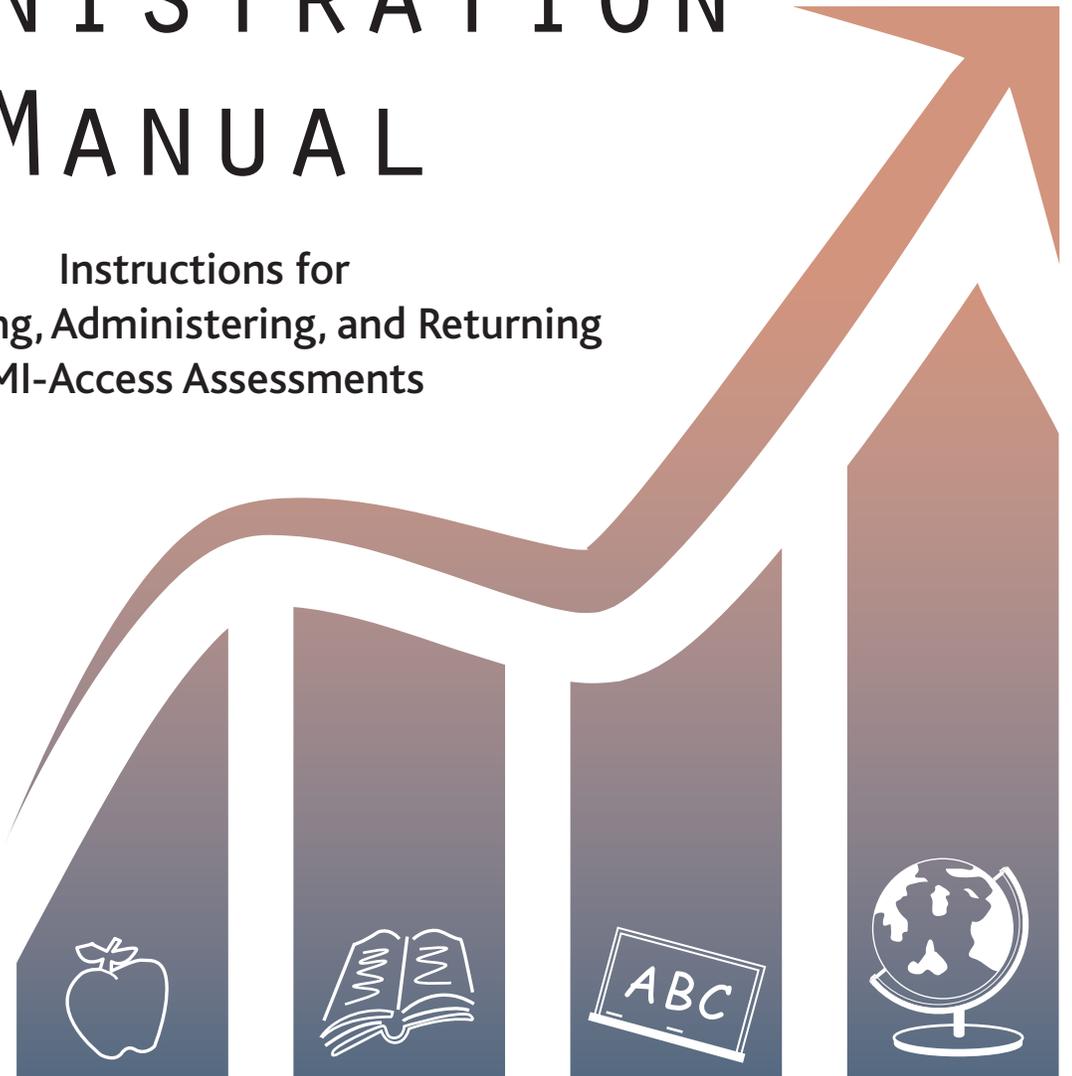




Functional Independence

TEST ADMINISTRATION MANUAL

Instructions for
Distributing, Administering, and Returning
MI-Access Assessments



MICHIGAN STATE BOARD OF EDUCATION

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How to Use This FI Manual

Introduction

This manual is intended to help those involved with administering MI-Access Functional Independence (FI) assessments understand:

- how the administration process works from beginning to end for paper/pencil and student-facing online,
- key dates when specific assessment activities take place,
- the roles that school personnel play in the administration process, and
- how to use available supports and accommodations.

Note: This manual is developed for FI administrations only - a separate manual is available for Supported Independence (SI) and Participation (P) on the MI-Access webpage (www.michigan.gov/mi-access). Each manual covers the paper/pencil assessments, student-facing online testing, and score entries in their respective assessment environment. The content of this manual is developed entirely for FI unless otherwise stated.

This manual is divided into seven sections:

General Information outlines calendar-related information in one place to help school/district personnel prepare for, schedule, and administer the tests.

Overview describes assessment information that everyone involved in the MI-Access administration process needs to know, including important dates and resources to prepare for the testing window for all staff.

Assessment Accommodations discusses the numerous supports and accommodations available to students when taking the FI tests, as well as how and when to use the supports and accommodations and where to obtain additional information.

Test Administrator covers information specific to fulfilling the role of a Test Administrator.

Building/School Coordinators covers information specific to fulfilling the role of a Building MI-Access Coordinator before, during, and after testing.

District Coordinators covers information specific to fulfilling the role of a District MI-Access Coordinator before, during, and after testing.

Materials Return Instructions describes in detail how Schools or Districts are to return all testing materials to the MI-Access contractor for scanning/scoring and processing of secure materials.

Appendices includes detailed information to assist administrators before, during and after the 2018 MI-Access administration.

Everyone involved in MI-Access testing must read the manual. They should be completely familiar with the section(s) related specifically to their role(s) in the test administration process.

Testing Icons

The MI-Access FI assessments may be administered both in paper/pencil and student-facing online modes.

Since this manual provides information on both types of test administration (paper/pencil and online), the Michigan Department of Education (MDE) has developed two icons— a pencil to represent paper/pencil testing and a computer to represent online testing. When a section of the manual applies only to one mode of testing, the corresponding icon will appear. Sections without icons pertain to both online and paper/pencil testing.

Icon	Mode
	Paper/Pencil
	Online

Important Dates

The window for administering the MI-Access tests covers seven weeks; however, we advise you to complete testing as early in the window as possible. You will also notice the grades are not scheduled, like M-STEP, which means the administrators may select the content based on student needs and their internal scheduling at any time during the seven week window. A list of important dates may be found in Appendix G for the activities before, during, and after the assessment.

Assessment	Week Of																	
	2/5 -2/9	2/12 -2/16	2/19 -2/23	2/26 -3/2	3/5 -3/9	3/12 -3/16	3/19 -3/23	3/26 -3/30	4/2 -4/6	4/9 -4/13	4/16 -4/20	4/23 -4/27	4/30 -5/4	5/7 -5/11	5/14 -5/18	5/21 -5/25		
M-STEP Grades 5, 8, and 11										4 weeks								
M-STEP Grades 3, 4, 6, and 7													4 weeks					
MI-Access Alternate Assessments										7 weeks								
College Entrance: SAT with Essay										4/10 only		4/24 only						
Accommodations Testing										4/10-4/24								
Work Skills: ACT WorkKeys										4/11 only		4/25 only						
Accommodations Testing										4/11-4/24		4/25-5/1						
PSAT*										4/10 or 4/11		4/24 or 4/25						
Accommodations Testing										4/10 - 4/24								
WIDA ACCESS for ELLs 2.0	7 weeks																	
WIDA Alternate ACCESS for ELLs	7 weeks																	

* Schools can elect to administer the PSAT test to 9th graders on one day, 10th graders on the other day, or test both grades on the same day. As long as all students in the same grade are tested on the same day, schools can choose which date works best for them for both the initial test dates and the makeup test dates.
NOTE: Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.

Important Pre-Testing Activities

Pre-ID Window	Opens January 8, 2018 Closes for pre-printed barcode labels (paper/pencil testers): February 13, 2018 Closes for online test session pull: February 13, 2018 Remains open for new students through the test window	
Initial Order Window	January 8–February 13, 2018	
Additional Order Window	April 3 – May 22, 2018 (at noon)	
Spring Coordinator Live and Taped WebEx	March 7, 2018 (live) The recorded version will be available in eDirect soon after the live production (This webex covers eDIRECT and Insight functions. Watch Spotlight for details).	
	eDIRECT opens to add/edit test sessions.	March 9, 2018
Initial Test Materials Arrive in Districts	For all grades March 26 – March 28, 2018	For any entities requesting alternate delivery April 2 – April 4, 2018*
Test Administration Window	April 9 – May 25, 2018	
Return of Materials by	May 30, 2018	
<p>* District/schools may request an alternate delivery date on which the materials will arrive, between April 2-4, via the Alternate Initial Materials Delivery Request on the Secure Site Initial Materials Order page. Schools must complete the Alternate Delivery Request while the Initial Material Order window is open January 8 – February 13, 2018</p> <p>Two other surveys being conducted by the OEAA include:</p> <ol style="list-style-type: none"> 1. Off-site Test Administration Request survey, which opened on November 6, 2017 for grade/school-wide testing and remains open for individual students (e.g., homebound, medical, etc.) through the end of the testing window; and 2. the Alternate INSIGHT Availability Request survey for schools that provide regular classroom instruction after 4:00 PM (this survey opens on January 15, 2018, and will remain open through March 8, 2018). 		

The Educational Entity Master (EEM)

The Educational Entity Master (EEM) is a state repository that contains basic contact information for public schools, nonpublic schools, intermediate school districts, and institutions of higher education.

Because the EEM serves as the directory for identifying and linking educational entities with other data collection applications, it is important that districts and schools keep their information up-to-date. The OEAA will use that information in various ways throughout the MI-Access testing process.

The EEM may be accessed on the web page (www.michigan.gov/eem). The EEM may be viewed by anyone, but it can only be updated by the authorized district EEM user. This is usually the district student/pupil accounting person. Those who are unfamiliar with the EEM's many functions can find helpful resources on the site.

What's New This Year (Or Not So New)

Every year brings some changes or adjustments. Some of these items are :

- The Test Administrator Manuals (TAM) have changed this year, with FI separated into its own TAM. The SI and P assessments will be covered in a separate TAM. The TAMs will cover the unique characteristics of the assessments and will address the paper/pencil and online aspects of each assessment type.
- Districts and Schools have the option this year to have all testing materials shipped directly to schools, by changing the destination on the Secure Site order page. This will also allow the schools to return the materials after testing directly to the scanning contractor. If no decision is made concerning the shipping of the materials, the shipping will default to the districts.
- Science testing in MI-Access remains the same for students in grades 4, 7, and 11. This should not be confused with M-STEP which is administering a field test science assessment

in grades 5, 8, and 11. Please see the Content Area sections for specific MI-Access details.

- There will be a green Special Handling envelope for items being returned that require unique processing, such as damaged Answer Documents, and Do Not Score items.
- The Reporting Code Sheets will no longer be used and schools may enter codes in the Secure Site as needed.
- The return process for test materials has been changed and simplified to more closely resemble the M-STEP procedures.

Call Center and Contact Information

The OEAA has a call center to help answer any questions related to MI-Access testing. Agents are available to answer questions at the following toll-free phone number during specific hours:

Call Center number 1-877-560-8378
Normal Hours: 8:00 AM–5:00 PM (M–F)
Testing Window Hours: 7:00 AM–5:00 PM (M–F)

The table below shows the options related to MI-Access testing that are available for selection when calling the OEAA Call Center.

Topic	Option
Known or suspected cheating or unethical testing practices on any state assessment	1
eDIRECT, INSIGHT, TSM, or online assessment tools	2
Secure Site, M-STEP, MI-Access, Accountability, or Reporting	3

Any assessment-related questions (online and paper) may also be submitted in writing at any time to mde-oeaa@michigan.gov for a quick and thorough response. For any eDirect or Insight question you may also send an email (MISupport@datarecognitioncorp.com).

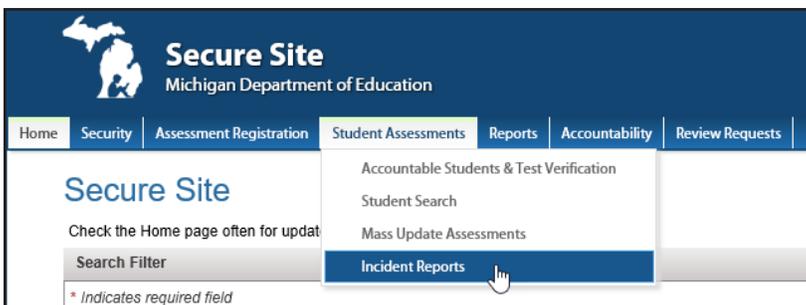
Incident Reporting

Incident reporting is a process that must be completed by District MI-Access Coordinators on the Secure Site when:

- requesting a new test (online or paper/pencil)
- requesting a regeneration of an online test
- reporting test irregularities and misadministrations
- marking a test "Do Not Score" (paper/pencil and online)
- marking a test "Prohibited Behavior"
- marking a test "Nonstandard Accommodation"

If any testing irregularities occur before, during, or after testing, the District MI-Access Coordinator must file an incident report in the OEAA Secure Site as soon as possible. You will find detailed information on how to access and use the [Secure Site Incident Reporting tool](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) (http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf).

