. This process automatically links these students to the **Initial Material Order** for paper/pencil assessments materials and assigns them a barcode number for their Answer Document labels.

» If they are pre-identified for paper/pencil format before the OEAA-posted deadline, they will receive an Answer Document **student barcode label** directly from the vendor.

» Unlike other state assessments, for the WIDA assessments, **student barcode labels cannot be printed directly from the OEAA Secure Site**. So for those students who are registered for paper/pencil format of a WIDA assessment after the OEAA-posted pre-identification deadline, schools will need to place a **school/district barcode label** on the student’s Answer Document, AND then also enter ALL the student information on the Answer Document, including the student barcode number. (The **Pre-ID Student Report**, which can generated from the OEAA Secure Site, lists the student barcode number for each student.)
NOTE: Please be sure to refer to the instructions included in the testing materials for completing the barcode fields on Answer Documents.

Paper/pencil assessment materials may also be ordered during the **Additional Material Order** window in WIDA AMS.

In some unique situations, an entire building may need to test using paper and pencil. In these cases, an **Online Waiver Request** must be submitted in the OEAA Secure Site.

More information on performing all of these activities can be found by reviewing the Michigan WIDA **ACCESS for ELLs Checklist**, located on the **Michigan page of the WIDA website**, and also the following chapters of this training guide:

- **Pre-Identification of Students for State Assessments**
- **OEAA Secure Site**
- **Initial Material Orders**
- **Additional Materials Orders**
Early Literacy and Mathematics Benchmark Assessments

Relevant assessments:

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

Assessment Coordinator Training Guide

Published 10-18-18

Michigan Department of Education
Intro

As a new Early Literacy and Mathematics Benchmark Assessments Test Coordinator, if you have not already done so, make sure that you review the Quick Start Guide in the Overview Module of this training guide. The Quick Start Guide was developed with you in mind and lists several up-front tasks that all Test Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

This chapter provides an overview of the tasks that need to be completed before administering the Early Literacy and Mathematics Benchmark Assessments, as well as information about where to find the resources and tools necessary to complete each task, by answering the following questions:

- Where can I find important dates and deadlines for Early Literacy and Mathematics Benchmark assessment-related tasks?
- Where can I find all the administration policies and procedures for testing?
- Where can I find information about assessment integrity and security?
- Where can I find Test Directions?
- What tasks do I need to do in the Office of Assessment and Accountability (OEAA) Secure Site and how do I do them?
- What do I need to do in eDIRECT?
- How do I schedule Test Sessions? How much time should I plan for each Test Session?
- Where can I find information about student supports and accommodations?
- What do I need to do to prepare staff for testing?
- What do I need to do to prepare students for testing?

Where can I find important dates and deadlines for Early Literacy and Mathematics Benchmark assessment-related tasks?

The Early Literacy and Mathematics Benchmark Assessments Important Dates and Resources document includes all major testing tasks that need to be done, the deadline or window for each task, as well as a list of resources with the dates they are available and their locations. This document is posted to the Early Literacy and Mathematics Benchmark Assessments web page each year in early fall in the Current Administration section. The availability of this document, as well as other assessment-specific dates, will be announced in the weekly Michigan Department of Education (MDE) Spotlight on Student Assessment and Accountability newsletter.
Where can I find all the administration policies and procedures for testing?

The MDE has prepared the Early Literacy and Mathematics Benchmark Assessments Test Administration Manual (TAM). The TAM is the primary source for all test administration policies and procedures. It outlines the responsibilities of the District Assessment Coordinator, Building Assessment Coordinator, and Test Administrators. It also includes detailed information about the policies and procedures for the assessment, including the Scratch Paper Policy and reporting of any testing irregularities. The TAM is available early fall each year. An announcement will be made in the MDE Spotlight newsletter when it is available. The TAM is available on the Early Literacy and Mathematics Benchmark Assessments web page. Be sure to read and thoroughly review all the content in the TAM so you are prepared to administer the assessment.

As an Assessment Coordinator, you will need to determine how you will manage the tools used during testing:

- **Headphones**
  - Who will ensure all headphones are in working order? Where are they stored?
  - How will Test Administrators access, distribute, and collect them?
    * all kindergarten and grade 1 tests for English Language Arts (ELA) and mathematics require headphones
    * grade 2 ELA and mathematics tests that have been assigned Text-to-Speech (TTS) require headphones

- **Test Tickets**
  - Where are they stored?
  - How will Test Administrators access, distribute, and collect them?

- **Designated Supports/Accommodations**
  - Who will identify students who require materials for a designated support or accommodation?

Where can I find information about assessment integrity and security?

The Assessment Integrity Guide defines all the assessment security requirements for the Early Literacy and Mathematics Benchmark Assessments. It details requirements regarding, but not limited to:

- prohibited behavior and materials
- assessment monitoring procedures
- reporting of administration irregularities and incidents

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

Where can I find Test Directions?

Test Directions are used by Test Administrators, in addition to the TAM, during the administration of the Early Literacy and Mathematics Benchmark Assessments. Be sure to determine how test directions will be made available to Test Administrators, and who will be responsible for their distribution. The test
Before Testing — Getting Ready for Testing

Early Literacy and Mathematics Benchmark Assessments Preparation

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

- **Confirm your access** to the Office of Assessment and Accountability (OEAA) Secure Site
  - See the OEAA Secure Site chapter of this training guide for more information about the OEAA Secure Site, and how to get access to it.

- **Pre-identify students** to the test they will be taking
  - See the Pre-Identification of Students for State Assessments chapter of this training guide for information about how to pre-identify students for testing.

- **Set up Test Sessions** for online testing

- **Set up Reporting Codes and/or Research Codes**, if used
  - See the Reporting Codes and Research Codes chapter of this training guide for information about how to set up Reporting Codes and Research Codes.

- **Report Testing Irregularities** (during testing)
  - Go to the Incident Reporting chapter of this training guide for information on Testing Irregularities and how to report them.

Directions for all of these activities can be found on the Secure Site Training web page.

What do I need to do in eDIRECT?

eDIRECT is Data Recognition Corporation’s (DRC) test management system that is used to manage student online testing and perform the following functions:

- assign Student Supports and Accommodations
- print Test Tickets and Test Rosters
- set up and maintain test sessions
- monitor test completion

See the eDIRECT Basics chapter of this training guide for more information about eDIRECT and how to obtain access.

Additional directions for performing tasks in eDIRECT, including step-by-step instructions for managing Test Sessions, are available in the eDIRECT User Guide or in the Mini-Modules, which are found in eDIRECT > All Applications > General Information > Documents > search for ALL.
How do I schedule Test Sessions? How much time should I plan for each Test Session?

Online Test Session time estimates for each grade and content area are provided in the **Guide to State Assessments** on the Early Literacy and Mathematics Benchmark Assessments web page. These estimates will help Building and District Assessment Coordinators build a schedule that works for each school to ensure all tests are administered.

When reviewing the Test Session time estimates, it is important to consider that the estimates do not include any classroom tasks such as taking attendance, passing out test tickets, reading directions, or addressing any technology needs. Also note, the Early Literacy and Mathematics Benchmark Assessments are not timed, so when building the schedule, be sure to plan for fast finishers, as well as for students who need extra time.

MDE does not extend testing windows due to students not finishing; all testing must be completed within the published testing window. Be sure to monitor student completion of testing on the eDIRECT Testing Status screen throughout the window to be sure all tests are complete. Also note that the Testing Status screen in eDIRECT is based on students who are pre-identified in the OEAA Secure Site; if a student is expected to test but is not pre-identified, that student will not appear on the Testing Status screen.

Schools are allowed significant latitude in scheduling Test Sessions in a manner that best meets the needs of their students. Having said that, the OEAA recommends not waiting until the end of a testing window to administer the test unless absolutely necessary, as unforeseen events—such as building emergencies, technology problems, or student illness—may have a negative impact on a school's ability to ensure all students can complete testing.

Where can I find information about student supports and accommodations?

The **Current Assessment Administration** section of the Early Literacy and Mathematics Benchmark Assessments web page includes the **Supports and Accommodations Table and Resources for Early Literacy and Mathematics Benchmark Assessments (K-2)**. This document includes details on state-allowed Universal Tools, Designated Supports, and Accommodations available to students taking the Early Literacy and Mathematics Benchmark Assessments.

Additionally, the **Student Supports and Accommodations Overview** chapter of this training guide includes detailed information about which Universal Tools, Designated Supports, and Accommodations are available to students when testing. Finally, the chapter called **Selecting and Assigning Universal Tools, Designated Supports, and Accommodations** describes how to assign supports and accommodations for students.
What do I need to do to prepare staff for testing?

District Assessment Coordinators are responsible for providing training on the policies and procedures listed in the Early Literacy and Mathematics Benchmark Assessments Test Administration Manual (TAM) and the Assessment Integrity Guide for staff involved in test administration. Also, all staff involved in testing must sign the OEAA Assessment Security Compliance Form.

For more information about preparing staff for testing, see the Preparing Yourself and Staff as a District Coordinator and/or these Preparing Yourself and Staff as a Building Coordinator chapters of this training guide.

What do I need to do to prepare students for online testing?

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

1. Test Administrators view the Student Tutorials in eDIRECT with students in the classroom.
2. Test Administrators model the use of the Online Tools Training (OTTs) for students in the classroom.
3. Test Administrators provide students the opportunity to work with the OTTs on the device they will use for testing prior to the test administration.

More information about where to find these resources and other considerations for preparing students for testing is available in the Preparing Students and Parents for Testing chapter of this training guide.
M-STEP Assessment Administration

Relevant assessments:
- M-STEP
Intro

This chapter provides an overview of the tasks that need to be completed during the M-STEP test administration by the Building and District Assessment Coordinator(s), by answering the following questions:

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

For information about how to prepare for the test administration, go to the M-STEP Assessment Preparation chapter of this training guide.

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

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

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

- Communicate established district policies regarding test administration to Building Assessment Coordinators, including:
  - scratch paper policy
  - cell phone and personal electronic device policy
  - testing room policies regarding who has access to the room (i.e., testing personnel, Michigan Department of Education (MDE), Assessment Monitors, tech support personnel, Test Administrators, outsiders, etc.), and under what conditions

- Serve as the contact person between the district and the Office of Educational Assessment and Accountability (OEAA)

- Know where to find and become familiar with information related to testing

- Share all correspondence to relevant district and school staff members during testing

- Collaborate and communicate regularly with the Technology Coordinator

- Ensure the Technology Coordinator has cleared the test site manager (Central Office Services [COS]) at the end of each test window

- Investigate and inform the OEAA of any testing irregularities
Initiate and submit Incident Reports as needed

Oversee and ensure the timely return of all secure materials for scoring

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

- Distribute and discuss the district policies (e.g., scratch paper policy, cell phone/personal electronic device policy) to Test Administrators, Proctors, and other staff involved in testing
- Serve as the contact person between the school and the District Assessment Coordinator
- Ensure appropriate distribution, security, and collection of test materials
- Ensure students are assigned to appropriate Designated Supports and Accommodations in eDIRECT, and ensure accommodated tests and materials are available for Test Administrators and students. This may include reviewing students’ IEPs/504 plans to prepare early for required supports.
- Ensure that rooms used for testing do not contain any visual materials that would provide clues or answers to questions
- Manage printing, distribution, and secure storage of Test Tickets, Test Rosters, Test Booklets, Answer Documents, and other secure materials
- Report any testing irregularities to the District Assessment Coordinator

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

Assessment Coordinators should be sure to read the three chapters in the After Testing module of this training guide for tasks that need to be done after the testing window.