We strongly encourage schools and districts to be transparent even if they are unsure of the outcome. Withholding information could present a more serious security issue if unreported and then discovered later. All incident reports should be submitted on the OEAA Secure Site under the student assessment drop-down menu (see below).



Security

All materials that contain test questions or student responses are considered secure materials and must be handled in a way that maintains their security before, during, and after testing. This includes paper/pencil materials, accommodated materials, online test tickets, and test rosters. The following is more detailed information related to security that all District/School Coordinators and Test Administrators must keep in mind when they have secure test materials in their possession.

- Secure materials are bar-coded and recorded on the security checklists accompanying shipments. These materials must be returned to the scoring contractor. **Schools must account for every secure item provided on the materials list.**
- Test tickets used to log students into each online test are secure materials and must be treated as such. (Test rosters, which automatically print along with test tickets, are also secure.)
- Used Paper/Pencil Answer Documents are considered secure and must be handled and protected accordingly. Answer documents with student barcode labels are secure but if they are unused after testing is complete, they need to be securely destroyed.
- All secure materials must be retained in one secure, locked location within the school. During the test administration window, they must be distributed and collected daily.

- **No test materials that contain test questions or student responses may be copied at any time or retained in the schools.**
- Using cameras or cell phones and posting pictures to social media sites is an enormous security risk. **Photographs may not be taken at any time** by students or staff. If students violate this policy, their tests must be marked as “Prohibited Behavior.”
- have read the required assessment documents related to their role in the MI-Access administration process, and
- understand their role and responsibilities.

All OEAA Security Compliance Forms must be returned to the District/Building Coordinator and kept on file for three years.

OEAA Communications with Schools and Districts

Keeping educators up to date regarding important deadlines, changes, and accountability is critical. The OEAA communicates with the field in several ways, including:

- Spring 2018 WebEx Administration presentation (Recorded session on webpage) scheduled for mid-March
- The weekly OEAA-published newsletter “Spotlight on Student Assessment and Accountability”, which is available to the public. Sign up to receive the newsletter and/or read archived copies on the [MI-Access web page](#).



- The [MI-Access web page](#) (www.michigan.gov/mi-access).
- [eDIRECT](#) (https://mi.drccedirect.com).
- The “Announcement” page on the [Secure Site](#) (www.michigan.gov/oeaa-secure)
- Presentations at state conferences, including the Michigan School Testing Conference each February.

Please check these sources regularly to stay up-to-date on assessment and accountability-related dates, issues, and activities.

The MDE has developed a Security Training series through Michigan Virtual University to help train staff involved in any student assessment activities. The training modules are available through [Michigan Virtual University](http://bit.ly/MDEAssessmentSecurity) (<http://bit.ly/MDEAssessmentSecurity>).

OEAA Security Compliance Form

The State Board of Education has approved the Assessment Integrity Guide, which is available on the [MI-Access web page](#) (www.michigan.gov/mi-access). The guide establishes rules for how each state-level assessment should be administered. It also includes information on roles and responsibilities, test preparation, administration irregularities, and security. The Assessment Integrity Guide should be downloaded and read prior to every assessment cycle, as it contains specific information and directions for individuals based on their assessment responsibilities. By following the guidelines in the Assessment Integrity Guide, schools ensure:

- students’ test results are valid
- the testing context is equitable for all students
- all practices are ethical

Once the Guide has been read and any local security training completed, every staff member associated with any testing must sign a Security Compliance Form(s), found in the initial testing material shipment. The Office of Assessment and Accountability (OEAA) Security Compliance Form affirms staff members:

FI Assessment Overview

MI-Access is Michigan's alternate assessment based on alternate achievement standards. It is 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 (the Michigan Student Test of Educational Progress [M-STEP] or the Michigan Merit Examination [MME]).

Students Tested

MI-Access assessments are available at three student levels.

- The **Functional Independence (FI)** assessments are for students who have, or function* as if they have, significant yet more **mild** cognitive impairment. These students typically can, with assistance, assess their personal strengths and limitations, and can access resources, strategies, supports, and linkages to help them maximize their independence.
- The **Supported Independence (SI)** assessments are for students who have, or function as if they have, a **moderate** cognitive impairment. These students may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.
- The **Participation (P)** assessments are for students who have, or function as if they have, a **severe** cognitive impairment. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and which

makes determining their actual abilities and skills difficult.

It is up to the student's IEP team to determine which MI-Access assessment is most appropriate, based on the student's cognitive functioning level, curriculum, and instruction. MI-Access is designed for students working toward the alternate achievement standards: Essential Elements with Michigan Range of Complexity, Extended Grade Level Content Expectations, Extended High School Content Expectations, or Extended Benchmarks. Students whose instruction is based on Michigan's general content standards should be assessed using the general assessments appropriate for the student's grade level (M-STEP for grades 3-8 and MME for grade 11).

Please note: This manual is designed for the FI assessments only. The SI and P manual is posted on the MI-Access webpage.

Consequences of Assessment Decisions

When deciding whether a student should participate in an alternate assessment based on alternate state standards, IEP teams must consider some important consequences.

- If a student participates in a MI-Access Functional Independence assessment, it is assumed that the student is receiving instruction based primarily on Essential Elements with the High Range of Complexity, Extended Grade Level Content Expectations, Extended Benchmarks, and/or Extended High School Content Expectations.
- Being directed onto a divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's General Grade Level Content Expectations as needed to meet all the requirements of the Michigan Merit Curriculum.

Footnote: *The phrase "function as if they have" refers to students who adaptively function in environments that differ from their special education categories and, as a result, should be given the MI-Access assessment that best suits their "adaptive functioning" level of independence. To obtain more information on the students being tested, go to the MI-Access web page (www.mi.gov/mi-access). Target Essential Elements have been developed by: Dynamic Learning Maps Consortium (2013). *Dynamic Learning Maps for Mathematics and English Language Arts*. Lawrence, KS: University of Kansas.

- Placing students in an alternate assessment should not rely on the perceived notion that the student will perform better there. This is an IEP decision and should center around the instructional norms for the student. IEP teams must follow the [state guidelines](http://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf) when making decisions on state assessments (MI-Access guidelines at http://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf)

Online Considerations for Functional Independence - FI

The FI assessments are available in both paper/pencil and student-facing online modes. Both modes of testing require close administrator involvement and will be covered extensively in the administrator section. Here are some very important considerations when preparing to the test either modes. When deciding to use the online testing mode for FI students, you need to consider if this is a part of the student’s typical instructional routine. This decision is best made by the IEP team to help ensure the best testing experience for the student. Introducing the student to an online environment for testing when they are not accustomed to using this type of technology may have some unintended negative consequences.

- FI is delivered and administered online. For students who cannot be assessed online, schools/districts may order a paper/pencil test.
- For schools approved for an Online Waiver, their students would have the option to be assessed using the paper/pencil or the online mode.
- The audio CD version of ELA: Accessing Print and Using Language (APUL) and ELA: Expressing Ideas (EI) are still combined on one CD with the label indicating that it is for both content areas, even though the booklets are separate.
- Social Studies assessments are available for FI students grades 5, 8, and 11 (P/SI will be locally developed/ approved as in the past).
- When testing the FI: ELA assessment it is critical to remember **both** Accessing Print and Using Language (paper or online) **as well as** Expressing Ideas (paper only) must be administered. Keep in mind that the EI is exclusively a paper test. Failure to complete both may results in an invalidation of scores.
- The FI online assessments will have two parts (two test tickets). A test ticket will be issued for each part of the test. Each part of the test is designed to be taken in one day; however testing may not be restricted to just one day. The MI-Access assessment is broken into these small parts to allow students to complete all required testing over multiple days according to the individual student needs.
- The participating flexibility between the general and alternate assessments (FI only) will continue between MI-Access and M–STEP. Note: the ELA portions may not be split between any assessments.
- Student participation in both general and alternate assessments is an IEP team decision.
- If the IEP team decides to administer SAT in grade 11, the student must take both the entire SAT, in place of the MI-Access FI ELA and mathematics.

Content Areas Assessed

Federal regulations and state policies require that state-level assessments be administered to all students in certain grades and in certain content areas. This table shows how Michigan has complied with these regulations and policies.

Content Area	Grade						
	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
ELA	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓
Science*		✓			✓		✓
Social Studies (offered for FI only)			✓			✓	✓

* Note: Grade levels for MI-Access and M-STEP science may differ as new science assessments are developed.

Assessment Flexibility

Students participating in MI-Access FI may be assessed with either M-STEP and/or MI-Access by content area. For example, a Student may take ELA (Accessing Print and Expressing Ideas) in MI-Access and mathematics or science in M-STEP. This flexibility allows students to perform in the alternate assessment without being precluded from also participating in the general assessments.

MI-Access science will continue to be assessed in **grades 4, 7, and 11**. Schools will need to assign these students to the correct MI-Access test in the Secure Site. Students in grades 5 and 8 should not take the 2018 M-STEP Science assessment if the IEP team determines FI science assessment is most appropriate. These students will not be administered a science test in 2018. During the Verification of Not Tested window, a Not Tested reason must be entered for these students in order to ensure they do not count against your school’s participation rate in accountability. (Additional information will be provided as we approach the Verification of Not Tested window.)

For information on ensuring your students are assigned and pre-identified to the correct science assessment, please see the documentation on the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining) under the Pre-Identification of Students section. A Spotlight article is also [posted](http://www.michigan.gov/documents/mde/Spotlight_1-11-18_610742_7.pdf) (http://www.michigan.gov/documents/mde/Spotlight_1-11-18_610742_7.pdf).

The MI-Access assessments are designed for students with the most significant cognitive disabilities. Students whose instruction is based on general content expectations should be assessed using M-STEP or MME. The alternate content standards can be downloaded from the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access). Placing students in an alternate assessment should not rely on the perceived notion that the student will perform better there. This is an IEP decision and should center around the instructional norms for the student.

While this flexibility exists between MI-Access and M-STEP for any given content area, it should be noted that there is no flexibility within MI-Access itself. In other words, a student may NOT be assessed in more than one MI-Access assessment type. An example of this might be to assess a student in FI for math and SI for ELA. Mixing the MI-Access types will lead to invalidation of some content areas assessed.

Can an 11th grade student take MI-Access FI for all content areas and take SAT and/or WorkKeys also?

- Students taking the Grade 11 MI-Access FI assessments are **eligible, but not required** to take the WorkKeys assessment.
- If the SAT with Essay component of the MME is an appropriate assessment for the student as determined by the Individualized Education Program (IEP) team, then the ELA and mathematics scores will be derived from the SAT with Essay and the student will not take MI-Access FI ELA and mathematics tests. If the student’s IEP team determines the MI-Access FI ELA and/or mathematics assessment is the most appropriate for the student, then the student is **not eligible** to take the SAT with Essay.
- The student must take the appropriate level science and social studies tests (M-STEP or MI-Access) based on his or her IEP.
- If a student participated as an 11th grader in a previous MI-Access administration, then the student is **not eligible** to take any component of the MME.

Assessment Administrators

The FI assessments are designed to be administered by **one** person, most likely the student’s teacher. Other professionals in the school or district—such as school psychologists, resource room teachers, or related services providers—may also administer the assessments if necessary. Paraprofessionals, teacher aides, and others may *assist* during assessment administration—with such things as making sure the student is on the correct page, addressing the right question, and so forth—but may not administer the assessments. Similar administrator guidelines are used for online testing. Please refer to the Online Test Administration section of this manual for detailed information. See appendix D for an assessment process flowchart which provides an overview of the process of conducting the paper and online assessments for FI.

Pre-Identification (Pre-ID) Information

The OEAA requires that all students taking state-level assessments be pre-identified. The OEAA will automatically pre-ID all students from the fall MSDS general collection to the general assessment (i.e. M-STEP and MME components). It is the responsibility of the school or district to:

- move students from the general assessment to the correct MI-ACCESS assessment
- identify which type of MI-Access assessment will be given (FI, SI, or P)

This can be done using the Mass Update. Specific instructions for this process can be found the [training site](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining).

When completing the Pre-ID process, be sure to indicate which type of MI-Access assessment (Participation, Supported Independence, or Functional Independence) and content area each student will take. Once the pre-ID id completed you may then place test material orders.

All students testing with MI-Access must be identified in MSDS as being in a special education program. If a student is tested with MI-Access but NOT flagged as “Special Education,” he or she will be considered “Not Tested.” (Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files.)

Pre-identified (Pre-ID) Student Barcode Labels

Students taking the paper/pencil Functional Independence (FI) assessment will need to have Pre-Identified Student Barcode Labels affixed to the student answer document.

Contractor-printed Pre-ID Student Barcode Labels

Schools that pre-identify FI students by the designated deadline (February 13, 2018) will

receive Pre-ID student barcode labels printed by the MI–Access contractor. The labels will be organized and shipped by school; and, School MI–Access Coordinators will need to affix them to the appropriate student answer documents prior to distribution.

District/School-printed Pre-ID Student Barcode Labels

Districts and schools that miss the designated Pre-ID deadline MUST print Pre-ID student barcode labels locally from the OEAA Secure Site.

When printing labels locally from the OEAA Secure Site, coordinators must:

- print them from the MI–Access FI Test Cycle so that MI–Access labels are printed
- use Avery 5161 style labels, 1 inch by 4 inches, 20 per page (NO paper with glue, paste, staples, or tape); and
- use a laser printer to print labels

If FI student answer documents are returned to the contractor without Pre-ID labels, a \$10 per document processing fee may be assessed to cover the costs associated with researching to whom the answer documents belong. It may also cause the test to be invalidated since a student cannot be confirmed.

Districts/Schools That Do Not Enter Initial Material Orders or Pre-ID Students

Districts/Schools that do not enter initial material orders or Pre-ID any students in the OEAA Secure Site will NOT receive any MI–Access assessment materials.

Ordering Assessment Materials

It is up to the district to determine who will handle placing orders for paper/pencil test materials, either the District or the Building Coordinator. All test material orders must be entered through the [Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure).

Here are several items to remember:

- If Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their District Administrator (as assigned by the District Superintendent), who has responsibility for maintaining the site at the district level.
- A user must have a Michigan Educator Information System (MEIS) login to access the Secure Site system.
- The Secure Site Login screen contains a link to the Request the MEIS ID Process.
- If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen to request access after logging on with your MEIS login.
- Each year, enhancements are made to the Secure Site to streamline and improve the ordering process. Therefore, be sure to review the “Material Ordering” section in the [training site](http://www.michigan.gov/secaresitetraining) (www.michigan.gov/secaresitetraining).

Material orders of standard test materials for MI–Access FI are based on the number of students pre-identified for paper/pencil in the Secure Site. Orders placed will be processed according to the pre-identification of the students. There are two different types of orders that may be placed: initial material orders and additional material orders.

Initial Material Orders

Before each assessment window, OEAA reminds District and School MI–Access Coordinators to enter initial material orders in the OEAA Secure Site. These orders must be submitted at specific times and will be used by the MI–Access contractor to determine the number and types of assessment materials that need to be printed and sent to each district/school for distribution.

Additional Material Orders

If the initial material orders entered by Coordinators are based on sound estimates and there are no changes, then additional materials should not be needed. However, the School Coordinators may need to make "additional" orders in the OEAA Secure Site if

- there are new students, assessment administrators, classrooms, or schools;
- a student's IEP Team determines that a different assessment should be administered; or
- an initial material order was not placed, or received.

The MI-Access contractor will ship orders plus one additional assessment booklet in each content area being assessed and one additional corresponding student answer document specifically for the assessment administrator to refer to during assessment administration. The assessment administrator "extras" may be used by a student taking Functional Independence, if necessary.

When materials are shipped, a packing list is included indicating how many assessment materials are enclosed. If the materials shipped do not match what is stated on the packing list, District/School Coordinators need to submit an additional order. If secure materials are missing from the shipment or do not match what is listed on the security list, please contact the call center to report the discrepancy. This will start the process to:

- alert the contractor that there may be a problem with the packing of assessment materials, and
- provide a tracking mechanism so that the materials order status can be traced.

It is important to report missing materials because many of them are considered "secure" and will be tracked for assessment security purposes. (Please note that there is an "Order Summary" screen on the Secure Site that shows what materials districts have ordered.)

Roles and Responsibilities

New Administrator and Assessment Coordinator Primer

The MDE has developed a primer document for new administrators/coordinators, which is posted to the MI-Access webpage. This brief document is an excellent resource for training staff and explains the role of coordinators and administrators. It provides specific steps to set up your staff for success before, during, and after the testing. Please refer to page 6 and 7 of the "Administrator and Coordinator Primer" for guidance in setting up your roles in the Secure Site and eDIRECT. The [document](http://www.michigan.gov/documents/mde/Admin_and_Coordinator_Primer_jl_540251_7.pdf) covers a variety of areas (http://www.michigan.gov/documents/mde/Admin_and_Coordinator_Primer_jl_540251_7.pdf).

There are several roles associated with MI-Access testing.

- District Coordinators (DCs)
- Building Coordinators (BCs)
- Assessment Administrators (AAs) who are associated with both modes of testing - online and paper/ pencil
- For P/SI, there will be a Primary Assessment Administrator (PAA) and a Shadow Administrator (SAA). Please refer to the P/SI Test Administration Manual on the webpage.
- Technology Coordinators (TCs) are associated with online testing only

AAs, DCs, and BCs each have their own section of this manual with more information on each of the listed tasks. Technology Coordinators have a separate manual detailing the installation and configuration of testing software.

Technology Coordinators

- Download and install testing software (INSIGHT) and Testing Site Manager (TSM)
- Configure all testing devices to communicate with the TSM
- Should be readily available to District and Building Coordinators in the event of a technology issue during testing

District Coordinators (see DC section for further details)

- Responsible for all district wide testing of students
- Serve as backup support for Building Coordinators
- Responsible for making sure assessment material orders are completed by schools as needed
- Responsible for setting the priorities and tone for following all administration guidelines for all schools

Building Coordinators (see BC section for further details)

- Schedule and coordinate testing during testing window
- Schedule and conduct training of Test Administrators
- Responsible for ordering Expressing Ideas paper assessments
- Schedule and coordinate student test practice and Online Tools Training (OTTs)

- Ensure students view the MI-Access Student Tutorial, available on eDIRECT or through the INSIGHT testing engine
- Assign the appropriate accommodations to FI students in eDIRECT
- Print and distribute student login tickets before each test; collect tickets and scratch paper for destruction after each test session

Assessment Administrators (see AA section for further details)

- Read test directions (see the MI-Access Online Administration Directions, available as a printed booklet or [online](http://mi.drctdirect.com/General/Information/Documents) [http://mi.drctdirect.com/General/Information/Documents])
- Read through the Directions and Scripts for each of the paper versions of the FI tests
- Arrange the testing environment, which includes logging students into and out of test sessions, verifying student information, and clicking on test name and part for the student
- Assist students with test features such as speed and volume of text, color chooser, contrasting, etc.
- Monitor and assist student to mark responses in paper test booklets as needed
- Monitor students during testing
- Collect login tickets and scratch paper at the end of each test session and deliver to Building Coordinator
- Collect the student-marked booklets and any scratch paper and transfer the responses to the student answer document

Ensure one-to-one testing devices (such as iPads or Chromebooks that go home with students) have been completely exited out of the testing system before the device leaves the testing room.

Preparing for FI Online Assessment

State testing requires carefully considered test administration strategies. Schools and districts should ensure that all staff members receive professional development sessions that apply to their specific role within the testing context. Past assessment survey feedback indicates that many test administrators simply read the test administration manual to prepare for testing and this may not be sufficient.

Especially critical is planning with and support for staff members who administer tests to students receiving accommodations. These staff members need help and support to avoid irregularities and misadministrations that negatively affect students, schools, and districts.

Training Documents

The following resources are available for you and staff members to train at their own pace.

Recorded Presentation	Description	Where to find it
District and Building Coordinator Recorded Presentation	Recommended viewing for District and Building Coordinators. Recording of a live presentation. Provides an overview of the MI-Access Spring 2018 online administration, a "tour" of the training resources available for MI-Access, and answers to some common questions. 	<p>http://mi.drcedirect.com General Information > Documents > Document Type: Training Presentations and FAQ (Available March 7, 2018).</p> <p>Live presentation is March 7, 2018.</p> <p>Access to the live event (https://datarecognitioncorp.audio.webex.com/mw3200/mywebex/default)</p>
Technology Coordinator Recorded Presentation	<i>Optional</i> viewing for District and Building Coordinators. Recording of a live presentation. Provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2018 testing.	http://mi.drcedirect.com General Information > Documents > Document Type: Training Presentations and FAQ. Available now.

Manual	Description	Where to find it
MI-Access FI Test Administration Manual (TAM)	Manual	Electronic only: www.michigan.gov/mi-access > Current Assessment Administration
MI-Access Online Tools Training (OTT)	Directions for Test Administrators of Online Tools Trainings (OTTs)	Electronic, only: www.michigan.gov/mi-access > Professional Development

Mini Tutorials

Mini-tutorials are short videos designed to instruct District and Building Coordinators and Test Administrators in online testing tasks. Each is accompanied by a printable document with the same information (so you can choose the video, the printed document, or both).

Mini Tutorial	Description	Where to find it	Role
Accessing Documents in eDIRECT	How to access, sort, and filter documents on the eDIRECT test management website.	http://mi.drctdirect.com General Information → Documents → Document Type: Mini-Modules. Available now	All
Accessing Online Tools Trainings (OTTs)	How to access OTTs - the student practice tests.	http://mi.drctdirect.com General Information → Documents → Document Type: Mini-Modules. Available now	All
Searching for Students in eDIRECT	How to find students who have been pre-loaded into eDIRECT.	http://mi.drctdirect.com General Information → Documents → Document Type: Mini-Modules. Available now for District (DC) and Building Coordinators (BC)	DC, BC
Test Sessions - Adding a new test session and printing login tickets	How to add a new test session (in addition to pre-loaded test sessions) and print login tickets.	http://mi.drctdirect.com General Information → Documents → Document Type: Mini-Modules. Available now	DC, BC
Test Sessions - Editing an existing test session	How to add or remove a student from a test session.	http://mi.drctdirect.com General Information → Documents → Document Type: Mini-Modules. Available now	DC, BC
Checking Student Test Status	How to check if a student has not started a test, is in progress, or has completed a test.	http://mi.drctdirect.com General Information → Documents → Document Type: Mini-Modules. Available now	DC, BC

Assessment Accommodations



The MI–Access assessments were developed using universal design principles, which are based on the premise that every child deserves to participate in assessment, and that assessment results should not be affected by disability, gender, ethnicity, or English language ability. In addition, universally designed assessments aim to reduce the need for assessment accommodations by removing access barriers associated with the assessments themselves.

The Functional Independence assessments allow assessment administrators to read the questions and answer choices aloud to students (with a few exceptions) even though the assessments are written specifically to accommodate the reading levels of the students being tested. This decision was made to ensure that a student’s knowledge of the content area was being assessed as opposed to his or her reading ability.

Despite every effort to ensure that the MI–Access assessments are accessible, it is understood that some students may still need accommodations to participate fully and meaningfully in assessment. The next section outlines the accommodations allowed within the FI testing. Additional information about Universal Tools, Designated Supports, and Accommodations can be found in the Supports and Accommodations Table at www.michigan.gov/mi-access.

Assessment Accommodation Decisions

All decisions about which accommodations a student needs must be made by the student’s IEP Team,

- documented in the student’s IEP by content area, and Designated Support decisions are made on a student by student basis
- reflect what the student routinely uses or how he or she routinely responds during instruction

(in other words, it is not appropriate to introduce a new accommodation just for the assessment), and

- all accommodations must be marked on the student answer document in the appropriate box.
- Both embedded/non-embedded accommodations and supports must be set in eDIRECT for online testers.

Assessment administrators (and accommodations providers, if used) are responsible for making sure the assessment accommodations are available during the assessment and for tailoring them, as needed, to the assessment situation.

Assessment Accommodations and Designated Supports for FI

The FI paper/pencil assessments:

- contain traditional selected-response items (with word and/or picture answer choices),
- are administered by only one person, and
- are NOT scored using a standardized scoring rubric (except for responses to ELA: Expressing Ideas prompts).

Therefore, assessment accommodations differ slightly for this student population. This section describes the supports and is commonly used on the Functional Independence assessments.

Audio CDs

The FI assessment booklets are available on audio CDs for use with students whose IEPs indicate that CDs are an appropriate assessment accommodation and who **routinely use them during instruction**. The audio CDs will come packaged with a companion standard print assessment booklet and a student answer document. Both the audio CD and the print booklet will have the same form number, which will always end with the number “1” (for example, Form FIM–51 for grade 5 Functional Independence mathematics). Please note

that these form numbers may differ from numbers on the other assessment booklets being administered in a school; therefore, assessment administrators MUST be sure to print and bubble in the correct form number on the student's answer document. **Reminder:** there is one CD for Accessing Print and Using Language and Expressing Ideas but two separate answer documents and two separate test booklets.

Track lists for audio CDs are posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access), and instructions on how to use the CDs are included in Appendix A of this manual. Assessment administrators who are administering audio CD versions of the assessments should review the lists and instructions prior to administration.

CDs may be used to administer the assessment to small groups (defined as five or fewer students) as long as the students (1) mark their own answers in their assessment booklets, and (2) use headsets. Otherwise, CDs may be used only in one-on-one assessment situations.

Enlarged Print Versions

Enlarged print versions of the FI assessment booklets will be available for students with visual impairment whose IEPs indicate that enlarged print is an appropriate assessment accommodation and who routinely use it during instruction. All booklets will

- be produced by the American Printing House (APH) for the Blind,
- follow APH transcription and printing standards, and
- use approximately 15-point font. (For more detailed information on accommodated versions of the assessments, see Appendix A.)
- Enlarged Print assessments are ordered on the OEAA Secure Site. Coordinators must select the student(s) for whom the material is intended when placing the order.

All enlarged print versions of the assessments will come packaged with a companion standard print assessment booklet, and a student answer document. (Student

responses in the booklet must still be transferred to the regular scannable answer document and sent back for scoring.) The Accessing Print and Using Language enlarged print kits will include listening scripts.