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

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

**Online Testing:**
- Test Tickets and Rosters for online tests
- Test Directions for the assessment being administered
- Headphones for all students taking the English language arts (ELA) assessment and for students using Text-to-Speech (TTS)
- scratch paper (optional)
- graph paper for mathematics grades 6–7
- any assigned accommodated materials or tools that students need to use during testing
- sharpened pencils for students to use with scratch and graph paper

**Paper/Pencil Testing:**
- Test Directions for the assessment being administered
- Test Booklets and Answer Documents for paper/pencil tests
- scratch paper (optional)
- graph paper for mathematics grades 6–7 (optional)
- calculators for mathematics (part 2) grades 6–7
- any assigned accommodated materials or tools that students need to use during testing
- sharpened No. 2 pencils for students
Test Administrators need to know:

- **The district’s cell phone/personal electronic device policy**
- **How the district will manage secure materials** and where to store secure materials after testing (i.e., test rosters, test tickets, any used scratch paper or used graph paper)
- **How to manage any items used during testing**, such as headphones for online students testing ELA or who use TTS

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

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

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

All secure materials must be retained in one secure, locked location within the school. During the test administration, secure materials must be distributed and collected each day.

For online testing, this includes:
- Test Rosters and Test Tickets
- used scratch paper and used graph paper

Test Rosters and Test Tickets must be collected by the Test Administrator and returned to the Building Assessment Coordinator. Test Tickets for tests that have been completed and submitted must be securely shredded. Test Tickets for tests that have not been completed and will be resumed in a later Test Session must be collected and stored in the secure, locked location in the school.

Used scratch paper and used graph paper MAY be collected for redistribution when resuming an in-progress test IF the student name is on the scratch or graph paper and it is used for the completion of the same test. Any used scratch paper for a test that has been completed or that does not have the student’s name on it must be securely shredded.

For paper/pencil testing, this includes:
- Test Booklets
- all used Answer Documents
- ELA and mathematics unused Answer Documents
- L1 (First Language) glossaries (mathematics)
- any accommodated versions of the test
- used scratch or graph paper

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

Detailed information about handling secure materials after testing is available in the **Materials Return** chapter of this training guide, and in the **M-STEP Test Administration Manual**.
How do I assign and manage student supports and accommodations?

Students who are assigned Designated Supports or Accommodations according to the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Table will need to have access to these supports and accommodations.

If the student is testing online, many – but not all – supports and accommodations are assigned in eDIRECT. Other supports or accommodations can require materials that students should have access to during testing.

For information about how to assign accommodations in eDIRECT, go to the eDIRECT Basics chapter of this training guide.

MDE has developed optional tools that can be used to help monitor and track student supports and accommodations. These tools are available on the M-STEP web page under the Student Supports and Accommodations section. These tools – or other, locally developed tools – can be used to help track the supports and accommodations that are needed in each Test Session. It is the responsibility of the Building Assessment Coordinator to ensure that Test Administrators are made aware of student supports and accommodations in the Test Session(s) they administer, and that any accommodated materials or tools are made available.

The Building Assessment Coordinator should work closely with the Special Education Director to assign, monitor, and track supports and accommodations before and during testing for students who have IEPs or 504 plans. Building Assessment Coordinators also need to work closely with the English Learner (EL) Director to assign, monitor, and track designated supports before and during testing for students identified as English Learners.

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

What do I do if there is a testing irregularity?

A testing irregularity is any deviation of the test administration from the policies and procedures defined in the Test Administration Manual, Test Directions, and Assessment Integrity Guide.

For M-STEP, District Assessment Coordinators use the Incident Reporting Tool in the Office of Assessment and Accountability (OEAA) Secure Site to report and resolve testing irregularities. These could be student prohibited behavior, a request to unlock a test, a misadministration, or any other event that requires reporting and resolution.

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

More information about testing irregularities is available in the Incident Reporting chapter of this training guide.
How do I ensure that all students have tested?

It is important that District and/or Building Administrators make sure that all students who are expected to test complete testing before the window closes. To help with this task for students testing online, eDIRECT has a Testing Status screen that allows users to view how many students have not started, are in progress, or have completed tests they are assigned to by grade and content area. Note, however, that only students who are pre-identified and assigned to an Online Session will appear on this page. You will still need to make sure that all students who are expected to test are assigned to an Online Session for each content area tested in the grade.

For more information on eDIRECT see the eDIRECT Basics chapter of this training guide.
MI-Access Assessments Administration

Relevant assessments:

- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
This chapter addresses the MI-Access assessment administrations, by answering the following questions:

- Where can I find the Test Directions?
- How do I administer the Functional Independence (FI) assessments?
- How do I administer the Supported Independence (SI) and Participation (P) assessments?
- What materials will students and test administrators need during testing?
- How should the secure materials be handled during the test administration?
- How do I ensure that all students have tested?

### Where can I find the Test Directions?

Detailed Test Directions are provided for each of the assessments.

- For the **Functional Independence (FI)** assessment, detailed Test Directions are embedded in the test engine and will be read aloud to the student when the student begins the test. For paper/pencil administration of the assessment, the Test Directions are in the FI Test Administration Manual (TAM), in the Administrator section.

- For the **Supported Independence (SI)** and **Participation (P)** assessments, the Test Directions are inside the front cover of the Assessment Administrator Booklet. This Administrator Booklet is included in the test materials that are delivered to the school. For the Participation level of the assessment, the directions also include item-specific adaptations guidance and options for read-aloud instructions.

### How do I administer the Functional Independence (FI) assessments?

The MI-Access Functional Independence (FI) assessments are administered online, unless a student needs to take the paper/pencil format.

**For online administration:**

- The **ELA: Expressing Ideas** component of the FI assessment must still be administered in paper/pencil format.

**For the Supported Independence (SI) and Participation (P) assessments,** the Test Directions are inside the front cover of the Assessment Administrator Booklet. This Administrator Booklet is included in the test materials that are delivered to the school. For the Participation level of the assessment, the directions also include item-specific adaptations guidance and options for read-aloud instructions.

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All students taking the MI-Access FI assessment must be pre-identified in the OEAA Secure Site (and also assigned to paper/pencil testing, if needed).

Be sure to review the Pre-Identification of Students for State Assessments chapter of this training guide for more information on this process.
If a student(s) requires an accommodation(s) during testing (such as masking of areas of the computer screen), the accommodation has to be assigned for the student in eDirect before the Test Ticket is generated. (Be sure to securely destroy any Test Tickets that may have mistakenly been printed before the accommodations were assigned.)

The assessment administrator must log the student into the test to begin the testing process and should also help the student navigate through the assessment; the administrator may not help the student with any items on the test.

The text-to-speech function of the assessment defaults to “on”; this function may be turned off or the volume may be turned down.

Administrators should monitor student progress and be prepared to help minimize any distractions to keep students engaged in the assessment.

When the assessment is over, the administrator must “Submit” the test for the student.

Be sure to review the MI-Access Online Training Tools (OTTs) and the Student Tutorials that are discussed in the Preparing Students and Parents for Testing chapter of this training guide.

For paper/pencil administration:

Students mark their responses in the Test Booklets during administration, not in an Answer Document.

Assessment administrators then transfer the student responses from the Test Booklet to a paper Answer Document.

The Answer Document is returned for scoring after testing is complete.

The FI Test Administration Manual found on the MI-Access web page has complete instructions on paper/pencil administration and the return of materials.

How do I administer the Supported Independence (SI) and Participation (P) assessments?

The MI-Access Supported Independence (SI) and Participation (P) assessments are quite different from the FI assessments in that they require two administrators, Primary (PAA) and Shadow (SAA), and they are administered as observational assessments. It is strongly recommended that PAAs and SAAs review the Scoring Rubrics Online Learning Program, Participation and Supported Independence training videos (using a Firefox or Internet Explorer browser only) before administering an assessment. This video series is an excellent tool for training all staff involved in this testing. A link to this training can be found on the MI-Access web page under the Professional Development header.

Students must be pre-identified in the OEAA Secure Site for the MI-Access P or SI; a session will automatically be created so the student Test Tickets can be printed.

NOTE: Student Test Tickets for P and SI are printed for score entry purposes only.

The assessments include activity-based observations (found in the Assessment Administrator Booklet) and selected-response items (which use student Picture Cards). The PAA may choose to adapt classroom items for use in the assessment instead of using the student Picture Cards, to help engage the student with the test.

The two Administrators score the student responses to the questions independently and simultaneously, based on the rubric in the Assessment Administrator Booklet and Scoring Documents (where they will record their observations).
After testing is complete, the PAA and SAA Scoring Documents will be gathered, and the PAA will use the printed Test Tickets to log into each student’s online Answer Document to enter the student scores.

See the Participation (P) and Supported Independence (SI) Test Administration Manual for detailed instructions on how to enter the student scores into the online Answer Document.

What materials will students and test administrators need during testing?

Test administrators and students will need various test materials, depending on whether the assessment is being administered online or by paper/pencil. Also, materials for Designated Supports and Accommodations are based on the individual supports or accommodations that are assigned to students in each Test Session.

- All online FI assessment administrators will need:
  - Test Tickets and a Test Roster(s) to log students into the FI testing environment
  - Headphones for all students (They should be available and plugged in before testing begins, since the text-to-speech function will begin as soon as the student is logged into the test system.)
  - Calculators (Calculators are allowed on the FI mathematics assessments if they are routinely used in the classroom during instruction, though no FI items are intended to be calculator-dependent.)

- All paper/pencil format FI assessment administrators will need:
  - the Paper/Pencil Test Administration Directions found in the FI Test Administration Manual
  - a Test Booklet for each student testing
  - accommodations that have been approved by the student’s Individualized Education Program (IEP) team, as required during testing
  - Listening Scripts for the ELA: Accessing Print and Using Language assessment (which are provided in material orders)
  - a sharpened pencil for each student plus extra pencils
  - an Answer Document with the student Barcode Label affixed for each student

- P and SI assessment administrators will need:
  - an Assessment Administrator Booklet (which is included in the test materials that are delivered to the school) for both the PAA and the SAA
  - the assessment student Picture Cards or adaptive items for use while testing
  - Scoring Documents for both PAA and SAA to document student responses
  - Test Tickets and a Test Roster(s) for use in entering the SI and P student scores online

NOTE: Students taking the ELA: Accessing Print and Using Language assessment (whether online or by paper/pencil) must complete the Expressing Ideas (EI) portion of the assessment in paper/pencil format. The Expressing Ideas component of the FI ELA assessment is not currently available online.
How should the secure materials be handled during the test administration?

All secure test materials must be kept in a locked storage area when not in use during testing. During assessment administration, secure materials must be distributed and collected daily. Secure materials include:

» Test Tickets and Test Rosters
» all paper/pencil Test Booklets
» used and unused Answer Documents
» FI ELA Listening Scripts
» any accommodated versions of the tests (braille, audio CDs, enlarged print, and Assessment Administration Braille Booklet)

» student Picture Cards
» Assessment Administrator Booklets

Building Assessment Coordinators are responsible for ensuring the secure storage of materials throughout the assessment window, and for the secure destruction of any secure materials that are not returned to the scoring contractor; this includes securely destroying Test Tickets and Rosters.

Please see the MI-Access Test Administration Manuals (TAMs) found on the MI-Access web page for complete information on the secure storage and disposition of test materials during and after testing.

How do I ensure that all students have tested?