Please note that enlarged print versions of the assessments will always have form numbers that end with the number "1" (for example, Form FIM-71 for grade 7 Functional Independence mathematics). These form numbers may differ from the form numbers on the other assessment booklets being administered in a school; therefore, assessment administrators MUST be sure to print and bubble in the correct form number on the student's answer document. Coordinators must select the student(s) for whom the material is intended when placing the order.

Braille Versions

Braille versions of the FI assessment booklets will be available for students with visual impairment whose IEPs indicate that braille is an appropriate assessment accommodation and who routinely use it during instruction. All booklets will

- be produced by APH,
- follow APH transcription and printing standards,
- use Unified English Braille, (UEB) contracted format
- where needed, use Nemeth numbers.
- use a regular answer document; the administrator must transfer the student responses onto the regular answer document.

All braille versions of the assessments will come packaged with a student answer document and a companion Assessment Administrator Booklet for Braille (AABB), which includes transcriber notes indicating how the items and/or directions have been adapted for braille. (Student responses in the booklet must still be transferred to the regular scannable answer document and sent back for scoring.) The Accessing Print and Using Language braille kits will include listening scripts. In addition, tables showing "Print to Braille" page correspondences are posted on

the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access) since the braille assessment booklets are formatted somewhat differently than the AABB. Assessment administrators who are administering braille versions of the assessments should review the instructions and tables prior to administration.

Braille versions of the assessments are different from audio CDs and enlarged print versions in two important ways:

- Braille versions of the assessments will always have form numbers that end in "9" (for example, Form FIS-79 for grade 7 Functional Independence science). These form numbers will differ from the form numbers on the other assessment booklets being administered in a school; therefore, assessment administrators **MUST** be sure to print and bubble in the correct form number on the student's answer document.
- Braille assessments are ordered on the OEAA Secure Site. Coordinators must select the student(s) for whom the material is intended when placing the order.

Calculators

Students may use calculators on the FI mathematics assessments if they are routinely used in the classroom during instruction. Please note, however, that no items were written to be calculator-dependent.

Group vs. One-on-One Administration

The FI assessments may be administered in small groups (defined as five or fewer students) if all the students in the group are able to (1) read the item stems and answer choices themselves, and (2) can respond by marking the answer choices in their assessment booklets. In all other instances (for example, when oral responses are given, when a student directs the assessment administrator to mark his or her response, and so forth), the assessments **MUST** be administered in a one-on-one assessment situation. Students must have direct control of pacing in a group setting and

need to be able to communicate the need to have things re-read, that they are ready to move on, etc.

Optional Materials

There may be instances with the mathematics and science assessments where assessment administrators choose to have actual materials on hand instead of relying on the pictures/graphics in the assessment booklets. Some examples of optional materials include coins, bills, clocks, base ten blocks, sand, musical instruments, and water. The use of optional materials is allowed provided they do not change the nature of the question or elicit a different response. Prior approval for the use of 1:1 replacement of objects for pictures is not required.

Readers

Readers may be used to administer the assessment in one-on-one assessment situations or in small groups (defined as five or fewer students) as long as the students mark their own answers in their assessment booklets. When making decisions about the use of readers, however, keep in mind that the assessments were developed specifically to accommodate the reading levels of the FI student population. Thus, while students may typically be read to in the classroom when working with grade-level materials (i.e., those that are beyond their instructional reading level), they **MAY NOT** need to be read to during the assessment.

It is important to note that there are some assessment items where reading the item stem and/or answer choices aloud would give the answers away. Therefore, a Do Not Read Aloud Table appears in the inside cover of each student assessment booklet indicating the items, or parts of items, that should not be read to the student. (General information on the types of items that should not be read aloud is included in Appendix B of this manual.) **NOTE:** There are listening items on all ELA: Accessing Print and Using Language assessments that must be read to all students taking the paper/pencil assessment using the Listening Scripts.

Recording Student Responses

For the FI assessments, students are directed to choose the best answer to each question and mark the answers in their assessment booklets (the assessment administrator is required to transfer the answers later to their answer documents). If a student's disability prevents him or her from physically marking answers, the student may respond orally or direct the assessment administrator to record his or her answers in the assessment booklet. Please note, however, that oral and directed responses may be provided **ONLY** in one-on-one assessment situations.

Scribes

For the ELA: Expressing Ideas component of the FI assessment, students are directed to write or draw their responses on the student answer document. If a student's disability prevents him or her from writing or drawing a response, the student may dictate it. The assessment administrator will need to transcribe the student's response verbatim onto the student answer document and note that the response was "scribed" in the two places indicated on the document. Similarly, if a student with a visual impairment brailles his or her response, the assessment administrator must transcribe it onto the student answer document following the same procedures. Scribes may only be used in one-on-one assessment situations where the student is dictating his or her responses. Please refer to the "Scribing Protocol, M-STEP, MI-Access, SAT, and WIDA" found on the MI-Access web page (www.michigan.gov/mi-access).

Time

The FI assessments are **NOT** timed; therefore, assessment administrators may use their professional judgment to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting. The time allotted may vary depending on whether

the assessment is being administered to a group of students, to an individual, in one session, or in multiple sessions. For the best and most meaningful results, it is suggested that assessment administrators encourage students to try to complete an entire part or section of a test. However, it is important to note that an entire content area or section is not required to be completed in one sitting or even one day.

Word Processors

Word processors may be used for the ELA: Expressing Ideas component of the FI assessment by students who cannot write their responses. However, because this part of the assessment takes into account writing conventions, all spelling, dictionary, thesaurus, and grammatical software must be deactivated - otherwise word processing will be considered a nonstandard assessment accommodation. Word-processed responses do **NOT** need to be transcribed onto the student answer document by the assessment administrator. Instead, each word-processed page may simply be printed and inserted into the student's FI Student Answer Document for ELA: Expressing Ideas, and returned in the Special Handling envelope. Prior to insertion, the assessment administrator must write in the upper right-hand corner of each word-processed page:

- the student's name, birth date, and state Unique Identification Code (UIC) the school and district names and code the assessment window (Spring 2018) the student's grade and
- the assessment content area.

(Additional Pre-ID labels with this information may be printed from the OEAA Secure Site and affixed to the pages, if desired.) **Important:** The word-processed document must be returned with the Student Answer Document in the **NEW** Special Handling Envelope (Green). Please ensure that the envelope is marked appropriately when returning.

Online Accommodations

The Spring 2018 MI-Access FI online assessments offer two kinds of accommodations - embedded and non-embedded. Embedded accommodations are those that are integrated into the online testing system. They're referred to as "online" accommodations in eDIRECT. These accommodations need to be turned on by the Building Coordinator in eDIRECT **before the student's test ticket is generated**. Non-embedded accommodations are those that are not available within the test engine, such as having a teacher read the items aloud to a student. These are referred to as "standard" accommodations in eDIRECT. They can be checked before or after the student is tested.

In addition, there are other non-embedded supports available (other than use of a Scribe) but it is not necessary to designate these in eDIRECT, provided you are implementing them according to the Supports and Accommodations tables and guidelines.

There are other supports and accommodations available to students using the online assessment (such as text-to-speech, color chooser, zoom, etc.) that are available in the test engine but do not need to be turned on at the student level in eDIRECT, which is why they do not appear as options to "turn on" in eDIRECT.

Turning on Accommodations

For detailed information on turning on embedded accommodations, refer to the **Accommodations - Adding, editing, Mass-assigning** mini-tutorial. This document can be found [here](http://mi.drctdirect.com) (<http://mi.drctdirect.com> General Information > Documents > Document Type > Mini-Modules).

Designated Supports and Accommodations Tables

The OEAA has prepared an Assessment Accommodation Summary Table showing the assessment tools, supports, and accommodations that are standard for M-STEP, WIDA ACCESS for ELLs (World-Class Instructional Design and Assessment) and MI-Access. IEP Teams should use this table when discussing which accommodations may be needed for students taking the MI-ACCESS Assessment. The *M-STEP, MI-Access, SAT, ACT WorkKeys and WIDA Student Supports and Accommodations Table* is posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

Accommodations Providers

Accommodations providers may be used to help administer the MI-Access assessments. Accommodations providers are responsible for ensuring that students have access to those accommodations that are (1) deemed appropriate by their IEP Teams, and (2) routinely used during classroom instruction. Accommodations providers should be familiar with each student's IEP as it relates to assessment, so they can make sure the appropriate accommodations are prepared ahead of time, available during the assessment, and used correctly. Accommodations providers may also assist with such tasks as making sure the student is on the correct page during testing, assisting with a CD player (if applicable), and making sure that CDs are returned with the student's assessment materials. Paraprofessionals, teacher aides, and others may serve as accommodations providers, but only under the direct supervision of the assessment administrator.

Proctors

Proctors may be used to help administer the MI-Access assessments; however, they typically are needed only when many students are being tested at the same time in the same setting. Paraprofessionals, teacher aides, and others may serve as proctors, but only under the direct supervision of the assessment administrator.

Assessment Administrator – FI



FI Assessment Administrator Quick List

Major Tasks to Complete Before, During, and After Assessment Administration

BEFORE

- Read this entire section to learn how the assessments are designed and should be administered for both paper and online students
- Complete and return an OEAA Security Compliance form to the coordinator
- Inventory the materials received
- Set aside the correct assessment booklets and answer documents for each student being tested
- Review the assessment booklets and answer documents to prepare for assessment administration
- Schedule the assessments
- Make sure to read the Assessment Integrity Guide found on the MI-Access webpage

DURING

- Administer the assessments as directed (including using the scripts provided)
- Relay questions to the School MI-Access Coordinator as needed
- Monitor the students progress though the test and make sure they are marking the booklet with their responses
- Ensure that professional assessment administration practices are followed

AFTER

- Transfer students' answers from their booklets to their answer documents
- Complete the other components of the student answer documents
- Return used and unused materials to the School MI-Access Coordinator
- Complete the online feedback survey posted on the MI-Access webpage

FI Administrator Quick List



Before

- Make sure the test tickets and roster are available from the coordinator for student testing.
- Test directions are embedded in the online assessment and will be read to the student when login is completed; there are no printed directions for online test administration.
- Read through this entire section to become familiar with the overall administration.
- Schedule the times for testing students taking into account their specific needs.
- Confirm and verify Test Engine (INSIGHT) and Testing Site Manager (TSM) setup with Technology Coordinator (test that the system is properly installed by accessing OTTs).

During

- Login to Insight testing platform for students with test ticket, verifying student information, and clicking on test name and part for the student.
- Assist student(s) with test features, such as speed and volume of text-to-speech, color chooser, contrasting, etc.
- Assist students with the technology if needed, such as operating the mouse.
- Note: For students taking ELA it is required for the Expressing Ideas portion is an paper/pencil test only and it must be completed for an overall valid score for ELA.

After

- Look over the Review page with the student to confirm all items have responses; submit test when the student is finished.
- Return all test tickets and rosters including any scratch paper to the building coordinator for handling.

About the Assessment

To yield valid assessment data, assessment administrators must understand how the FI assessments are designed and how they should be administered. Therefore, the first portion of this section details information about the assessments themselves. The remainder of the section explains

- the assessment administration process, and
- how to use, complete, and return the FI assessment materials.

Content Areas Assessed

Currently, the Functional Independence assessments cover the following content areas:

- English Language Arts: Accessing Print and Using Language
- English Language Arts : Expressing Ideas (EI paper only) 
- Mathematics
- Science
- Social Studies

It should be noted that for students assessed in ELA, the EI test is administered with paper/pencil only regardless whether student uses the online assessment or paper mode

As required by federal law, the assessments reflect Michigan’s state alternate achievement standards and provide an assessment option for students with the most significant cognitive disabilities, so they are appropriate for the student population being tested. The Essential Elements with Michigan range of complexity (EEs), Extended GLCEs (EGLCEs) and Extended Benchmarks (EBs) on which the Functional Independence assessments are based can be downloaded from the web page (www.mi.gov/mi-access). Following is a brief description of each content area assessment.

Functional Independence ELA: Accessing Print and Using Language (APUL) for grades 3-8, and 11

The Functional Independence ELA: APUL Assessments have five parts: Vocabulary, Language, Listening, Research/ Inquiry and Understanding Text. The format is primarily multiple choice with three answer choices. In some cases, there is a short stimulus that goes with a question or a passage that goes with several questions. Question stimuli and passages are written with content and vocabulary that are appropriate for the students being tested at any given grade level.

The assessment is based on several claims:

- Claim 1: Students can comprehend text in increasingly complex ways.
- Claim 2: Students can produce writing for a range of purposes and audiences.
- Claim 3: Students can communicate for a range of purposes and audiences.
- Claim 4: Students can engage in research/inquiry to investigate topics and present information.

Functional Independence ELA: Expressing Ideas (EI) for grades 3-8, and 11

In the Functional Independence ELA: EI assessments, students are asked to respond to two prompts by “expressing ideas” related to practical, real-world situations. The prompts have been developed to allow students to write, draw, or use a combination of both to express themselves. Students whose disabilities prevent them from writing or drawing may dictate their responses. Student responses are evaluated by specially trained external hand-scorers using a four-point rubric that measures topic focus, organization, and use of language and visual conventions. The scoring rubric is shown in Appendix F of this manual. ELA: EI is assessed in grades 3–8, and 11 and will have separate booklets since it will be administered in paper format only. For this reason, Expressing Ideas must be ordered for **all** FI students taking the ELA assessment.