It is important that District and/or Building Assessment Coordinators ensure that all students who are expected to test complete testing before the window closes. For the FI online assessment, Assessment Coordinators will use the eDirect Testing Status page for this task. This page allows users to view how many students have not started, are in progress, or have completed tests they are assigned to, by grade and content area. Note, however, that only students who are pre-identified and assigned to an Online Session will appear on this page. You will still need to make sure that all students who are expected to test are assigned to an Online Session for each content area tested in the grade.

For more information about eDirect, see the eDirect Basics chapter of this training guide.

For more information about the OEAA Secure Site see the OEAA Secure Site chapter of this training guide.

Also be sure to review the MI-Access Assessments Preparation chapter of this training guide.
College Board Assessments Administration

Relevant assessments:

- MME
  - SAT® with Essay
- PSAT™ 8/9 and 10

Policies and Procedures

Test Coordinator Responsibilities

Managing the Testing Schedule

Accommodated Testing

Finding Test Directions

Checking In Students on Test Day

Makeup Testing and Testing Irregularities
Intro

The months of planning are over and test day is here. Provided you have taken all the appropriate steps leading up to test administration, have trained your staff well, and have anticipated and resolved potential issues, testing should go smoothly. This chapter will further prepare you to be ready for successful SAT with Essay, PSAT 8/9, and PSAT 10 test administrations, by answering the following questions:

- Where can I find all the administration policies and procedures for College Board testing?
- What are the responsibilities of the Test Coordinator during the SAT with Essay, PSAT 8/9, and PSAT 10 test administration?
- How do I manage the testing schedule for College Board assessments?
- How is the test administered for extended time and other accommodated students?
- Where can I find Test Directions for the College Board assessments?
- How do I check in students on test day?
- How do I handle makeup testing for students who were not able to test on the initial test day?
- What do I do if there is a testing irregularity?

Where can I find all the administration policies and procedures for College Board testing?

Always refer to the following documents for guidance on the planning for, administration of, and return of materials for the SAT with Essay and PSAT assessments. The manuals can be found on the College Board – Michigan website, as well as the MDE MME web page, and the MDE PSAT web page:

For Test Coordinators:

For Test Proctors:

For Test Coordinators and Proctors:
- Michigan PSAT 8/9 Coordinator Manual
- Michigan PSAT 10 Coordinator Manual

NOTE: College Board uses the title Test Coordinator when referring to the person responsible for coordinating test administration tasks, rather than the title of Building Assessment Coordinator as used to elsewhere in this training. This chapter will refer to the Assessment Coordinator as the SAT Test Coordinator.

The following web pages also offer detailed documents and additional links for resources for the MME and the College Board assessments:
- College Board – Michigan website
- MME web page
- MDE PSAT web page
What are the responsibilities of the Test Coordinator during the SAT with Essay, PSAT 8/9, and PSAT 10 test administrations?

Most of the test day administration duties are the responsibility of the Proctors (formerly Associate Coordinators), as they will be administering the test directly to students. However, the Test Coordinator’s role is to ensure the process goes smoothly at the testing site. Refer to the Coordinator’s Checklist at the end of the Introduction section in the applicable Michigan SAT School Day Coordinator Manual or Michigan PSAT 8/9/1 Coordinator Manual for a list of tasks that the Test Coordinator is directly responsible for, before and during test administration. These manuals are located on the Michigan Department of Education (MDE) MME web page in the SAT (College Entrance Assessment) section, and on the MDE PSAT web page in the Current Administration Information section. The manuals can also be found on the College Board – Michigan website in the fall prior to spring test administration.

Here are a few additional things to consider:

- Prepare packets for Proctors on or before the morning of test day. A list of materials needed for the testing room packets is in the Prepare Your Materials section of both the Michigan SAT School Day Coordinator Manual and the Michigan PSAT 8/9/1 Coordinator Manual.

- If you are testing off-site, be sure to also prepare off-site testing packets with the additional materials needed for off-site testing. A list of materials needed for off-site testing is located in both the Michigan SAT School Day Coordinator Manual and the Michigan PSAT 8/9/1 Coordinator Manual, in the During the Test section.

- Have a plan for maintaining test security during testing. Be aware that the MDE, the College Board, and/or the Educational Testing Service (ETS) may send representatives to observe testing. Make sure to check the credentials of any representative before admitting them to the testing rooms.

- Have a plan for handling any situation and know the appropriate response for testing irregularities as they occur.

- Monitor testing rooms and make sure Proctors have everything needed for a smooth administration.

How do I manage the testing schedule for the College Board assessments?

Since all College Board assessments are timed tests, the test day schedules must be followed as closely as possible to ensure standardization across all testing, regardless of the assessment.

- SAT with Essay Schedules and Timing

  To ensure the test is administered in a nondiscriminatory manner and under standardized conditions in all testing environments, be sure to adhere to the prearranged schedule as closely as possible in all test rooms and locations. To see sample schedules for both standard and non-standard test administrations, see the Appendix of the SAT Michigan Coordinator Manual. Standard time testing for the SAT with Essay must take place on the designated initial test day and the designated makeup test day.

  Accommodated testing for students designated on the Nonstandard Administration Report (NAR) to test in the accommodated testing
window may take place on any day or consecutive days within the accommodated testing window.

Both the SAT with Essay standard and non-standard time testing must conclude before breaking for lunch, or 12:55 PM. There is no accommodation that allows students to break for lunch and then resume testing.

- PSAT 8/9 for 8th grade, PSAT 8/9 for 9th grade, and PSAT 10 for 10th grade Schedules and Timing

Afternoon testing is allowed for all PSAT assessments, however, all students in a grade are expected to test at the same time.

The PSAT 8/9 for 8th grade will have one designated initial test day. The PSAT 8/9 for 9th grade and PSAT 10 for 10th grade initial test day may be scheduled on one of three possible test days. All PSAT assessments makeup test opportunities may be flexibly scheduled at any time within the makeup testing windows.

Every year, MDE publishes a Spring Summative Assessment Schedule for all spring tests. Refer to this schedule for a calendar of initial, makeup, and accommodated testing windows for the SAT with Essay and PSAT assessments.

How is the test administered for extended time and other accommodated students?

Some accommodated students will follow a different testing schedule, in some cases that may spread over a period of two days. Refer to the Appendix of the Michigan SAT School Day Accommodated Testing Manual and the Michigan SAT 8/9 Coordinator Manual, found on the College Board – Michigan website, for the table titled Overview of Accommodated Timing and Breaks. It is important to exactly follow the scripts, timings, and breaks to ensure a uniform administration across all testing conditions.

Some accommodations may require additional materials, such as large-type Test Booklets, braille Test Booklets, Assistive Technology Compatible (ATC), devices and MP3 audio formats. Ensure that testing rooms are equipped with the proper equipment (e.g., computers, readers, and braille writers) and the equipment is available for accommodated students testing in those rooms.

Where can I find Test Directions for the College Board Assessments?

Make sure Proctors follow the standard and accommodated scripts, including breaks, exactly as they are written for all College Board assessments.

- SAT with Essay


- PSAT 8/9 and PSAT 10

  Test day scripts for the PSAT 8/9 and the PSAT 10 are provided in the Michigan PSAT 8/9 Coordinator Manual and the Michigan PSAT 10 Coordinator Manual, both located on the College Board – Michigan website.
How do I check in students on test day?

Both the **Michigan SAT School Day Coordinator Manual** and the **Michigan PSAT 8/9/1 Coordinator Manual** contain a list of tasks and procedures for managing the check-in process under *Admit Students to the Testing Area* in the *During the Test* section. Both manuals can be found on the [College Board – Michigan website](#), the [MME web page](#) and MDE PSAT web page. Here, you will find detailed information on:

» student check-in procedures
» admitting extra students and late arrivals
» how to address student requests for changes between standard and accommodated testing.

How do I handle makeup testing for students who were not able to test on the initial test day?

Most students who did not complete testing or were not present for testing on the initial test day are eligible for makeup testing.

Makeup testing for SAT and PSAT assessments may occur only on the dates specified each year by the College Board and the Michigan Department of Education. Test dates, including makeup dates, can be found in the following documents:

» [Guide to State Assessments](#) document, located on the [MME web page](#)
» [MME and PSAT List of Important Dates](#) documents, located on the [MME](#) and the [MDE PSAT web pages](#)

» [Spring Summative Assessment Schedule](#), located on the main [MDE Student Assessment web page](#)

These documents are updated annually in the fall.

Test Coordinators will receive an email from College Board just prior to, or on, the initial test day with instructions on requesting makeup test materials. Refer to the [List of Important Dates](#) documents for the makeup test materials request window (which is just two days after the initial test date), makeup testing date(s), and the makeup materials return window.

What do I do if there is a testing irregularity?

Test Coordinators will need to file a separate *Irregularity Report (IR)* for each group or individual irregularity that occurs during the administration of all College Board assessments (SAT with Essay, PSAT 8/9 for 8th grade, PSAT 8/9 for 9th grade, and PSAT for 10th grade). When handling an irregularity for College Board assessments, Test Coordinators and Proctors should refer to the following:

» [Incident Reporting](#) chapter of this training guide
» [Testing Irregularity Chart](#) in the Appendix of the **Michigan SAT School Day Coordinator Manual** and the **Michigan PSAT 8/9/1 Coordinator Manual**

For more information on Test Security, refer to:

» [Overview of Test Security](#) and the [Appropriate Practices for Test Security](#) chapters of this training guide
ACT WorkKeys Assessment Administration

Relevant assessments:
- MME
  » ACT WorkKeys®
As the WorkKeys Test Coordinator, what are my duties during test administration?

Once testing day arrives, the Test Coordinator’s main responsibility is to ensure that the WorkKeys test administration is standardized and secure. Many of the administration tasks will be handled by the Room Supervisors; however, the Test Coordinator will need to conduct the pre-test briefing session for testing staff, deliver test materials to the testing rooms, monitor the testing rooms, complete and sign irregularity reports, and collect test materials from the Room Supervisors after testing.

- **Briefing Session**: This session will be held on the morning of every test day with all testing personnel, even those who have administered the WorkKeys test for many years. Remind testing staff of cell phone and electronic device usage, food and beverages policies, calculator policies, and bathroom breaks. Discuss acceptable forms of identification and how to mark the room rosters. Discuss prohibited behaviors.

- **Distribution of test materials**: Test Coordinators should have already organized each room packet and stored them in a secure, locked storage area. On the day of testing, the Test Coordinator will hand the Test Booklets directly to the Room Supervisors and record on the ACT WorkKeys Test Room Report the quantity and serial numbers of Test Booklets received by each Room Supervisor. The Test Coordinator makes sure that every Room Supervisor has a complete ACT WorkKeys Standard Time Administration Manual for reference. This manual can be found on the MME web page in the ACT WorkKeys section, and on the ACT Testing: Michigan website.

- **Monitor the test rooms**: The Test Coordinator should be available to verify acceptable identification (see the ACT WorkKeys Standard Time Administration Manual for acceptable forms of identification), admit late arrivals (NOTE:
no student may be admitted to the testing room once Test Booklets have been distributed), deny admission when appropriate, determine whether a student marked absent is eligible for makeup testing, and ensure that administration is irregularity-free.

- Check and sign Irregularity Reports: If an irregularity occurs, the Test Coordinator and the Room Supervisor must work together to document what happened, the time of the irregularity, the form code and Test Booklet number, the student or students impacted by the irregularity, actions taken by the test site personnel, and whether the Answer Document was voided.

How do I manage the test schedule?

To ensure the test is administered in a nondiscriminatory manner and under standardized conditions in all testing environments, verbal instructions for the WorkKeys test should start no later than 9:00 a.m. in all test rooms and locations. To see a sample schedule, see the Test Day Activities section in the ACT WorkKeys Standard Time Administration Manual, found on the MME web page under the ACT WorkKeys header, and on the ACT Testing: Michigan website. Testing must conclude before students break for lunch on all testing days.

How do I check in students on test day?

WorkKeys Test Coordinators are advised to hold an informational session for all students in a central location, if possible, before sending students to their test rooms to be formally checked in. During this session, Test Coordinators should make an announcement regarding permissible calculators and the use of cell phones, smart devices, or other electronic devices. A sample script is provided in the Test Day Activities section of each of the manuals, both of which are found on the MME web page in the ACT WorkKeys section, and on the ACT Testing: Michigan website:

- ACT WorkKeys Standard Time Administration Manual
- ACT WorkKeys Administration Manual for Accommodations and English Learner Supports

Be prepared to make this announcement more than once for late arrivals.

NOTE: Once Test Booklets have been distributed, students may not be admitted to the test room. Students who arrive after the Test Booklets are distributed will need to be scheduled for makeup testing.

Room Supervisors are responsible for admitting students to the test room. However, the Test Coordinator must be available to help verify student identification on the Student Roster and mark students who were not present, were denied admittance due to being late, have unacceptable identification, or are in possession of a prohibited calculator. These students must be scheduled for makeup testing.
What do I do if there is a testing irregularity?

ACT WorkKeys requires an Irregularity Report to be filed for each testing room in which an observed individual or group irregularity occurs. Information on what to do if an individual or group irregularity occurs is provided in:

» the Incident Reporting chapter of this training guide

» the Irregularities section of the ACT WorkKeys Standard Time Administration Manual, found on

the MME web page in the ACT WorkKeys section, and on the ACT Testing: Michigan website

For more information on test security, refer to:

» the Overview of Test Security chapter of this training guide

» the Appropriate Practices for Test Security chapter of this training guide

» the Test Security Requirements section of the ACT WorkKeys Standard Time Administration Manual

How is the WorkKeys test administered for extended time and other student accommodations?

It is critical that guidelines for extended time and accommodated testing be followed closely, as failure to document the extended time and/or accommodated administration may affect a student’s eligibility for WorkKeys scores and the National Career Readiness Certificate (NCRC).

Students needing extended time and or other supports and accommodations while testing must test in separate rooms from the students testing with standard time materials; students with supports/ accommodations will use materials specific to the accommodation(s) needed.

The ACT WorkKeys Administration Manual for Accommodations and English Learner Supports found on the MME web page in the ACT WorkKeys section, and on the ACT Testing: Michigan website, provides detailed instructions regarding WorkKeys administration to students using accommodated test materials and for following accommodated administration procedures.

For more information on accommodated WorkKeys test administration see the Student Supports and Accommodations Overview and the Selecting and Assigning Universal Tools, Designated Supports, and Accommodations chapters of this training guide.

How do I handle makeup testing for students who were not able to test on the initial test day?

WorkKeys makeup testing may occur only on the dates specified each year by ACT and the Michigan Department of Education. Test dates, including makeup dates, can be found in the following documents, which are updated each fall:

» Guide to State Assessments located on the MME web page

» MME List of Important Dates located on the MME web page
Most students who did not complete testing or were not present for testing on the initial test day are eligible for makeup testing. Refer to the section on Makeup Testing in the ACT Test Coordinator Information Manual, found on the MME web page under the ACT WorkKeys header, and on the ACT Testing: Michigan website, to determine whether a student is eligible for makeup testing and to learn what to do with partially completed Answer Documents.

Test Coordinators will need to order makeup WorkKeys test materials from the Additional Material Order page of the Office of Educational Assessment and Accountability (OEAA) Secure Site. The window for ordering makeup materials is very short, so it is important to familiarize yourself with the dates in MME’s List of Important Dates and ACT’s Schedule of Events. For information on ordering makeup and/or additional material orders, refer to the Additional Material Orders chapter of this training guide.
WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs Assessment Administration

Relevant assessments:

- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs

Assessment Coordinator Responsibilities

What is Needed During Testing

Handling Secure Materials

Managing Student Supports and Accommodations

Testing Irregularities

Ensuring All Students Have Tested
Intro

This chapter provides an overview of the tasks that the Building and District Assessment Coordinator(s) need to complete during the WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs test administration, by answering the following questions:

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

For information about how to prepare for the test administration, go to the WIDA ACCESS for ELLs and Alternate Access for ELLs Assessment Preparation chapter of this training guide.

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

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

During the WIDA ACCESS for ELLs/WIDA Alternate ACCESS for ELLs test administration, District Assessment Coordinators are expected to:

- Establish and communicate district policies regarding test administration to Building Assessment Coordinators, including:
  - cell phone and personal electronic device policy
  - access to testing rooms policy—aside from the TA/proctors/testing students, who has access to the testing rooms and under what conditions (e.g., technology support, school/district/administration, Michigan Department of Education (MDE) monitors, outsiders, etc.)

  - Serve as the contact person between the district and the Office of Educational Assessment and Accountability (OEAA)

  - Know where to find and be familiar with information related to testing

  - Share all correspondence to relevant district and school staff members during testing

  - Collaborate and communicate regularly with the Technology Coordinator

  - Ensure the Technology Coordinator has cleared the TSM at the end of each test window

  - Investigate and inform the OEAA of any testing irregularities
Initiate and submit Incident Reports as needed
Initiate and submit Transfer Request Forms as needed
Oversee and ensure the timely return of all secure materials for scoring

During the WIDA ACCESS for ELLs/WIDA Alternate ACCESS for ELLs test administration, **Building Assessment Coordinators** are expected to:

- Distribute and discuss the district policies (e.g., cell phone/personal electronic device policy) with test administrators, proctors, and other staff involved in testing
- Serve as the contact person between the school and the District Assessment Coordinator
- Ensure appropriate distribution, security, and collection of test materials
- Ensure students are assigned to appropriate designated supports and accommodations in WIDA AMS, and ensure accommodated tests and resources are available for Test Administrators and students; this may include reviewing students’ Individualized Education Program (IEPs) and 504 plans to ensure required supports are planned for

- Ensure that rooms used for testing do not contain any visual materials that would provide clues or answers to questions
- Manage printing, distribution, and secure storage of test tickets, test rosters, test booklets, and other secure materials
- Report any testing irregularities to the District Assessment Coordinator

Schools or districts may modify these tasks during testing (however, all of these tasks must be covered during testing)

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

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

- **Online Testing:**
  - headphones
  - test tickets
  - test rosters
  - Test Administrator’s Script
  - Grades 1-3 Writing Test Booklets
  - Grades 4-12 Writing Response Booklets
  - scratch paper (optional)
  - any assigned accommodated materials or resources that students need to use during testing
  - sharpened pencils for students to use with scratch paper and for those students handwriting their Writing responses

- **Paper/Pencil Testing:**
  - Test Administrator’s Script
  - Listening and Speaking CDs
  - Speaking Test Booklets
  - Test Booklets
  - Student Response Booklets (for Alternate ACCESS for ELLs only)
  - scratch paper (optional)
  - any assigned accommodated materials or resources that students need to use during testing
  - sharpened No. 2 pencils for testing
Test Administrators will need to know:

- the district’s cell phone/personal electronic device policy
- how the district will manage secure materials and where to store secure materials after testing

How should secure materials be handled during the test administration?

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

All secure materials must be retained in one secure, locked location within the school. During the test administration, materials must be distributed and collected each day.

For online testing, this includes:

- test rosters and tickets
- used scratch paper

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

Used scratch paper MAY be collected for redistribution when resuming an in-progress test IF the student name is on the scratch and it is used for the completion of the same test. Any used scratch paper for a test that has been completed or that does not have the student’s name on it must be securely shredded.

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

Detailed information about handling secure materials after testing is available in the WIDA Michigan-Specific Test Administration Manual.

How do I assign and manage Student Supports and Accommodations?

Students who are assigned Universal Tools or Accommodations according to the WIDA Accessibility and Accommodations Supplement will need to have access to these tools and accommodations at the time of testing. This supplement is located on the WIDA web page under the Student Supports and Accommodations section.

For students testing online, many—but not all—accommodations are assigned in WIDA AMS. Other
universal tools and accommodations can require non-embedded materials and resources that students should have access to during testing.

For information about how to assign accommodations in WIDA AMS go to the **WIDA AMS Basics** chapter of this training guide.

For paper/pencil formats, accommodations students use during testing can be bubbled in per the directions found in the **WIDA Michigan-Specific Test Administration Manual**.

MDE has developed optional resources that can be used to help monitor and track universal tools and accommodations for WIDA assessments. These tools are available on the WIDA web page under the **Student Supports and Accommodations** section. These resources—or other, locally developed resources—can be used to help track tools and accommodations that are needed in each test session. It is the responsibility of the Building Assessment Coordinator to ensure that Test Administrators are made aware of student tools and accommodations in the test session(s) they administer, and that any accommodated materials are made available.

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

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

A testing irregularity is any deviation of the test administration from the policies and procedures defined in the **Test Administration Manual** and the **Assessment Integrity Guide**.

For WIDA, District Assessment Coordinators use the **Incident Reporting Tool** in the OEAA Secure Site to report and resolve testing irregularities. These could be student prohibited behavior, a test regeneration request, a misadministration, or any other event that requires reporting and resolution.

More information about testing irregularities is available in the **Incident Reporting** chapter of this training guide.

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

It is important that District and/or Building Administrators make sure that all students who are expected to test complete their testing before the window closes. Directions for how to use WIDA AMS to help with this task for students testing online can be found in the **WIDA AMS User Guide** located on WIDA AMS.

Be sure to read the **After Testing** module of this training guide for tasks that need to be done after the testing window.
WIDA ACCESS Placement Test (W-APT) and WIDA Screener Preparation and Administration

Relevant assessments:

- WIDA™
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
As a new WIDA Assessment Coordinator, if you have not already done so, make sure that you review the Quick Start Guide in the Overview Module of this training guide. The Quick Start Guide was developed with you in mind and lists several up-front tasks that all Test Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

The WIDA™ Screener and the kindergarten WIDA ACCESS Placement Test (W-APT) are assessments required by the Michigan Department of Education (MDE) for students for whom a language other than English is primarily spoken in the home. These assessments help educators determine if students should be identified as English Learners (ELs). This chapter will help you prepare to administer these assessments, by answering the following questions:

- What are the basics of the WIDA Screener and kindergarten W-APT?
- How do I prepare myself and other staff members to administer the WIDA Screener and/or kindergarten W-APT?
- How do I identify which students need screening?
- How do I administer and record the results of the WIDA Screener and/or the kindergarten W-APT?

What are the basics of the WIDA Screener and kindergarten W-APT?

The World-class Instructional Design and Assessment (WIDA) Screener and the kindergarten WIDA ACCESS Placement Test (W-APT) are Michigan’s required assessments used as a part of the English Learner identification process. The W-APT is used to screen kindergarten students, and the WIDA Screener is used to screen students in grades 1-12. Both tools assess English language proficiency in Listening, Reading, Writing, and Speaking.

The kindergarten W-APT is a paper/pencil assessment and can be downloaded through the WIDA Secure Portal on the Michigan-specific WIDA website.