Important Note: Any students who take any FI: ELA assessment must:

- participate in BOTH Accessing Print and Using Language (APUL) as well as the Expressing Ideas (EI) tests
- complete the paper version of EI, even if APUL is completed online
- complete both APUL and EI to receive overall valid ELA scores

Since the Expressing Ideas is a paper version of the test, this part of the ELA test is routinely overlooked and consequently missed. Failure to have students take both of these content areas will result in an invalid ELA score.

Functional Independence Mathematics Assessments grades 3-8, and 11

The FI Mathematics assessments are also based on several key areas or claims. These are:

Claim 1: Students demonstrate increasingly complex understanding of number sense.

Claim 2: Students demonstrate understanding of increasingly complex spatial reasoning and understanding of geometric principles.

Claim 3: Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

Claim 4: Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Each claim contains a few different strands such as Operations in Base 10, Numbers and Operations-Fractions, Geometry, Measurement and Data, Problem Solving, etc. For more specificity, please see the Essential Elements with Michigan Range of Complexity for any given grade level as posted on the MI-Access web page.

The mathematics assessments for students in Grades 3-8 and 11 will each have 34 multiple-choice items. Each question is followed by three answer choices. The items are designed so that any data, tables, charts, examples, and/or text needed to respond to a question are presented as part of the item, not supplied by the assessment administrator.

Students may also use calculators on the mathematics assessment if they are routinely used during classroom instruction. It should be noted, however, that no items were written to be ruler- or calculator-dependent. Students using paper version may record their answers and perform computations directly in their assessment booklets; assessment administrators will transfer the answers later to the students' answer documents.

Functional Independence Science Assessments grades 4, 7, and 11

The Functional Independence Science assessments focus on five areas or strands:

- Constructing New Scientific Knowledge,
- Reflecting on Scientific Knowledge,
- Using Life Science,
- Using Earth Science, and
- Using Physical Science.

To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The Grade 4 science assessments have 43 multiple-choice items; assessments for students in grade 7 have 50 multiple-choice items; and assessments for students in grade 11 have 55 multiple-choice items. Each question is followed by three answer choices (sometimes just words alone, and other times graphics with or without words or labels). As with mathematics, the science items are designed so that any data, tables, charts, graphics, and/or text needed to respond to a question are presented as part of the item, not supplied by the assessment administrator.

Functional Independence Social Studies Assessments grades 5, 8, and 11

The Functional Independence Social Studies assessments for Grades 5 and 8 focus on two major areas: (1) United States History and Geography, and (2) Public Discourse, Decision Making, and Citizenship. Grade 11 focuses on four major areas (1) World History and Geography, (2) United States History and Geography, (3) Civics, and (4) Economics. To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The Grade 5 assessments have 40 multiple-choice items; Grade 8 has 42 multiple-choice items; and Grade 11 has 52 multiple-choice items. Each question

is followed by three answer choices (sometimes just words alone, and other times graphics with or without words or labels).

The social studies assessments also have sections of passages that tell a brief story followed by several questions. This passage format is used to familiarize the student with events and places in an effort to introduce context to the test item.

Assessment Accommodations

Although the assessments were designed to be accessible to all students identified in their IEPs as taking the Functional Independence assessments, there may be students who still need assessment accommodations to participate fully and meaningfully. For example, if a student has a motor or visual impairment that routinely prohibits him or her from physically marking responses, the student may give answers orally or in some other way without affecting his or her score. The Assessment Accommodation section of this manual includes detailed information on the types of accommodations that may be used. Prior to administration, assessment administrators should review that part of the manual carefully and review each student's IEP to ensure that the appropriate accommodations are available and ready for use. Keep in mind that all assessment accommodation decisions must be made on a student-by-student basis and may affect how the assessment is administered.

The Administration Process and Assessment Materials

This portion of the manual describes the administrative steps that need to be taken before, during, and after assessment administration. Following is detailed information on the Functional Independence assessment materials that assessment administrators will receive from the School MI-Access Coordinator and a description of how and when to use and complete them. Please also note that assessment administrator scripts have been provided in the "During" portion of this section; these scripts MUST be followed when administering the Functional Independence assessments.

Before Testing

Receiving Assessment Materials

The MI-Access contractor ships all assessment materials to the District or School MI-Access Coordinators administering paper/pencil assessments. The coordinators are then responsible for distributing materials to schools and to assessment administrators.

- Testing materials will be provided to ALL assessment administrators, including booklets and answer documents
- Multiple OEAA Security Compliance Forms are included with the material shipment for all staff involved in test administration.
- Note: MI-Access has a seven week administration window. FI Assessment Administrators should not use the same content/grade-level windows for M-STEP.
- All testing materials must be kept in a locked secure location when not being used for testing.

The MI-Access list of important assessment dates for the test cycle is available for [download](http://www.mi.gov/mi-access) (www.mi.gov/mi-access). (See Appendix G)

Completing and Returning Security Compliance Forms

Before starting any testing activities, obtain, complete, and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. Next, distribute security compliance forms to others who will assist in the classroom with administering the paper and online assessments, including accommodations providers and proctors. Make sure the forms are completed and signed prior to distributing any assessment materials. Then, return all the signed forms to the School MI-Access Coordinator BEFORE assessment administration begins.

Preparing for Assessment Administration

To start preparing for the assessments, thoroughly review the assessment booklets and answer documents to become familiar with the format, questions, administration directions, materials provided by the state, and optional materials (if applicable) provided by the school administrator.

Obtain the extra assessment administrator booklets that were provided by the MI-Access contractor. (One extra booklet was provided for each assessment the administrator is administering.) For each assessment, review the Do Not Read Aloud Table in the front of the booklet; then, mark those items that cannot be read aloud in the assessment administrator copy of the booklet so they are administered correctly. (General directions on the types of items that should not be read aloud can be found in Appendix B of this manual.)

Also using the extra assessment administrator booklet, insert the appropriate page numbers in the assessment administrator scripts provided in this manual. The page numbers vary by content area and grade level. Be sure to review the assessment administrator scripts for each content area to become familiar with what can and cannot be said and done.

For each student being tested, obtain the correct assessment booklet and student answer document. In the space provided on the front of the student assessment booklet, fill in the student name (which should correspond with the Pre-ID student barcode label on the student answer document), teacher name, and school name.

With consultation with the coordinator, schedule the assessment, keeping in mind that most students will need it administered individually, while a few will participate in group administration. (See General Information section of this manual for more information about group administration of the Functional Independence assessments.) Remember, the assessments are NOT timed; therefore, it is up to each assessment administrator to determine how much time should be allotted for the assessment and

how much of the assessment should be administered in one sitting. It is NOT recommended that students complete all parts and content areas in one sitting.

For each student being tested, find out whether any assessment accommodations are needed. Keep in mind that an accommodation may be used ONLY if (1) a student's IEP indicates it is appropriate for the student, and (2) it is what he or she routinely uses or how he or she routinely responds during instruction. (See the assessment accommodations section of this manual for more information.)

Also, determine whether optional materials are needed for the student being tested or if the graphics and words/labels in the assessment booklet are sufficient. If optional materials are needed, make arrangements to obtain them.

If a student will be using a braille version of the assessment, be sure to have the Assessment Administrator Booklet for Braille (AABB) on hand as it includes transcriber notes indicating how items/directions have been adapted for braille when necessary. Also, download the tables showing print and braille page correspondences from the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access) and use them to ensure the student is on the correct item on the correct page. (The correspondence tables were developed because the student's assessment booklet is formatted somewhat differently than the AABB).

If a student will be using an audio CD version of the assessment, review the "Instructions for Using Audio CDs" section of Appendix A in this manual. Also, go over the instructions with the student immediately prior to assessment administration. In addition, download the track lists for CDs, which are posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

If there are any questions or concerns about the assessments, refer them to the School MI-Access Coordinator. If he or she cannot answer them, they will be referred to the District MI-Access Coordinator for follow-up. (For information on District and School MI-Access Coordinators, consult the [Educational Entity Master](http://www.mi.gov/eem) [www.mi.gov/eem].)

Online Tools Training (OTTs)

The Online Tools Training offers online test-takers an opportunity to interact with an online practice test that will look and function like the MI-Access Functional Independence online assessments this spring.

The purpose of this "practice" test is for students to become familiar with the functionality of the test environment, learn how to use the various tools available, and practice interacting with the system by answering sample test questions.

The OTT program contains instructions on how to use the available tools within the test engine, as well as practice with questions of varying types (such as independent questions, questions involving graphics, questions involving maps, passage-based questions, etc.). All questions on the online assessment will be the kind students are used to seeing for MI-Access Functional Independence; that is multiple choice (question and three answer choices).

Unlike the M-STEP, there will not be any technology enhanced items, and the constructed response items (Expressing Ideas) must be completed on paper by all students.

The sample questions will span all four content areas (ELA, mathematics, science and social studies) and the same Online Tools Training (or practice test) will be used by all grade levels. Students may interact with this practice test as much as they wish, or as often as teachers determine is appropriate for the students.

The OTT uses text-to-speech (TTS), so you will be able to hear how this feature of the online testing experience is implemented and will allow your students to become familiar with this audio presentation. TTS is defaulted "on" for all students taking the FI assessment, and the volume, speed, and visual "follow-along" may all be controlled by the user using the "Options" box.

Students may also turn off the TTS as needed or simply turn down the volume.

Once the test engine (INSIGHT) is installed or updated on your computer, it is recommended that you use the test engine for your students to engage in the OTT.

This will allow you to use the OTT within the exact test engine your students will use to take the assessment.

Until your computers are ready to go with the test engine (INSIGHT), the Online Tools Training can be accessed via the [web](https://wbte.drctdirect.com/MI/portals/mi/) (using a Google Chrome browser - <https://wbte.drctdirect.com/MI/portals/mi/>)

During Testing

Administration of the FI Online Tests

The online MI-Access assessments are delivered and administered online. MI-Access is designed for students whose IEP team have determined this is the appropriate mode of testing. This online testing environment is a student-facing assessment experience that will require some active participation from the administrator. It is vital that the administrator know the student well and be familiar with MI-Access testing practices. Administrators may assist the students with the technology, but not with the test. It may be necessary to take control of the mouse and keyboard to keep the student engaged in the test. This is where knowing the student will help you make this decision. Here are some specific instructions to assist in the administration.

- The test administrator must log into the test for the student.
- After the administrator logs into INSIGHT using the test ticket, the student may begin the test.
- The text-to-speech feature is the default setting at start up and may be turned off using the "Options" tab. Headphones should be used if TTS is preferred option.

Note: TTS must be turned on for the two "listening" items that are found at the beginning of Part 2 of the ELA: Accessing Print and Using Language assessment.

- The student may operate the computer/laptop while navigating the mouse and cursor through each item of the test, and/or the administrator may assist the student based on the student's technical ability. The level of administrator

intervention to assist the student is a discretionary decision based on the administrator's knowledge of the student's history and abilities.

- If for any reason the student cannot operate the computer or remain engaged with the items being presented, the assessment administrator may take control of the computer and ask the student to follow along; the administrator will record the student's selections. Administrators may say or do whatever is routinely done during normal instruction to help the student engage in this process.
- The administrator can fill in the student's response bubbles online as the student makes each selection as needed.
- The test is designed so that a single part should be able to be completed in one instructional day. It is important to remember this when making the decision to allow the student to test with this mode. If the student has difficulty engaging and requires several days to test, the IEP team should consider implications of this when discussing a mode of testing. Each test has two parts and each part requires a different test ticket.
- If the student is unable to engage there is still the possibility of using the paper/pencil version of the test. The coordinator will fill out an Incident Report on the Secure Site requesting the online test be marked "Do Not Score". The coordinator will also use the Secure Site to pre-identify the student for paper/pencil testing and to order test materials for the student.
- If a student requires the Color Chooser or Contrasting Text support, they must be turned on by the Test Administrator in INSIGHT by selecting the Options button once the student has signed in. (See screenshot on following page.)
- If a student requires the Masking support, this must first be turned on by the Building Coordinator in eDIRECT, and must then be turned on by the Assessment Administrator in INSIGHT by selecting the Options button once the student has reached the first item. Please note that masking must be selected for each item for which it is needed. (See screenshot below).



If the student is testing on an iPad and the assessment is using an audio accommodation (TTS), you will want to make sure the volume rocker buttons are enabled to adjust headphone volume.

- If a student needs to pause the test for a few minutes, use the blue Pause button in the tool bar along the bottom of the screen. Once the Pause button is selected, the test questions are removed from the screen for test security reasons, and the student has up to 20 minutes to return and resume testing before being logged out of the test.
- If a student needs to exit the test to move to another workstation or to resume at a later time or day,
 - select the Pause button,
 - select Exit, and
 - then select "Yes, Exit" on the pop-up screen. The student will need their test ticket to log in again.

Directions and Scripts for Paper/Pencil Administration

Before assessment administration:

- obtain the correct assessment booklet for each student being tested
- check to make sure the proper information has been recorded for each student on the front of the booklet in the space provided.
- AAs should verify/apply the student barcode labels to the answer document

During assessment administration:

- Administer each question in the assessment booklet as directed, ensuring that professional assessment administration practices are followed. (Use the directions and scripts below.)
- With the exception of EI, students' answers must be recorded directly in the assessment booklets, either by the students independently or with assistance from the assessment administrator.
- **Do NOT allow students to write or draw directly on their answer documents, except for ELA: Expressing Ideas prompt responses. Students will respond to the EI writing prompts directly in the EI answer documents.**

After assessment administration:

- Assessment administrators will transfer answers from the assessment booklet to the student's answer document after administration is complete.