The WIDA Screener is primarily an online assessment, but for grades 1–3, the writing portion is administered as paper/pencil only. Additionally, for grades 4-12, schools can opt to order paper/pencil versions for the writing component.

The WIDA Screener materials cannot be ordered directly from the WCEPS Store website and instead must be ordered using MDE’s approved ordering process. Educators should review the Michigan WIDA Screener & W-APT Policy Manual at Michigan Department of Education (MDE) WIDA web page for the most up to date information on the ordering process.

Students should be screened after a positive response to the Home Language Survey questions, described later. Students must be screened and determined to be English Learners or not within 30 days of the start of the school year or within 10 days after enrollment during the school year. Students should be screened only once while they are attending Michigan schools.

Using the results of the screener, educators should then follow additional determination factors discussed in detail in the MDE Entrance and Exit Protocol: English Learner Program to make a determination as to
whether or not a student should be considered an EL. This document can be found on the MDE website using the following links: School Supports and Performance > Field Services (now called Office of Educational Supports) > Programs section. > Title III - English Learner & Immigrant Education Programs link > Entrance and Exit Protocol link.

This determination must be made within 30 days of the start of the school year, or within 10 days after a student’s enrollment during the school year.

How do I prepare myself and other staff members to administer the WIDA Screener and/or kindergarten W-APT?

Educators overseeing and administering the screeners will need to access a number of different online resources and systems and also know who else in their district may be responsible for using these applications and resources, including:

- The following list of documents that must be reviewed prior to administering a WIDA screener. The first three can be found on the MDE WIDA web page.
  - WIDA New Assessment Coordinator Primer
  - MDE Entrance and Exit Protocol: English Learner Program

- **WIDA Secure Portal**: The secure portal through which training modules and some materials to administer the screener can be accessed. All educators who will be administering and scoring these assessments must first complete a set of online training modules and quizzes on the WIDA Secure Portal. Work with your district’s English Language Assessment Coordinator to create an account for the WIDA Secure Portal. The WIDA New Assessment Coordinator Primer also includes instructions for setting up a District Coordinator account.

  The District English Language Assessment Coordinator must verify completion of the required training by screener administrators in the WIDA Secure Portal and then contact Data Recognition Corporation (DRC) at 877-560-8378, option 5, to request WIDA AMS access for the user for scoring purposes.

  » See the WIDA Secure Portal chapter of this training guide for more information on this system and how to obtain access.

- **WIDA AMS**: The secure website through which educators will manage administrative tasks, such as entering student data, assigning students to Test Sessions, printing test tickets, assigning accommodations, and scoring the Writing and Speaking domains.

  » See the WIDA AMS Basics chapter of this training guide for information about the WIDA AMS system and how to obtain access.

- **OEAA Secure Site**: The secure MDE website through which students’ screener scores are logged.

  » See the OEAA Secure Site chapter of this training guide for information about the OEAA Secure Site and how to access to the Site.

- **Michigan Student Data System (MSDS)**: The secure website managed by the Center for Educational Performance and Information (CEPI) for the collection of key student data from districts for funding. The student data here is also used by OEAA for assessment pre-identification, assessment reporting, and accountability reporting. Additionally, students who have been determined to be English Learners must be formally identified as such in the MSDS.

  » See the Michigan Student Data System (MSDS) chapter of the training guide for more information on the MSDS and how it’s used.
How do I identify which students need screening?

Districts must ensure that two standard questions are part of the enrollment form for students who have never before enrolled in the district:

» **Question 1:** Is your child’s native tongue a language other than English? (If yes, ask: What is that language?)

» **Question 2:** Is the primary language used in your child’s home or environment a language other than English? (If yes, ask: What is that language?)

If a parent or guardian answers “yes” to either question, the student must be screened using the W-APT (kindergarten) or the WIDA Screener (grades 1–12).

These two questions comprise the Michigan State Board of Education approved **Home Language Survey**, the first step in the process for identifying students who may be considered English Learners (ELs). The **Home Language Survey** is available on the MDE WIDA web page in English, Spanish, Arabic, French, Italian, and Ojibwa. For forms in other languages, contact the Office of Field Services at 517-373-3921.

How do I administer and record the results of the WIDA Screener and/or the kindergarten W-APT?

The kindergarten W-APT is a one-on-one paper/pencil assessment. It should be administered to students enrolling during kindergarten round-up, during kindergarten, or during the first semester of 1st grade. For students enrolling during kindergarten round-up or during the first semester of kindergarten, only the Listening and Speaking domains should be administered. For second-semester kindergarteners, all four language domains – Listening, Reading, Writing, and Speaking – should be administered.

For students in grades 1–12, the assessment can be administered online and in a group setting. Students entering schools in the fall of each year will take the screener for the previous grade level.

**Table 1** provides a basic framework for determining which grade-level cluster Screener to use; but other factors discussed in the **Michigan WIDA Screener & W-APT Policy Manual** should also be considered when deciding which screener to administer, so it’s important to reference this resource.

Educators are responsible for scoring the screener. Depending on the mode through which the screener is administered, scoring may require more or less effort. Educators administering the paper/pencil form of the screener will score all domains. Educators with students taking the online screener in grades 1–12 will need to score only the Writing and Speaking domains.

Refer to the **Michigan WIDA Screener & W-APT Policy Manual**, on the MDE WIDA web page for complete screener guidelines, including screener cycles and making an English Learner determination.

The results of the student’s screener must be entered into the OEAA Secure Site, regardless of whether or not a student is determined to be an EL. Additionally, a copy of the student’s results must be kept in the student’s permanent record file. Students who have been identified as EL must have the appropriate designation in the MSDS. Educators must work closely with their pupil accounting staff to ensure students are correctly identified.

**Table 1: Identifying Appropriate Grade-Level WIDA Screeners**

| Cycle I – August 1 – December 1 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Test to be used | K | K | 1 | 2-3 | 2-3 | 2-3 | 4-5 | 4-5 | 6-8 | 6-8 | 6-8 | 6-8 | 9-12 |
| Cycle II – December 1 – August 14 |
| Grade Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Test to be used | K | 1 | 2-3 | 2-3 | 4-5 | 4-5 | 6-8 | 6-8 | 6-8 | 6-8 | 9-12 | 9-12 | 9-12 |
Where can I find additional WIDA Assessment Coordinator resources?

As a new Assessment Coordinator, the best resources to review to prepare for administering WIDA Screeners are the following, available on the MDE WIDA web page:

» WIDA New Assessment Coordinator Primer

You may also want to review the WIDA New Principal’s Primer as another source of information.
Early Literacy and Mathematics Benchmark Assessments Administration

Relevant assessments:
- Early Literacy and Mathematics Benchmark Assessment (K-2)

Assessment Coordinator Responsibilities

What is Needed During Testing

Handling Secure Materials

Managing Supports and Accommodations

Testing Irregularities

Ensuring All Students Have Tested

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

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

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

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

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

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

- **Establish and communicate district policies** regarding test administration to Building Assessment Coordinators, including:
  - cell phone and personal electronic device policy
  - access to testing rooms policy

- **Serve as the contact person** between the district and the Office of Educational Assessment and Accountability (OEAA)

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

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

- Serve as the contact person between the school and the District Assessment Coordinator
- Ensure students are assigned to appropriate designated supports and accommodations in eDIRECT
- Manage printing, distribution, and secure storage of test tickets, test rosters, and scratch paper
- Report any testing irregularities to the District Assessment Coordinator

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

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

- **Materials Needed include:**
  - headphones for all students in Kindergarten and grade 1, and for students using Text-to-Speech (TTS) in grade 2
  - scratch paper (optional)
  - sharpened pencils for students to use with scratch paper
  - In addition, test administrators will need:
    - test tickets and rosters
    - Test Directions for the assessment being administered

How should secure materials be handled during the test administration?

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

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

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

Students who are assigned Designated Supports or Accommodations according to the Student Supports and Accommodations Table, M-STEP, MI-Access, SAT, WorkKeys and WIDA will need to have access to these supports and accommodations.

TTS for grade 2 is assigned in eDIRECT. For information about how to assign TTS in eDIRECT go to the eDIRECT chapter of this training guide.

What do I do if there is a testing irregularity?

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

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

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

More information about testing irregularities is available in the Testing Irregularity chapter of this training guide.

How do I ensure that all students have tested?

It is important that District and/or Building Administrators make sure that all students who are expected to test complete testing before the window closes. To help with this task for students testing online, eDIRECT has a Testing Status screen that allows users to view how many students have not started, are in progress, and have completed tests they are assigned to by grade and content area. More information about how to use this feature in eDirect is available in the eDirect Basics chapter of this training guide. Note, however, that only students who are pre-identified and assigned to a test session will appear on this page. You will still need to make sure that all students who are expected to test are assigned to a test session for each content area tested in the grade.

Be sure to read the After Testing module chapters of this training guide for tasks that need to be done after the testing window.
Materials Return

Relevant assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
- PSAT™ 8/9 and 10

Assessment Coordinator Training Guide

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All test materials are managed in a specific manner after testing. Additionally, there are specific requirements for the return of each state-administered assessment materials. This chapter discusses the preparation and processing of materials for each applicable assessment, by answering the following questions:

- How do I prepare and process materials after testing for M-STEP?
- How do I prepare and process materials after testing for MI-Access?
- How do I prepare and process materials after testing for WIDA ACCESS for ELLs?
- How do I prepare and process materials after testing for SAT/PSAT?
- How do I prepare and process materials after testing for ACT WorkKeys®?

For schools using any paper/pencil materials, M-STEP has both secure and non-secure materials, both of which must be handled according to procedures defined in the M-STEP Test Administration Manual (TAM). Refer to the section in the TAM titled Instructions for Materials Return for specific directions for handling all M-STEP materials. These instructions include:

- deadlines for shipment
- secure and non-secure materials
- materials that must be returned
- materials to be kept by the school
- materials to securely destroy

This TAM section also includes a diagram that shows how materials should be packaged for return to the M-STEP contractor. Schools should reference this information when preparing to return materials to ensure the shipment is sent on time, with the correct materials packaged in the correct way.

Schools testing paper/pencil or who have accommodated students who tested using paper/pencil will have materials that are required to be returned to the contractor. Schools testing online only with no paper/pencil accommodated students may not have materials to return. It is important, however, that schools testing online with no accommodated paper/pencil students are aware of the proper handling of secure materials.

The M-STEP TAM is available on the M-STEP web page under the Current Assessment Administration header.
How do I prepare and process materials after testing for MI-Access?

MI-Access has both secure and non-secure materials, both of which must be handled according to the procedures defined in the Test Administration Manuals (TAMs) – one for MI-Access Functional Independence (FI) and one for MI-Access Participation (P) and Supported Independence (SI). Refer to the section titled Instructions for Materials Return for specific directions for the handling of all MI-Access materials. These instructions include:

- how to process test materials after testing
- materials return tools
- instructions for packaging and shipping materials to contractor

A diagram that shows how materials should be packaged for return can be found in the appendix section of each TAM. Schools should reference this information when preparing to return materials to ensure the shipment is sent with the materials packaged in the correct way.

Schools using any paper accommodated versions of the tests will be required to return all these materials to the contractor. Since the FI ELA: Expressing Ideas test is exclusively a paper test, those materials must also be included with the material returns.

The MI-Access TAMs are available on the MI-Access web page under Current Assessment Administration.

How do I prepare and process materials after testing for WIDA ACCESS for ELLs?

There are likely to be materials that must be returned to the testing contractor for students taking the WIDA ACCESS for ELLs online as well as for those taking the paper/pencil test. Depending on the grade level of students testing online and any needed accommodations, some students may be writing their responses for the Writing domain in a paper booklet. Directions for returning and packing materials can be found in the Michigan-Specific WIDA Test Administration Manual in the Preparing Test Materials for Return section.

Educators should also review the Michigan State-Specific Directions. This document provides an easy set of directions for shipping materials back and clearly provides information on what information does and does not need to be bubbled in on the test booklets.

Both the WIDA TAM and Directions are available on the WIDA web page under Current Assessment Administration.
How do I prepare and process materials after testing for SAT/PSAT?

To process SAT and/or PSAT test materials after testing, Test Coordinators will need to complete the tasks listed in the relevant Michigan SAT School Day Coordinator Manual and/or Michigan PSAT Coordinator Manual in the After the Test section. These instructions must be followed closely to ensure all materials are properly processed and returned. The process may be repeated depending on whether accommodated testing and/or makeup testing is needed. Each type of administration will require materials to be processed and returned separately.

When packing and shipping used materials, follow the order of materials shown in the Returning Used Answer Sheets and Forms instructions in the Appendix of the manual(s). It is important to return SAT with Essay and PSAT test materials the day after testing for each test administration—standard time, accommodated, and makeup—unless testing at an off-site location; off-site testing materials will be picked up the same day as test administration. The day prior to the testing day, Test Coordinators will receive an email containing the pickup date, time, and confirmation number. If you do not receive an email, did not receive shipping labels and other necessary return materials, or need to change the pickup date or time, contact Michigan School Day Support at 866-870-3127, option 1. Be advised that materials returned late will not be scored.

The Michigan Coordinator Manuals are available on the College Board Michigan-specific web page and the MME and PSAT web pages.

How do I prepare and process materials after testing for ACT WorkKeys?

After testing, the ACT WorkKeys Test Coordinator is responsible for completing the applicable forms, collecting materials from Room Supervisors, packing the test materials into the shipping cartons, and storing the packaged materials until they are picked up by the designated carrier. The ACT Test Coordinator Information Manual has a detailed checklist, along with other instructions for the packing of materials, in the section titled Collecting, Packing, and Returning the Test Materials. Refer to the Michigan ACT website for helpful tips, training videos, the Schedule of Events, and other information specific to Michigan WorkKeys administration.

Be aware of the scheduled date for pick-up. Refer to the Schedule of Events on the Michigan ACT website for the date. Answer documents shipped after the deadline will not be scored.

Remember to keep Standard Time and Accommodated and Supports materials separate, and follow the instructions in the ACT Test Coordinator Information Manual for each type of test administration. Return materials are color-coded. See the Color-Coding of Return Materials table in the Collecting, Packing, and Returning the Test Materials section of the manual.

The ACT Test Coordinator Information Manual is available on both the Michigan ACT website and the MME web page.
Accountable Students Enrolled and Demographics

Relevant assessments:

- M-STEP
- MME (two components)
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 for grade 8
The **Accountable Students Enrolled and Demographics** page in the Office of Educational Assessment and Accountability (OEAA) Secure Site provides reports that allow schools to verify the student enrollment and demographic information that will be used in assessment and accountability reporting. The student enrollment and demographics are pulled from the Michigan Student Data System (MSDS) and updated on the Secure Site twice a day to accommodate ongoing changes to the MSDS. This chapter includes information on the Accountable Students Enrolled and Demographics page, as well as the type of reports available and how to read them, by answering the following questions:

- What is the Accountable Students Enrolled and Demographics page?
- What type of reports are available on the Accountable Students Enrolled and Demographics screen?
- What do I look for on the Accountable Students Enrolled and Demographics report?
- Why is it important to review the Accountable Students Enrolled and Demographics report?

### What is the OEAA Secure Site Accountable Students Enrolled and Demographics page?

A public school’s report on the **Accountable Students Enrolled and Demographics** page of the Office of Educational Assessment and Accountability (OEAA) Secure Site lists names and demographic information for all students whose MSDS record lists the school as their **Primary Educational Providing Entity (PEPE)**. This does not apply to nonpublic schools. The data pulled from MSDS is based on the Fall MSDS General Collection (October student count day), the Spring MSDS General Collection (February student count day), and student record maintenance (SRM) files that have been submitted in MSDS. The data is updated twice a day to accommodate new SRM submissions.

Assessment Coordinators should review the **Accountable Students Enrolled and Demographics** reports when they become available in April to check the accuracy of the data. During this review on the Secure Site, districts can continue to submit Student Record Maintenance (SRM) files in the MSDS to update student enrollment and demographics before the final assessment and accountability reporting.

OEAA will post a deadline for making MSDS updates in time for annual assessment and accountability reporting. OEAA will also provide an “as of” date the SRM file must contain when it is submitted, to assure it is picked up for assessment and accountability reporting. This is very important, because any SRMs with an “as of” date occurring after the posted date will not be picked up by OEAA for annual assessment and accountability reporting. It is important to note that OEAA will NOT use the End-of-Year Collection for enrollment and student demographic purposes. The End-of-Year Collection is important for other school accountability and performance reports but is not used to determine enrollment or demographics for assessment reporting purposes.

Assessment coordinators will need to work closely with their districts’ **authorized MSDS user(s)** to communicate the need for updating the MSDS, and to inform them of the “as of” date and the deadline for submission/certification of SRM files for assessment and accountability reporting. Only authorized user(s) can update the MSDS. If you do not know who your
authorized MSDS user(s) is, you can look up the name and contact information on the District and School Contacts page of the OEAA Secure Site.

Students in grades 3-8, 11, and required grade 12 students who were expected to take the SAT, PSAT 8/9 for grade 8, M-STEP, and/or MI-Access, will be listed under the “Spring” test period window.

The English Learners (EL) who were expected to take the WIDA ACCESS for ELLs or the WIDA Alternate ACCESS for ELLs in grades K-12 will be listed under the “Spring WIDA” test period and will be available separately from other spring assessments.

Currently, PSAT 8/9 for grade 9, PSAT 10, ACT WorkKeys, and Early Literacy and Mathematics Benchmark Assessments (K-2) are not used in accountability calculations, so the Accountable Students Enrolled and Demographics will not be available for these groups of students.

What type of reports are available on the Accountable Students Enrolled and Demographics screen?

There are two different type of reports on the Accountable Students Enrolled and Demographics page of the Secure Site.

1. Accountable Student Groups – this will give you a summary of subgroups by grade for the building or district, depending on which entity is selected. The links in the grade columns can be used to drill down to the individual students being assessed in that subgroup.

2. Accountable Students Enrolled and Demographics – this will give you a detailed list of students showing as enrolled in the building along with each student’s demographic information

Even after reviewing all the Accountable Student Groups, you will still need to view the complete list of students on the Accountable Students Enrolled and Demographics report.

The summary and student data from both reports can be downloaded into an Excel spreadsheet or printed.

What should I look for on the Accountable Students Enrolled and Demographics report?

When the reports are available on the Secure Site, you should verify the following information.

» The totals for each of the subgroups by grade level are correct.

» Students who were enrolled through the “as of” date announced by OEAA are listed. If a student is not listed but was enrolled, the district MSDS person may need to submit an enrollment record in MSDS for the student.

» Students who exited the school prior to the “as of” date announced by OEAA are not listed. If a student left the school, the district MSDS person will need to submit an exit record in MSDS for the student.

» Nonpublic school students and homeschooled students who attend the school for a non-core class are not listed. If they are listed, the MSDS person may need to update the residency code for the student in MSDS.
• Nonpublic school students’ residency codes in MSDS should be either 04 or 08.
• Homeschooled students’ residency codes in MSDS should be either 07 or 15.

» All student’s demographic information is correct. If a correction needs to be made, the district MSDS person will need to update it in MSDS. A list of demographics used for assessment and accountability reporting, along with how/when the information can be updated, is available in the full instructions for Accountable Students Enrolled and Demographics on the Secure Site Training web page, under the Accountable Students & Test Verification section.

Why is it important to review the Accountable Students Enrolled and Demographics report?

It is very important that the reports are reviewed when they become available, and that any updates or corrections are made in the MSDS by the posted deadline, using the posted “as of” date. This is the school’s last opportunity to ensure that the school enrollment and student demographics are updated for the final assessment and accountability reporting.

The OEAA Accountability staff will not accept appeals or adjustments to a school’s enrollment or demographics after this process deadline.

Watch the weekly MDE Spotlight on Student Assessment and Accountability for information on the Accountable Students Enrolled and Demographics starting in April of each year.

Full instructions on reviewing the Accountable Students Enrolled and Demographics can be found on the Secure Site Training web page under the Accountable Students & Test Verification section.

Practical Tips

- When reviewing the data in the Accountable Students Enrolled and Demographics page, don’t forget to use the column filters to customize your reports, to help with reviewing the full list of enrolled students.

- You do not need to wait until the Accountable Students Enrolled and Demographics reports are available on the Secure Site. You can work with your authorized district MSDS person to obtain reports from MSDS to verify student enrollment and demographics throughout the school year as needed. Student information in the Student Information System can be different than what is in MSDS.

- Student information can be updated throughout the year in MSDS; districts do not need to wait until the Accountable Students Enrolled and Demographics reports are available in the Secure Site.

- Work with your district’s authorized district MSDS person to set up a plan on how you will communicate with one another, as well as to develop the process to keep student information updated after the spring MSDS general collection. This will ensure accurate student enrollment and demographics for assessment and accountability reporting.
Answer Documents Received and Not Tested Students

Relevant assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
This chapter introduces the **Answer Documents Received and Not Tested Students** page in the Office of Educational Assessment and Accountability (OEAA) Secure Site. On that page, users can view the paper/pencil and electronic answer documents received, submit answer document issues, and report a reason a student did not test in order to be considered for accountability exemptions. This chapter includes information about the Answer Documents Received and Not Tested Students page, what to verify, and why reviewing this page is so important, by answering the following questions:

- **What is the Answer Documents Received and Not Tested Students page?**
- **What do I verify on the Answer Documents Received and Not Tested Students page?**
- **Why is it important to review the Answer Documents Received and Not Tested Students page?**

### What is the OEAA Secure Site Answer Documents Received and Not Tested Students page?

The **Answer Documents Received and Not Tested Students page** on the Office of Educational Assessment and Accountability (OEAA) Secure Site allows schools/districts to verify that student online and paper/pencil answer documents were received by the scoring vendors. It also allows schools/districts to submit the reason that a student did not test.

The student list includes:

- **all students for whom the school is the Primary Educational Providing Entity (PEPE), whether**
  - the student tested or not
  - PEPE is determined by enrollment records in the Michigan Student Data System (MSDS).
  - More information about PEPE can be found in the [Michigan Student Data System (MSDS)](#) chapter of this guide.
  - The students listed and identified as being accountable students are the same as those listed on the [Accountable Students Enrolled and Demographics](#) page of the Secure Site.
- **all students for whom the school returned an answer document, whether**
  - the school is the PEPE or not

During the review of answer documents received, schools can submit the reason for students that did not test from the same screen.

**Exception:** Reasons a student did not test for SAT cannot be submitted during the SAT answer document review period. Rather, coordinators can submit reasons a student did not test for SAT during the M-STEP and MI-Access answer document review period to ensure that we have accounted for all students that may have taken the MI-Access ELA and mathematics instead of the SAT.