Directions and Scripts for Administering ELA: Accessing Print and Using Language (APUL)

The Directions and Scripts for each content should be read by an assessment administrator and student with the correct materials to ensure everything flows as expected.

The assessment administration directions for ELA: APUL directions are divided into five distinct parts. Turn to the section of the assessment that you will be starting on. The scripts below are designed to guide the administration but the directions must be read to the student from the booklets.

1. Vocabulary

All directions printed in bold type should be read aloud to students as directed. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet.

Make sure all students are on page 3 and use the assessment booklet to read the security statement and the directions to the student.

SAY: Now, read each sentence then choose the best answer by marking it in the booklet.

Stop after you have reached the end of this part and wait for further directions.

If you are reading the assessment aloud to a student, you will need to fill in the bubble on the student's answer document indicating that a reader was used. Also keep in mind that readers may be used ONLY in small group (defined as five or fewer students) or one-on-one assessment situations.

2. Language

All directions printed in bold type should be read aloud to the students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: **Turn to Part 2 in your assessment booklet on page ____.** (The assessment administrator will need to fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: Part 2 of the assessment is called Language. It tells me how well you understand what words to use.

Follow along as I read the directions aloud. "Read each question.

Choose the BEST answer for each question or choose the word by marking it in the booklet."

Stop after you have reached the end of this part and wait for further directions.

3. Research and Inquiry

All directions printed in bold type should be read aloud to the students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: **Turn to Part 3 in your assessment booklet on page ____.** (The assessment administrator will need to fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: Part 3 of the assessment is called Research/Inquiry. It tells me how well you understand and use printed information. Follow along as I read the directions aloud. Read each question. Choose the BEST answer for each question.

Turn to the next page of your assessment booklet. You may begin with the first question now.

Stop after you have reached the end of this part and wait for further directions.

4. Listening

All directions printed in bold type should be read aloud to the students as directed. You will need to have the listening scripts on hand to read to the student(s) for each item in this part.

SAY: **Turn to Part 4 in your assessment booklet on page ____.**

(The assessment administrator will need to find the page number prior to administration).

Make sure students are looking at the correct part. Also, be prepared to read each of the listening items for the student(s).

SAY: Part 4 of the assessment is called Listening. It tells me how well you understand and respond to details read to you.

There will be no text to read. Listen to the passage or information and answer the question that follows.

The next section contains questions that require listening only. There will be no text to read. Listen to the passage or information and answer the question that follows. Choose the BEST answer for each question.

Stop after you have reached the end of this part and wait for further directions.

The assessment administrator will now read the item from the provided listening script for the student and provide time for the student to respond. There are two listening items and the same process should be followed for each of them.

5. Understanding Text

All directions printed in bold type should be read aloud to the students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: **Turn to Part 5 in your assessment booklet on page ____.** (The assessment administrator will need to fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: **Part 5 of the assessment is called Understanding Text. It tells me how well you understand what you have read (or heard). Follow along as I read the directions aloud. Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question.**

Turn to the next page of your assessment booklet. There are three passages in this part of the assessment. Each passage is followed by some questions to answer. You may begin with the first passage now.

Stop after you have reached the end of this part and wait for further directions.

Directions and Scripts for Administering ELA: Expressing Ideas

In this assessment, students are asked to respond to two different prompts contained in questions 1 and 2 of each ELA: Expressing Ideas assessment booklet. Students may respond by writing, drawing, or using a combination of the two response modes to express their ideas. Students may also dictate their responses if their disability prevents them from writing or drawing them. The scoring rubric in Appendix I of this manual provides additional details on how students may respond to the prompts.

The assessment administrator and the student should work together to determine which mode the student will use to respond to each of the prompts. (Students do NOT have to use the same response mode for both prompts.) Please note that the student is permitted to use one mode or a combination of modes as appropriate.

There are two places on the student answer document where students can complete their responses to each prompt. Option 1 contains lines, and therefore is probably best suited for written or transcribed responses. Option 2 contains a blank space, which is probably best suited for visual representations (or drawings). The assessment administrator will need to direct each student to record his or her response in the most appropriate place given the student's chosen response mode. If a student needs more space than is available, he or she may use the adjacent page of the student answer document. Please note that ALL responses—written, drawn, or dictated/transcribed—MUST be completed using a Number 2 pencil.

Following is some important information regarding each of the different response modes.

If a student **writes** his or her response, the assessment administrator may NOT transcribe and/or translate what the student has written. Scorers are trained to read all types of student handwriting.

If a student **visually represents** (or draws) a response, he or she may enhance the drawing with labels (one or more words or sentences) or provide a brief oral explanation of the drawing for the assessment administrator to transcribe onto the student's answer document. See the scoring rubric in Appendix I of this manual for more information.

If the student **dictates** or **Brailles** his or her response, the assessment administrator must transcribe the response verbatim onto the student answer document using Option 1. Then, the administrator must indicate that the response was transcribed by initialing the space at the bottom of the student's answer document where indicated and by filling in the appropriate accommodation section.

If the student **word processes** his or her response, the assessment administrator should (1) label each word-processed page as described the accommodations section of this manual, (2) fill in the appropriate bubble in accommodation section of the student's answer document, and (3) insert the word-processed response into the student's answer document.

To begin this assessment, distribute the students' assessment booklets, and answer documents to the student. The assessment administrator will need to keep a copy of the appropriate assessment booklet AND the corresponding student answer document on hand to refer to while giving directions.

The directions printed in bold type should be read aloud to the student as directed.

SAY: Turn to page 3 of your assessment booklet.

Make sure students are looking at the correct page.

SAY: You are about to take the MI-Access ELA: Expressing Ideas Assessment. You have been given a test booklet and an answer document.

Now read the security statement and directions from the assessment booklet to the student.

Now turn to the next page of your assessment booklet. Listen and follow along as I read the prompt for question 1.

Read the prompt aloud from the booklet.

SAY: You will complete your response to the prompt on the student answer document that I gave you. I will show you where you should put your response. "You may write or draw your answer here.

Refer the students to their answer documents and direct them to the page where they should complete their response, either Option 1 or Option 2, for question 1, depending on the response mode chosen. Make sure they have a Number 2 pencil to record their responses.

SAY: When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written (drawn or said).

Review this checklist with the students and encourage them to use it.

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- ___ Did I answer each part of the prompt?
- ___ Did I support my ideas with details?
- ___ Did I organize my ideas and details clearly?
- ___ Did I review my response one more time to make sure it is just the way I want it?
- ___ Did I put my response on the student answer document?

SAY: Now, complete your response to the prompt in question 1. Raise your hand when you are finished.

The assessment administrator may reread the prompt if necessary. He or she also will need to determine when students are ready to continue with the prompt in question 2. If the assessment administrator decides to continue with question 2 at a later time, he or she **MUST** collect the student answer documents and store them in a **SECURE** location. If continuing with question 2, the assessment administrator will go on with the following directions.

SAY: Now, turn to page 6 of your assessment booklet.

Make sure students are looking at the correct page.

SAY: Now, listen and follow along as I read the prompt for question 2.

Make sure students are looking at the correct page. Then, read the prompt aloud from the booklet.

SAY: As before, you will complete your response to the prompt on your student answer document. I will show you where to put your response to question 2.

Direct students to the page on their answer documents where they should complete response, either Option 1 or Option 2, for question 2, depending on the response mode chosen. Make sure students have a Number 2 pencil to record their responses.

SAY: When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written (drawn or said).

Review this checklist with the students and encourage them to use it.

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- ___ Did I answer each part of the prompt?
- ___ Did I support my ideas with details?
- ___ Did I organize my ideas and details clearly?
- ___ Did I review my response one more time to make sure it is just the way I want it?
- ___ Did I put my response on the student answer document?

SAY: Now, complete your response to the prompt in question 2. Raise your hand when you are finished. You may write or draw your answer here.

The assessment administrator may reread the prompt if necessary. When all the students are finished, collect the student booklets and answer documents and store them in a SECURE location. Note: If a student uses additional pages for a response, affix a student label to the pages.

Directions and Scripts for Administering Mathematics

Directions that are printed in bold type should be read aloud to students as directed. You will need to have the extra booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet.

Make sure all students are on page 3 then read this security statement to student(s)

SAY: You are about to take the MI-Access Mathematics Assessment.

Now read the security statement and directions from the assessment booklet to the student.

SAY: You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.

These directions will need to be altered if you are not administering the entire assessment in one sitting.

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble on the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used ONLY in small group (defined as five or fewer students) or one-on-one assessment situations, and that some item stems, answer choices, and/or keys must NOT be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those items, or parts of items, that cannot be read.

Directions and Scripts for Administering Science

Directions that are printed below in bold type should be read aloud to students as directed. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet.

Make sure all students are on page 3 then read this security statement to student(s)

SAY: You are about to take the MI-Access Science Assessment. You have been given a test booklet.

Now read the security statement and directions from the assessment booklet to the student.

SAY: It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble on the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used **ONLY** in small group (defined as five or fewer students) or one-on-one assessment situations, and that some answer choices (those with graphics and no accompanying labels) must **NOT** be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

Directions and Scripts for Administering Social Studies

Directions that are printed below in bold type should be read aloud to students as directed. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet.

Make sure all students are on page 3 then read this security statement to student(s)

SAY: You are about to take the MI-Access Social Studies Assessment. You have been given a test booklet.

Now read the security statement and directions from the assessment booklet to the student.

You may begin now. Start with question 1 and continue until you have completed all the questions in Part 1.

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used **ONLY** in small group (defined as five or fewer students) or one-on-one assessment situations, and that some answer choices (those with graphics and no accompanying labels) must **NOT** be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

When the student has completed part 1 you may proceed to part 2 below.

SAY: Turn to page __ in your assessment booklet. (For grade 5, the page number is 21; for grade 8 it is page 19; for grade 11 it is page 25.)

Make sure students are looking at the correct page.

SAY: Part 2 of this assessment tells me how well you understand what you have read (or heard) and what you have learned in each passage. Follow along as I read the directions aloud.

Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question. Turn to the next page of your assessment booklet. There are five passages in this part of the assessment. Each passage is followed by four questions to answer. You may begin with the first passage now.

If you are reading the assessment aloud to a student, begin reading the passages and questions now. The passages, questions, and answer choices may be read (by the student and/or the assessment administrator) as many times as necessary. However, each time a passage or question is read aloud by the assessment administrator, he or she **MUST** read it from beginning to end, unless the student requests to have a specific sentence, paragraph, or word reread. Be sure to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind that readers may **ONLY** be used in small group (defined as five or fewer students) or one-on-one assessment situations.

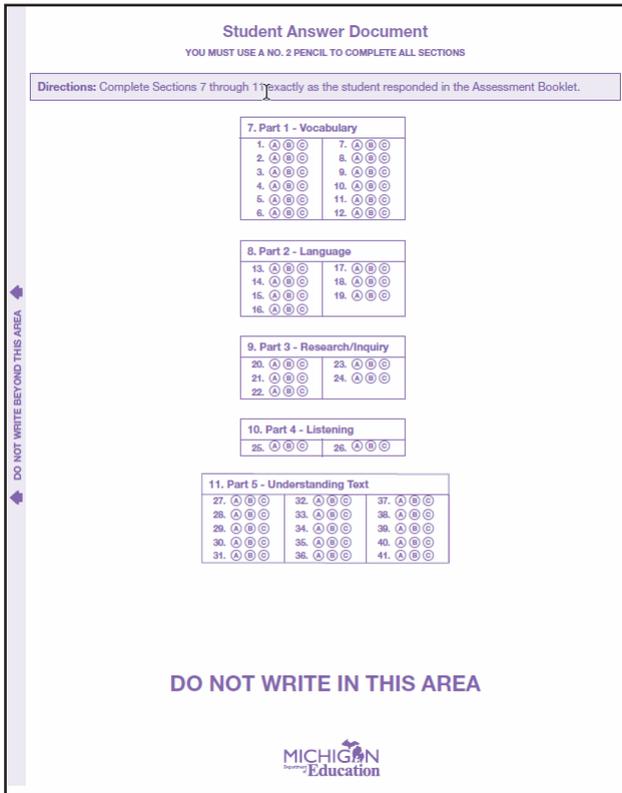
If you want students to stop between each passage (as they are directed to in the student assessment booklet) or if you are not administering all five passages in one sitting, tell your students when you would like them to stop and start. Otherwise, direct them to continue reading the passages and answering the questions until they have answered all the questions. Please note that if all the passages are not administered in one sitting, you must reread the part 2 directions above each time you begin.

After Testing

Completing the Student Answer Document

Obtain the student's answer document and complete all sections of the front page using a Number 2 pencil. Please note that each answer document has a "Student Status" section that should be marked if it applies to the student being tested. Following are definitions for these report codes.