Select the appropriate test period for the assessment you want to review based on the following:

- **Students in grades 3-8, 11, and required grade 12 students taking the SAT, PSAT 8/9 (for students in grade 8), M-STEP, and/or MI-Access will be available under the Spring test period**
- **The English Learners (EL) taking the WIDA Access for ELLs or the WIDA Alternate ACCESS for ELLs in grades K-12 will be listed under the Spring WIDA test period and available separately from other spring assessments.**
• Students in grade 11 and required grade 12 students taking the WorkKeys assessment will be available under the Spring WorkKeys test period.
• Students in grades 9 and 10 taking the PSAT 8/9 and PSAT 10 will be available under the Spring PSAT test period.

Important Note: Students taking PSAT 8/9 in grade 9, PSAT 10, and ACT WorkKeys are currently not included in accountability reporting. Therefore, schools do not need to, nor can they, submit a reason a student did not test. The Answer Documents Received should still be reviewed for missing tests and other answer document issues that can invalidate a student’s test.

What do I verify on the Answer Documents Received and Not Tested Students page?

On the Answer Documents Received and Not Tested Student page, verify the following:

- all answer documents that were submitted, both electronically and paper/pencil, have been received and are showing as received
  » If an answer document or content area is showing as not received, confirm whether or not the student tested.
  • If the student did test at your school and the answer document was submitted, submit a missing test issue to be investigated by the OEAA and the scoring contractor.
    › Submit a copy of the student’s attendance for the day the test was given.
    › As noted above, the ability to submit not tested reason for SAT will not be available until the M-STEP and MI-Access answer document review period is open.
  • If the student did test at your school and the answer document was submitted, submit a missing test issue to be investigated by the OEAA and the scoring contractor.
    › Enter a reason for students taking MI-Access Functional Independence (FI) in grades 5 and 8 who would have taken MI-Access FI science if available, for an accountability exemption.
    › If a test is showing as being received from your school but the student did not test at your school, submit an Incorrect Tested School issue.

- answer documents flagged for prohibited behavior or nonstandard accommodation are appropriately identified
  » If the student did not have a prohibited behavior but is marked as such, after investigating the possible issue at the school, submit an appeal.
  » If the student did not use a nonstandard accommodation but is marked as such, after investigating the accommodation(s) that were used and the student’s IEP, submit an appeal.

- students who appear as testing out of level
  » Out-of-level testing occurs when a student takes a test for a grade other than the grade identified in the student’s record in the MSDS.
  » If the grade level identified in MSDS is incorrect, resolve the out-of-level status by updating the student’s MSDS record during the review period.
  » If the level in MSDS is correct, no action is required and the student’s test will be invalidated as out-of-level.

- students not enrolled in MSDS
  » Students who do not have a current enrollment record in MSDS will be displayed.
  » An enrollment record will have to be submitted in MSDS by the posted OEAA deadline or the test will be invalidated.
- Students who took the WIDA Alternate ACCESS for ELLs and MI-Access tests are marked as **Special Education (SE)**
  - If a student who is actually an SE student is not marked SE, resolve the issue by updating the student’s record in the MSDS during the review period.

- Students that took the WIDA ACCESS and WIDA Alternate ACCESS for ELLs are marked as **English Learners (EL)**
  - If a student who is actually an EL student is not marked EL, resolve the issue by updating the student’s record in the MSDS during the review period.

- **Homeschooled students**’ answer documents have been received and that each student is identified as a homeschooled student.

  » If a student who is actually a homeschooled student is not identified as such, update the student’s record during the review period according to the following guidelines:
    * Homeschooled students who are enrolled in a non-core class at the school can be updated in MSDS
    * Homeschooled students who do not take a class at the school can be identified as homeschooled in the student’s demographic screen of the Secure Site

Always review the full list of Answer Documents Received. The OEAA cannot systematically identify all possible issues.

Why is it important to review the Answer Documents Received and Not Tested Students page?

The **Answer Documents Received and Not Tested Students** review period is the only opportunity schools and districts have to resolve answer document issues. Tests that are invalidated and students who do not receive scores will negatively influence the school’s participation rate as reported in the **Michigan School Index System** and **Parent Dashboard**.

  » Missing answer documents that are not reported as missing will not receive a score.
  
  » Answer documents that are marked with prohibited behavior and nonstandard accommodation will be invalidated, and the student will not receive a score. If the student did engage in a prohibited behavior or nonstandard accommodation, then no action is needed.

  » Student tests that are marked as testing out of level will be invalidated, and the student will not receive a score.

  » Students who have taken the WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs and are not identified as EL students will have their tests invalidated.

  » Students who have taken WIDA Alternate ACCESS for ELLs or MI-Access and are not identified as special education will have their tests invalidated.

This review period is also the only opportunity to submit reasons why students did not test for a possible accountability exemption.

  » If a reason is not submitted, the student will be considered absent as the not tested reason.

  » If a MI-Access P or SI student took a locally created social studies assessment but it is not entered, the student is counted as not tested.

  » If a MI-Access FL student did not take the science assessment in grades 5 and 8 and the appropriate not tested reason is not entered, it will be assumed they should have taken M-STEP and the student will count as not tested.
Failure to review **Answer Documents Received and Not Tested Students** can create issues that will impact a student’s score and/or accountability calculations for the school.

Watch the weekly **Spotlight on Student Assessment and Accountability** for information on Answer Documents Received and Not Tested Students starting in May of each year.

Full instructions on reviewing **Answer Documents Received and Not Tested Students** can be found on the Secure Site Training web page under the **Accountable Students & Test Verification** section.

### Practical Tips

- During testing, ask teachers to keep a list of students who did not test and why they did not test.

- Ensure that you have access to the seating charts prior to reviewing the **Answer Documents Received and Not Tested Students** page.

- Read through the instructions ahead of time to ensure that you know what type of issues you are looking for and how to resolve them, if they can be resolved.

- Know who the authorized district MSDS user is and work out a plan to make updates to MSDS if needed during this review process.
Preliminary Reports

Relevant assessments:

- M-STEP
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- Early Literacy and Mathematics Benchmark Assessments (K–2)
Intro

Preliminary reports are available within 48 hours of testing for students who test online and take M-STEP, MI-Access, or Early Literacy and Mathematics Benchmark assessments. Preliminary reports are available through Michigan’s Dynamic Score Reporting Site, which is accessed through the Office of Educational Assessment and Accountability (OEAA) Secure Site. This chapter will give you an overview of the Preliminary Reports and how to access them, by answering the following questions:

- Which assessments provide Preliminary Reports?
- How do I access Preliminary Reports?
- What data is included on Preliminary Reports?

Which assessments provide Preliminary Reports?

Preliminary Student Roster Reports are available for M-STEP and MI-Access in Michigan’s Dynamic Score Reporting Site. Preliminary Student Roster Reports allow users to view student preliminary scale scores and claim and/or discipline scores by content area and grade. Preliminary scores are calculated using only machine-scored items available at the time the test is submitted. Preliminary scale scores and performance data are subject to change and should not be taken as a final evaluation of a student’s performance.

The Preliminary Student Roster reports are for school use only and may not be shared with the public. The data should not be used for any high-stakes decisions (e.g., grade or course placement, curricular evaluations, teacher evaluations).

**NOTE:** Early Literacy and Mathematics Benchmark Assessments Student-Level Final Reports are also available within 48 hours of students submitting all portions of a content area test. The Student-Level Final Reports are also available in the Dynamic Score Reporting Site through the OEAA Secure Site.
How do I access the Preliminary Student Roster Reports?

The Preliminary Student Roster Reports are available in Michigan’s Dynamic Score Reporting Site. To access the Dynamic Score Reporting Site, users log into the OEAA Secure Site, select the Reports tab at the top of the page and then select Dynamic Score Reports from the drop-down menu.

What data is included in the Preliminary Student Roster Reports?

The Preliminary Student Roster Reports contain student-level data based on machine-scored items available at the time the test is submitted. Preliminary reports are available for English language arts (ELA), mathematics, and social studies when a student has completed the test. Preliminary reports are not available for the M-STEP Science Field Test because individual student data is not reported for a field test (Science data is reported for MI-Access).

- Preliminary scale scores: Proficiency levels are not available on the Preliminary Student Roster Reports; preliminary scale scores are categorized as Above Benchmark or Below Benchmark.
- Preliminary Margin of Error
- Claim and discipline data: Claims are reported for ELA and mathematics; discipline raw score data—that is, points earned out of points possible—are reported for Social Studies.
Data Files

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
Intro

Building and District Assessment Coordinators will need to access student data files for use with local data systems or programs, or to provide assessment data for School Improvement Teams or other data review purposes. Data files are available both for individual students and for various student groups. This chapter tells you how to access the data files and what information is included in the student-level and aggregate data files, by answering the following questions:

- How do I access the individual student and aggregate data files?
- How do I access the CSV files for each aggregate report?
- What data is included in the data files?

How do I access the student and aggregate data files?

Student Data Files (SDF) and Aggregate Data Files (ADF) include all released data for the school, district, intermediate school district (ISD), and state. The student data files and aggregate data files are found under the Reports tab on the Office of Educational Assessment and Accountability (OEAA) Secure Site, then select Test Scores. Each field in the student and aggregate data files is labeled in the file format documents. More information on Accessing Student Test Scores and Data Files and about the file formats available in the OEAA Secure Site is available on the Secure Site training page.

Aggregate data files can also be accessed in MiSchoolData. Data files on Mi School Data include aggregate assessment data as well as many other accountability and publicly reported data. The data files and information about them are found under the Other & Data Files tab in Mi School Data. Links are available to provide help with accessing the files and file formats used in Mi School Data files.

How do I access the CSV files for each aggregate report?

CSV files provided in the Dynamic Score Reporting Site are designed to provide only the data that is included on the specific report you are viewing. The Dynamic Score Reporting Site can only be accessed through the OEAA Secure Site using your Michigan Education Information System (MEIS) login. For M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments, the Dynamic Score Reporting Site includes CSV files for all aggregate reports. The CSV file formats are also included in the Actions menu in the Dynamic Score Reporting Site for user reference.

For more information about the reports available in the Dynamic Score Reporting Site, see the Final Reporting chapter of this training guide.
What data is included in the OEAA Secure Site data files?

Data files provided in the OEAA Secure Site contain all the reported student-level and aggregated data. Both student-level and aggregate data are provided for the following tests:

- M-STEP
- MI-Access
- Early Literacy and Mathematics Benchmark Assessments
- SAT with Essay
- PSAT 8/9 and PSAT 10
- WIDA ACCESS for ELLs

Only student-level data is provided for the following tests:

- ACT WorkKeys
- WIDA Alternate ACCESS for ELLs (combined with WIDA ACCESS for ELLs in one SDF)
- WIDA Screener

Please note that there are some slight differences in information reported in these data files because of the design of each test.

- Student Data File (SDF): The Student Data File contains all reported student-level data. Demographic data is populated from the data submitted in the Michigan Student Data System (MSDS). The demographic data reported includes:
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - Special Education
  - English Learner
  - Former English Learner
  - Foster Students
  - Migrant Status
  - Military Connected
  - Homeless
  - Homeschooled

These demographic groups are then grouped into each aggregate level: school, district, ISD, and state. Assessment data reported includes: mean scale score, standard deviation, and the number and percent of students scoring in each performance level (e.g., not proficient, partially proficient, proficient, and advanced for M-STEP).