- Home Schooled (NOT Homebound): A student who is tested but, because he or she is home schooled, should not be included in the district's or school's reports. Home-schooled students are not required to take MI-Access assessments, but may be tested during the assessment window if they wish. This may be noted on the paper answer document (See example below).
- Non-Standard Accommodation: If a non-standard accommodation was used during testing it should be noted on the paper answer document. (See example below.) Keep in mind a "Non-Standard Accommodation" will invalidate the test for that student. Please see the Accommodations section for further details for non-standard accommodations.
- Prohibited Behavior is closely associated with test security since it involves a student who:
 - talks to or helps another student
 - looks at or copies another student's answers
 - asks for or accepts any help from another student
 - uses their cell phone or any other electronic device including an eBook
 - takes pictures or makes copies of any test materials
 - causes a disturbance
 - removes test booklet from the room
 - discusses any part of the test with anyone
 - posts or chats about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)



Once each student answer document is complete, go back over it one more time to make sure everything has been recorded accurately and there are no stray marks. Then, put the completed answer documents in one pile, making sure they are all facing the same direction.

Returning Materials to the School MI-Access Coordinator



Some materials may include SI and P items and these may be returned along with all other MI-Access materials. Here is a quick reminder of materials to process.

- Return all answer documents, test booklets, Scripts for listening items, and accommodated materials (Braille, Enlarged Print, CDs) to the school coordinator after testing.
- Check that all answer documents have the correct student barcode label and that the front covers have been filled out completely.
- Transcribe responses onto the regular answer document when appropriate for students with accommodations. Note: responses marked in the test booklet will not be scored.
- Extra answer documents that are blank and unused do not need to be returned.

Completing Administrator Feedback Survey

Every year, the OEAA gathers input after the assessment cycles have been completed. With this feedback we are able to make adjustments and decisions to help build efficiencies into all areas of assessments. Please take the time to complete Administrator Feedback Survey, which is found on the MI-Access webpage, as soon as possible after the administration.

FI Assessment Process Flowchart

This flowchart is designed as a quick reference tool to help administrators view the entire FI administration process from beginning to end, highlighting the uniqueness of the paper and the online features for FI. You may print this page a training tool and/or a reminder sheet (also appears in appendix D).

Building/School Coordinators

Introduction

Each school building involved with administering MI–Access must designate a School MI–Access Coordinator. Staff members new to this role should consult the “New Administrator and Coordinator Primer” document found on the MI–Access web page. This will be helpful to those starting the new role and as a refresher for experienced staff.

School MI–Access Coordinators are responsible for:

- informing school administrators, special education teachers, related services providers, and others in the school about MI–Access and that it is one component of the Michigan statewide assessment programs
- participating in professional development sessions organized by the District MI–Access Coordinator to show School MI–Access Coordinators and assessment administrators how to administer the MI–Access assessments
- watching the state’s training videos located on the website, which provide important information from the OEAA staff about the assessment administration process
- making sure that all assessment materials received from the vendor or the District MI–Access Coordinator are disseminated to appropriate school staff and returned as directed
- testing materials such as booklets, listening scripts, test tickets and rosters are secure materials and should be kept in a secure location until the test session is scheduled to begin
- making sure that assessment administrators have been provided the Assessment Integrity Guide (posted at www.mi.gov/mi-access and www.mi.gov/oeaa)
- all OEAA Security Compliance Forms must be returned to the District MI–Access Coordinator and kept on file for three years
- making sure online students are loaded to eDIRECT properly and test tickets are produced prior to administration

The MI–Access contractor ships all assessment materials to the District or School Coordinator based on the district’s preference as recorded in the Secure Site. Coordinators are then responsible for distributing the materials to School Coordinators, and/or to assessment administrators.

The following information will assist School Coordinators with what to do before, during, and after the assessments are administered.

School Coordinator Quick List

BEFORE

- Complete an OEAA Security Compliance Form
- Inventory the materials received and make sure listening scripts are included with the ELA paper materials
- Prepare materials for distribution to assessment administrators
- Schedule and arrange testing location logistics. Keep in mind that most students will not complete any given test in one sitting.
- Establish an internal school return date
- Distribute materials to assessment administrators
- Collect the completed and signed security compliance forms from all assessment administrators, accommodations providers, and proctors (District Coordinator must retain for three years)
- Read the Test Administration Manual and the Assessment Integrity Guide found on the MI-Access web page prior to the assessment cycle, as they contain specific information and directions for individuals based on their assessment responsibilities.

DURING

- Be available to answer questions
- Relay questions to the District MI-Access Coordinator as needed
- Periodically monitor the assessments
- Ensure that professional assessment administration practices are followed

AFTER

- Collect all used student answer documents, and accommodated materials
- Collect, test booklets and listening scripts. All secure material needs to be returned
- Review the returned assessment materials and ensure no secure materials are missing
- Complete the Special Handling Envelope, if needed
- Prepare and return materials to the scoring vendor or District MI-Access Coordinator
- Do not return unused answer documents and security compliance forms, but securely destroy them
- Complete the online survey

Coordinator Checklist for Online Testing

- ___ Watch the District/Building Coordinator Online WebEx (presented live March 7, 2018 – the recording will be posted on eDIRECT under General Information → Documents >Document type: Training Presentations & FAQs and www.michigan.gov/baa)
- ___ Review this MI-Access FI Test Administration Manual Spring 2018 (MI-Access webpage and eDIRECT documents)
- ___ Ensure all Test Administrators have access to and have read the appropriate portions of the MI-Access Test Administration Manuals (posted to MI-Access webpage)
- ___ Coordinate and verify Test Engine (INSIGHT) and Testing Site Manager (TSM) Setup with Technology Coordinator (test that the system is properly installed by accessing OTTs)
- ___ Coordinate the student use of Online Tools Training (OTT) and viewing of the MI-Access Tutorial
- ___ Manage the Student Roster on eDIRECT; update incorrect/missing information in the OEAA Secure Site
- ___ Schedule the Test Sessions and Create or Edit Test Sessions in eDIRECT, if necessary
- ___ Assign appropriate FI accommodations to students who need them (complete BEFORE generating login tickets)
- ___ Print/sort/distribute student test login tickets to assessment administrators (daily)
- ___ Monitor testing and support assessment administrators during test window (daily)
- ___ Post-Test Housekeeping: collect/destroy all login tickets and reference documents; verify student statuses show "completed" for each student (eDIRECT: Test Setup Student Status); coordinate the return of all paper/pencil materials

Before Testing

Receiving Assessment Materials

Assessment materials may arrive from the District MI-Access Coordinator or be shipped directly to the school in one delivery. The shipment will include:

- school packing list (packing, and security list, should be used to inventory materials)
- return kits will be included for returning test materials to the contractor after testing
- standard print student assessment booklets (all assessments and content areas as ordered by the Coordinator)
- Listening Scripts for FI ELA: Accessing Print and Using Language (APUL), which are designed to be read during the assessment

- audio CDs of the FI assessment booklets (if ordered) with companion standard print assessment booklets and student answer documents; NOTE: the APUL and EI items are on the same CD
- Braille versions of the FI assessment booklets (if ordered), with companion Assessment Administrator Booklets for Braille and student answer documents
- enlarged print versions of the Functional Independence assessment booklets (if ordered), with companion standard print assessment booklets and student answer documents
- NOTE: Braille and Enlarged Print kits for FI ELA Accessing Print and Using Language will include listening scripts
- student answer documents (all assessments and content areas as ordered by the Coordinator plus some overage for Functional Independence)
- Pre-Identification barcode labels (to affix to answer documents for students pre-identified by the designated deadline in the OEAA Secure Site, if applicable)
- locally printed Pre-ID student barcode labels (to affix to student answer documents for students who were not pre-identified by the designated deadline, if applicable)
- OEAA Security Compliance Forms (one for the School MI-Access Coordinator to complete and sign, and multiple copies to distribute to assessment administrators, accommodations providers, proctors and any other staff involved in any aspect of testing).

Getting Started with Online Test Setup

This applies to both PP and OL. In fact after looking through this entire section, it is a combination of OL and PP directions.

Pre-ID Process:

In January, the Office of Educational Assessment and Accountability (OEAA) pre-identified students for M-STEP from the Fall MSDS General Collection (student count day) and Student Record Maintenance (SRM) files submitted in MSDS. It is the responsibility of districts and schools to make sure the appropriate students are deselected from the general assessment and moved over to MI-Access assessment and the appropriate type of assessment, either Functional Independence, Supported Independence or Participation.

District/Schools should do the following actions directly on the Secure Site:

- review the Pre-ID Student Report to ensure all students are pre-identified for online testing
- unassign students from the MI-Access testing who have exited the school
- assign new students to the MI-Access who have enrolled after count day

Ordering Expressing Ideas (EI):

The EI assessment is the only MI-Access assessment that is administered entirely in paper/pencil mode. Therefore, it is important to have EI materials ordered in the Secure Site for all students taking the ELA assessments.

Loading Students (eDIRECT)

Students CANNOT be loaded directly into eDIRECT. To add students, follow the above procedure to pre-identify students in the Secure Site. Once students are identified in the OEAA Secure Site, it will take up to one business day for them to be loaded into eDIRECT.

Assigning/Editing Sessions

Students taking MI-Access FI online will need to be assigned to an online session using the Online Sessions page on the Secure Site. If students are not put into an online testing session on the Secure Site by the posted deadline, they can be put into online testing sessions in eDIRECT.

Building Coordinators

Building Coordinators carry the primary responsibility of assigning Functional Independence (FI) students to test sessions; however, District Coordinators may provide backup.

Creating FI Test Sessions

Prior to February 26, 2018 - 5:00 P.M.: students will need to be assigned to sessions in the Secure Site. Instructions for assigning students to an online session can be found at www.michigan.gov/securesitetraining by clicking on "Online Sessions."

After February 26, 2018 - 5:00 P.M.: pre-identified students will be pulled in their session groups from the Secure Site and entered in eDIRECT. Beginning on **March 9**, schools will need to place new students into a session in eDIRECT and not on the Secure Site. Pre-identified students will continue to be pulled nightly through the testing window.

Detailed directions on how to create and edit a test session in eDIRECT, including assigning embedded accommodations, can be found on the [eDIRECT website](https://mi.drceirect.com) (no login required) <https://mi.drceirect.com> > General Information > Documents, Document Type "Mini-modules."

Printing Test Tickets:

Test tickets can only be printed for students who are entered in an online session in eDIRECT. Each test ticket has a unique password.

FI students who are testing online will need a different test ticket for each part of each assessment. Each online assessment has two parts. Students must take both parts.

Detailed directions on how to print test tickets in eDIRECT can be found on the [eDIRECT website](https://mi.drceirect.com) (no login required) <https://mi.drceirect.com> > General Information > Documents, Document Type "Mini-modules."

It is important to remember that the test tickets are considered a secure material and must be kept in a secure location until needed. All test tickets must be returned to the Building Coordinator for destruction after testing.

Online Test Tickets by Grade, Test, and Content Area					
Type	Functional Independence - FI				
Subject	ELA: Accessing Print and Using Language	ELA: Expressing Ideas	Math	Science	Social Studies
Grades	3-8, 11	3-8, 11	3-8, 11	4, 7, 11	5, 8, 11
Part 1	1	Paper Pencil Test	1	1	1
Part 2	1		1	1	1

Test Lock and Unlock

In some cases, the student may advance through the test and prematurely click "End Test." If this happens, the test will become locked and it cannot be accessed. This may result in the submission of a test with missing responses. If the student has completed less than five questions you may call the help desk 1-877-560-8378 option 2 to have the test unlocked. If the student has completed more than five questions, please submit an Incident Report on the Secure Site to have the test unlocked. Once the test is unlocked you may resume testing.

You may help students avoid locking their tests by reminding them not to click ahead. If they do click the "Begin Test" button early, they should select the "Pause" button and wait for your directions.

Inventorying Materials

To inventory the school's materials, obtain the packing list and security list included in the shipment. If any materials are missing or if additional materials are needed, contact the MI-Access District Coordinator immediately. The Coordinator will work through established channels to obtain the needed materials from the MI-Access contractor.

Managing Student Login Tickets

For detailed information on printing login tickets, refer to the **Test Sessions - Adding, Editing, Printing Login tickets** mini-tutorial. This [document](http://mi.drctdirect.com) can be found (<http://mi.drctdirect.com>) General Information > Documents > Document Type: Mini-Modules.

Test tickets and rosters are considered secure materials. Once printed, they should be kept in a secure location until the session is scheduled to begin. Test Administrators are instructed to distribute test tickets just prior to student login, and to collect test tickets after all students have logged in and begun testing. After a testing session is complete, the Test Administrator should return all test tickets to the Building Coordinator for destruction or secure storage (in the case of a student not completing a test; see next page).

If a student must take a break from testing and the break exceeds 20 minutes, the test ticket will be required to resume testing. If you suspect a student's test ticket and/or password has been compromised, contact the MI-Access helpdesk at 877-560-8378, Option 2.

Affixing Pre-ID Student Barcode Labels

Affix all Pre-ID student barcode labels (those provided by the MI-Access contractor as well as those printed locally by the school) to the appropriate student answer documents. The labels should be affixed where indicated on the student answer document. A \$10 fee may be charged for each scored answer document returned without a barcode label.

Matching Student Assessment Booklets with Student Answer Documents

Because there are different student populations and different content areas being assessed, it is important for School MI-Access Coordinators to understand how the assessment booklets and student answer documents should be organized for distribution. The OEAA has color-coded the materials by assessment type and/or by content area to assist with matching.