- Aggregate Data File (ADF): The Aggregate Data File contains all reported aggregated data. Assessment data is aggregated at the school, district, ISD, and state levels. The ADF is produced by counting each student with a valid test in the SDF in each reported demographic group:
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - Special Education
  - English Learner
  - Former English Learner
  - Foster Students
  - Migrant Status
  - Military Connected
  - Homeless
  - Homeschooled

Only valid tests are included in aggregated data.

Data files provide schools with important student-level and aggregate-level data that can be used within school data hubs or to generate locally developed assessment reports based on the specific needs of the school or district.
Final Reporting

Relevant assessments:

All Michigan state assessments:

- M-STEP
- MME
  - ACT WorkKeys®
  - SAT® with Essay
  - M-STEP (Science and Social Studies)
- MI-Access
  - MI-Access Functional Independence (FI)
  - MI-Access Supported Independence (SI)
  - MI-Access Participation (P)
- WIDA™
  - WIDA ACCESS for ELLs
  - WIDA Alternate ACCESS for ELLs
  - WIDA ACCESS Placement Test (W-APT)
  - WIDA Screener
- PSAT™ 8/9 and 10
- Early Literacy and Mathematics Benchmark Assessments (K–2)
Assessment Coordinators need to know where to find information regarding accessing and interpreting assessment results to share with other staff. This chapter gives an overview of when reports are available and how to access reports, as well as available resources to help you understand the reports, by answering the following questions:

- When can I expect Score Reports to be available?
- Where do I access assessment reports?
- How do I access Michigan’s Dynamic Score Reporting Site?
- What resources are available to help understanding of the reports?

### When can I expect Score Reports to be available?

Reports become available at different times, depending on the assessment and the reporting system(s). Reports for all assessments include both student-level and aggregated data.

- **Preliminary reports** for M-STEP and MI-Access are available within 48 hours of the student submitting the test.

- Final student reports for **Early Literacy and Mathematics Benchmark Assessments** are available within 48 hours of the student submitting the test. Preliminary reports do not include hand-scored data and are available through Michigan’s Dynamic Score Reporting Site until final reports are released. Once final reports are released, the preliminary reports are no longer available.

- **Final reports for M-STEP and MI-Access** are released to schools and to the public in late August each year. MiSchoolData reports are available concurrently with the public release of aggregate reports.

- **College Board reports** are available on a rolling basis; as soon as a student’s test is scored, it is reported through the College Board’s K-12 Score Reporting Portal.

- **ACT WorkKeys reports** are sent to schools in August of each year.

- **WIDA ACCESS for ELLs** reports are available in late June.

More information about the Preliminary Reports is available in the Preliminary Reports chapter of this training series.
Where do I access assessment reports and results?

Reports are provided in more than one location, based on which assessment the student took.

■ M-STEP and MI-Access

M-STEP and MI-Access results are available through multiple reporting systems:

» Dynamic Score Reporting Site – These reports may be accessed through the Office of Educational Assessment and Accountability (OEAA) Secure Site and are intended for school administrators, school improvement teams, teachers, and other school personnel. These reports include:
  * Preliminary Reports – student/roster level reports, available within 48 hours of a test submission
  * Final Reports – include detailed results for individual students and aggregate level reports; final reports typically are available in the late summer and an article in the Spotlight newsletter will notify districts and schools

» MiSchoolData.org – This site provides aggregated assessment results for the public. Trend data and accountability information is also available through MiSchoolData. Individual student level data for M-STEP is provided for school users who have access.

» Michigan Linked Educational Assessment Reporting Network (MiLearn) – This tool provides student-level assessment data to students, parents, and teachers for schools who have connected to the Data Hubs and whose Student Information Systems (such as MiStar or PowerSchool) work with the MiLearn interface. More information about MiLearn is available on the MiLearn Demonstration Site, with obfuscated data and assessment results for demonstration purposes.

» Selected printed materials are mailed to schools each fall:
  * Parent Reports for distribution to students and their families
  * Student Record Labels for placement in each student’s CA-60 cumulative record folder

■ Early Literacy and Mathematics Benchmark Assessments

Results from the Michigan Early Literacy and Mathematics Benchmark Assessments for K-2 students are only available in the Dynamic Score Reporting Site, accessed through the OEAA Secure Site. Both individual student data and aggregated data are provided.

Reports for the Early Literacy and Mathematics assessments are not printed and shipped to schools. Schools can print their reports from the Dynamic Score Reporting Site.

See Figure 1 (below) for information on where to access assessment results for M-STEP, MI-Access and Early Literacy and Mathematics Benchmark Assessments.

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**Figure 1 – Accessing M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessment Results**

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<thead>
<tr>
<th>Assessment</th>
<th>Dynamic Score Reporting Site</th>
<th>MI School Data</th>
<th>MiLearn</th>
<th>Parent Report and Student Record Labels (mailed to school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-STEP</td>
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<td>MI-Access</td>
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<td>Early Literacy and Mathematics</td>
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<tr>
<td>Benchmark Assessments</td>
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<td></td>
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</tr>
</tbody>
</table>
The College Board Assessments Reporting

Score Reporting for Educators: Educators can access the College Board Suite of Assessments score reports through College Board’s K-12 Score Reporting Portal. To gain access to the portal, they will need to be granted permission from the school or the Data Access Tool Manager. For information in establishing a College Board professional account, refer to the College Board Systems Used in State Assessments chapter of this guide.

Score Reporting for Students and Parents: Students and their families can access their own score reports at the student College Board Account site. Students will need to create their own College Board account to access their scores. NOTE: Each student may have only one account. It is recommended that parents who wish to see their child’s score use the child’s account or create the account together with their child. For information on how to create and manage a student account, access the student score report, and how to troubleshoot problems with accessing an account, College Board offers this FAQ web page (https://pages.collegeboard.org/account-help) that students and their families can use to find answers to common questions.

Additional Reporting for the College Board Assessments

SAT with Essay: Summary student score reports for SAT with Essay are available in the Dynamic Score Reporting Site, accessed through the OEAA Secure Site and include:

» Student Overview Reports – Individual score report for all assessments taken by each student. The report also contains ACT WorkKeys scores.
» Parent Report – Mailed to schools for distribution to students and their families.
» Student Record Labels – for placement in each student’s CA-60 cumulative record folder.

Students, parents, and teachers can also view and download score results for SAT with Essay through MiLearn.

SAT with Essay aggregate results for schools and districts are available for the public through MI School Data.

PSAT 8/9 for 8th grade: Beginning in 2019, summary score results for this assessment will be available through the Dynamic Score Reporting Site on the Student Overview Report, the Parent Report, and Student Record Labels. Students, parents, and teachers can also access PSAT 8/9 for 8th grade scores through MiLearn.

ACT WorkKeys

ACT WorkKeys Score Reports for schools: In August of each testing year, ACT sends the Test Coordinator the following reports:

» Summary Score Report: one for each individual student who took the WorkKeys test
» Roster Score Report: lists the students who took the WorkKeys test, their scores, and when they took the test.

ACT WorkKeys Score Reports for Students: ACT provides a guide for understanding how the WorkKeys Assessment can help students compare their own skills to the hard and soft skills needed for career success. Students can set up an online account at myworkkeys.com to download and print their WorkKeys score reports and National Career Readiness Certificates (NCRC).

Additional Reporting for ACT WorkKeys

ACT WorkKeys individual student scores and certificate level eligibility are available in the Dynamic Score Reporting Site, accessed through the OEAA Secure Site in the following reports:

» Student Overview Reports – Individual score report for all assessments taken by each student. The report also contains SAT with Essay summary scores.
» Parent Report – Mailed to schools for distribution to students and their families.
» Student Record Labels – for placement in each student’s CA-60 cumulative record folder.
Students, parents, and teachers can also view and download score results for WorkKeys through MILearn.

WorkKeys aggregate results for schools and districts are available for the public through MI School Data.

See figure 2 for information on where to access results for SAT, PSAT 8/9/10, and ACT WorkKeys.

### Figure 2 – Accessing SAT, PSAT 8/9, PSAT 10, and ACT WorkKeys Results

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Dynamic Score Reporting Site</th>
<th>MI-Learn</th>
<th>MI School Data</th>
<th>College Board K-12 Score Reporting Portal (for Educators) and Account for Parents and Students</th>
<th>Summary Score Report and Roster Score Report (mailed to Test Coordinator)</th>
<th>ACT WorkKeys student website: myworkkeys.com</th>
</tr>
</thead>
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<tr>
<td>SAT</td>
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<td>X</td>
<td>X</td>
<td></td>
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<td>PSAT 8/9/10</td>
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<td>X</td>
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</tbody>
</table>

### Figure 3 – Accessing WIDA results

<table>
<thead>
<tr>
<th>Assessment</th>
<th>OEAA Secure Site</th>
<th>WIDA AMS</th>
<th>MI School Data</th>
<th>MI-Learn</th>
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<td>K W-APT and WIDA Screener</td>
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<td>WIDA ACCESS for ELLs</td>
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<tr>
<td>WIDA Alternate ACCESS for ELLS</td>
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<td></td>
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</tr>
</tbody>
</table>

### How do I access Michigan’s Dynamic Score Reporting Site?

Access to **Michigan’s Dynamic Score Reporting Site** is available through the Office of Educational Assessment and Accountability (OEAA) Secure Site.

For detailed information about how to access the OEAA Secure Site, go to the Secure Site Training Page and select the link **How do I get access to the OEAA Secure Site?**

For detailed information about how to access and navigate the reports, go to the M-STEP web page and select the **Dynamic Score Reporting Site User Guide** link under the **Reporting** section.
What resources are available to help understand the reports?

Each reporting system provides users with resources to help with understanding the reports.

- **Dynamic Score Reporting Site** – This site contains detailed information about each report in both document and video format; click on About this Report to download or view the information.

- **Assessment Web Pages** – These pages provide professional development and informational documents about the reports, under the Reporting and Professional Development sections, including:
  - Interpretive Guide to Reports – for each assessment program
  - M-STEP Final Reports Webcast
  - Performance Level Scale Score Range – for M-STEP and MI-Access
  - Dynamic Score Reporting Site User Guide

- **MiLearn** – This site provides detailed information about each report in each About this Report for each stakeholder group.

- **Mi School Data** – Each report screen has an About This Report section that includes information on what the report shows and how to interpret it, as well as an explanation of why the data are important.

- **College Board Assessments** – For information on how to use the College Board’s K-12 Score Reporting Portal to view and analyze SAT, PSAT 8/9, and PSAT 10 student scores, see the K-12 Assessment Reporting Help page for step-by-step instructions on how to gain access to the portal; what you can do in the portal; and how to use the reports for counseling, curriculum and instructional review of the College and Career Readiness Standards, and for progress-tracking purposes.

  For a more interactive experience, take the SAT Suite of Assessments Training course, which walks you through how to use the K-12 Score Reporting Portal to view, download, and analyze reports. The College Board also provides a K-12 Educator Brief to aid understanding and use of the College and Career Readiness Benchmarks in mathematics and evidence-based reading and writing.

- **ACT WorkKeys** – A sample Summary Score Report and a sample Roster Score Report, as well as an ACT WorkKeys Scale Score Interpretation Guide, is provided on the ACT Testing: Michigan Website.

- **Communication Toolkit for schools** – Each fall, the MDE releases a set of resources designed to help schools communicate with families and communities about state assessments and state assessment results. The toolkit includes helpful tips for parents and guardians on how to read their child’s M-STEP, MI-Access, and MME score reports. Watch the weekly MDE Spotlight on Student Assessment and Accountability newsletter for updates on the release of new Communication Toolkits.