Functional Independence - ELA: Accessing Print and Using Language; ELA: Expressing Ideas; Mathematics; Science; Social Studies

For Functional Independence, there is one student assessment booklet for each grade, and each booklet covers only one content area. The booklets and student answer documents are color-coded by content area: The color coding is:

- **purple** for ELA: Accessing Print and Using Language
- **blue** for ELA: Expressing Ideas
- **orange** for mathematics
- **red** for science
- **olive green** for social studies

The Functional Independence student answer documents are organized by content area and include:

- ELA: Accessing Print and Using Language student answer document, one for each grade 3–8 and 11
- ELA: Expressing Ideas student answer document, one for each grade 3–8 and 11
- Mathematics student answer document, one for each grade 3–8 and 11
- Science student answer document, one for each grade 4, 7, and 11
- Social Studies answer document, one for each grade 5, 8, and 11

When distributing assessment booklets and answer documents to assessment administrators, it is important that materials are matched correctly.

Preparing Materials for Distribution

In addition to understanding how to match student assessment booklets with student answer documents, there are several other important factors to keep in mind when preparing materials for distribution.

Extra Functional Independence Booklets and Answer Documents

The MI–Access contractor includes at least one extra Functional Independence assessment booklet for each content area and one extra corresponding student answer document for assessment administrators to use during assessment administration. (The extra booklets and answer documents correspond to the assessments being administered by each assessment administrator.)

Packaging of Accommodated Versions

Accommodated versions of the Functional Independence assessments are packaged in very specific ways.

- Each audio CD comes packaged with a companion standard print assessment booklet and a student answer document. The CD will always have a form number that ends in 1 (for example, Form FIS–41 for grade 4 Functional Independence science). If the CD and its companion standard print booklet do not have the same form number, contact the Access Coordinator for assistance.
- Each braille version of the assessment comes packaged with a companion Assessment Administrator Booklet for Braille (AABB), which includes transcription notes indicating how items/ directions have been adapted for Braille when needed and a student answer document. The Braille booklet will always have a form number that ends in 9 (for example, Form FIM–79 for grade 7 Functional Independence mathematics). If the Braille booklet and the AABB do not have the same form number, contact the Coordinator for assistance. Braille kits include listening Scripts for ELA: APUL.

- Each enlarged print version of the assessment comes packaged with a companion standard print assessment booklet and a student answer document. The enlarged print booklet will always have a form number that ends in 1 (for example, Form FIA–61 for grade 6 Functional Independence ELA: APUL). If the enlarged print booklet and its companion standard print booklet do not have the same form number, contact the Coordinator for assistance. Enlarged Print kits include listening Scripts for ELA: APUL.
- When distributing accommodated versions of the assessments, School MI–Access Coordinators should keep them packaged in the way they were originally shipped. That way assessment administrators will have everything they need in one place to administer accommodated versions.

Online Testing Software and Testing Devices

eDIRECT (<http://mi.drccdirect.com>) is DRC’s custom-built web application that allows Michigan Users to:

- access training materials
- download testing software
- manage online test sessions
- assign and manage online testing accommodations
- monitor testing progress.

Each user will receive his or her own login information and password with specific permissions based on their role as entered in the OEAA Secure Site. eDIRECT is used in connection with DRC’s online test engine, INSIGHT.

INSIGHT and Testing Site Manager (TSM)

The INSIGHT Online Learning System, provided by Data Recognition Corporation (DRC), is software that provides a secure online testing environment. The

INSIGHT Online Learning System consists of client software available from eDIRECT to be installed on each testing device. In addition, a testing site manager (TSM) is installed on a single machine or server for the school or district or, in some cases, the Intermediate School District (ISD). The TSM helps manage network traffic, connectivity, and bandwidth issues, ensuring that students are not kicked out of the system during testing should connectivity become congested or lost. The TSM is required for the audio components to function properly and ensures a smooth testing environment.

Supported Testing Devices

Students may test using the following devices:

- Windows-based desktop or laptop
- Mac-based desktop or laptop
- iPad
- Chromebooks
- Android

Please refer to the Technology User Guide for more detailed information about supported devices and versions.

All devices that are being used for testing must have INSIGHT installed and be configured to work with a TSM.

Testing Devices Not Supported

DRC no longer lists specific supported devices for Windows and Chrome OS. DRC will support devices (including touchscreen devices) that meet the minimum system requirements.

Please refer to the Technology User Guide or the Supported System Requirements document for more detailed information about the devices and features that are NOT supported. Both documents are available on eDIRECT.

Additional Administration Items

Using Report Codes

- Reporting codes (optional) allow districts and schools to receive reports organized by class or group designation(s). It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful. If these codes are used, District MI-Access Coordinators must inform Building Coordinators.
- The Mass Updates Assessments document on the [Secure Site Training](http://www.michigan.gov/securesitetraining) page (www.michigan.gov/securesitetraining) explains how to assign Reporting Codes to a group of students. The Reporting Code Labels document also on the [Secure Site Training](http://www.michigan.gov/securesitetraining) page explains how to create a label for reporting codes. In 2018, there are no Reporting Code Sheets and paper/pencil Answer Documents no longer have a Reporting Code bubble box.

Research I and II Fields

The use of research fields is optional. Research codes are reported in the student data file results only. (Dynamic online reports do not include the research code information.)

In the past, schools and districts have used the optional research fields to answer such questions as:

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B (vs. reading program C, etc.)?

The following important points should be considered before deciding to use research fields:

- Codes for research fields may be developed at the district or school level and assigned a different number from one to ten.

- Districts/Schools may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the student answer documents or entered into the Secure Site through the end of Tested Verification window.

If research codes are used, District Coordinators need to inform Building Coordinators and Test Administrators so the codes may be entered, either on the student answer documents or added in the Secure Site before the end of the Accountable Students and Test Verification window in June.

Establishing an Internal School Return Date

Schools have the option to return material directly to the contractor if they choose to and for that reason a return kit is included with each school order. If schools opt to return materials to the district, they should determine the date by which materials must be returned after testing. When setting this date:

- keep in mind any school breaks that may cause delays
- inform all assessment administrators of the school's return date
- allow time for packing the materials for return to the contractor

We also recommend that you have a discussion with your test administrators about emphasizing early returns whenever possible. **Note:** All materials must be shipped to the contractor on or by **May 30, 2018**.

Distributing Materials

Once all the "before" steps in this section of the manual have been completed, School MI-Access Coordinators may distribute the appropriate materials to each assessment administrator in the building. Be sure to include OEAA Security Compliance Forms, and manuals.

Completing and Collecting Security Compliance Forms

Before assessment administrators begin handling any testing materials, each staff member must sign and return the OEAA Security Compliance Form to the coordinator. These forms must be held by the district for at least three years. The Security Compliance Form may be found in your material order, it is also posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

During Testing

Although School MI-Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they be available to address questions and concerns from Assessment Administrators. If School MI-Access Coordinators cannot answer a question or address a particular concern, they should relay the question or concern to the District MI-Access Coordinator for follow-up. In addition, School MI-Access Coordinators are advised to check in periodically with Assessment Administrators to make sure they have the materials and information needed to accurately administer the MI-Access assessments and that professional administration practices are followed.

After Testing

Inventorying Returned Materials

Here is a quick reminder of items to process.

- Return all answer documents placed on top of test booklets, listening scripts, Picture Cards, Assessment Administrator Booklets, and accommodated versions.
- Materials may be returned by the district or the school. If your district is shipping materials back to the scoring contractor, please give the district staff your school Return Materials Kit if they do not already have it.

- If materials are being returned to the contractor by the school directly, please locate the Return Materials Kit and follow the Instructions for Materials Return.
- Fill out the Special Handling Envelope and insert documents requiring Special Handling (e.g. word-processed or damaged pages), if you have any. Include the envelope with the other materials. If the envelope is not needed (there are no materials that need to be put in it), it does not need to be returned.
- Ensure materials are free from paper clips, sticky notes, rubber bands, and other extraneous items.

Preparing the Special Handling Envelope

The Special Handling envelope is designed for word-processed documents, damaged documents, or documents marked as “Do Not Score.” Fill in the required information on the front of the envelope. (See Appendix D for a diagram of detailed return information.) If the envelope is not needed, it does not need to be returned. The envelope will primarily be used by schools administering FI assessments, as it is used for scannable answer documents requiring special attention.

Returning Materials

If your school will be returning test materials directly to the contractor, please refer to the “Material Return Instructions” section in this manual for detailed instructions and use the return kit to ship the materials. If your district is handling your returns be sure to gather all materials as listed in the diagram in appendix D and make arrangements to transport them to the district coordinator.

Completing Coordinator Feedback Survey

Once materials have been returned to the Coordinator, complete the Coordinator/Assessment Administrator Feedback Survey at www.mi.gov/mi-access. The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

District Coordinators



District MI–Access Coordinator Quick List

Major Tasks to Complete Before, During, and After Assessment Administration.

BEFORE

- Order materials for paper/pencil testers, including ELA: Expressing Ideas for every student (see content areas section)
- Complete an OEAA Security Compliance Form
- Inventory materials received if handled by district
- Determine whether Reporting Codes will be used. NOTE: Reporting codes will only be entered on the Secure Site - Reporting Code sheets have been discontinued.
- Prepare materials for distribution to schools, unless they are shipped directly to schools
- Establish an internal district return date for schools and district
- Return kits are part of each school's initial order. The district should retain these if it is handling distribution and return.
- Distribute materials to schools
- Contact school coordinators to make sure materials have been received
- Read the Test Administration Manual and the Assessment Integrity Guide found on the MI-Access web page prior to the assessment cycle, as they contain specific information and directions for individuals based on their assessment responsibilities.

DURING

- Assist school coordinators and assessment administrators as needed
- Be available to answer questions
- Responsible for entering Incident Reports into the Secure Site as needed
- Relay questions to the OEAA as needed
- Ensure that professional assessment administration practices are followed

AFTER

- Review the returned assessment materials for accuracy
- Prepare materials for return shipment (except security compliance forms, scoring documents for P/SI, and unused answer documents)
- Ship materials to the MI–Access contractor
- Complete the Coordinator Feedback survey
- Check "Accountable Students and Test Verification" window when it is open in June to file appeals for any issues.

Introduction

In 2016, an important change in the MI-Access process allowed districts to decide to handle all the testing materials for each school, or opt to have the materials delivered directly to individual schools, as is done with M-STEP procedures. If a district does not make a designation, the MI-Access materials will default-ship to the districts. Please see the “Overview” section of this [manual](#) for ordering instructions or review the training available (www.michigan.gov/securesitetraining).

District MI-Access Coordinators have numerous responsibilities, including:

- informing administrators, teachers, related services providers, school psychologists, and others in the district about MI-Access and its position as one component of the Michigan’s Statewide Assessment Program
- making sure that all School MI-Access Coordinators and assessment administrators in the district receive training on how to administer the MI-Access assessments
- making arrangements for staff involved with MI-Access to watch the state’s training videos on the MI-Access web page, where viewers can get important information from the OEAA staff about the assessment administration process
- making sure that all assessment materials received from the MI-Access contractor are disseminated to appropriate school staff, and returned as directed;
- making sure that all those involved with administering the MI-Access assessments have received the State Board of Education (SBE)-approved [Assessment Integrity Guide](#) (www.mi.gov/mi-access and www.mi.gov/oeaa)
- distributing, collecting, completing, and keeping on file all signed (OEAA) Security Compliance Forms

Once District MI-Access Coordinators receive materials from the contractor, they are responsible for distributing them to School MI-Access Coordinators, who, in turn, distribute them to assessment administrators.

Following is information on the materials district coordinators will receive and what to do before, during, and after the assessments are administered.

Before Testing

Receiving Assessment Materials

MI-Access assessment materials will arrive in boxes with purple MI-Access labels. The boxes will include the following materials (NOTE: some schools may not receive all of these materials).

- one Return Materials kit, which includes Instructions for Materials Return, preprinted FedEx Airbills, yellow Materials Return Labels, divider sheet (gold), and a Special Handling Envelope (one kit per order)
- OEAA Security Compliance Forms (to be completed and signed by all those involved with administering MI-Access)
- a security list, packing lists, and box lists for use in inventorying returned materials (whether they are shipped to district or school)
- standard print student assessment booklets (all assessment types and content areas as ordered for Functional Independence)

- audio CDs of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets, and student answer documents)
- Braille versions of the Functional Independence assessment booklets, if ordered (with companion Assessment Administrator Booklets for Braille, and student answer documents)
- enlarged print versions of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets, and student answer documents)
- student answer documents (for Functional Independence only)
- Listening Scripts for FI ELA: Accessing Print and Using Language listening items in all grades;
- Pre-ID student barcode labels (for FI students pre-identified by the designated deadline as taking MI–Access assessments)

The MI–Access calendar—which notes important assessment dates for the spring testing cycle—is posted [online](http://www.mi.gov/mi-access) (www.mi.gov/mi-access). Please inform School MI–Access Coordinators that this organizational tool is available for download.

Inventorying Materials

If the MI–Access assessment materials are shipped to the district, open the original shipping box or boxes and save the box(es) for returning used and unused assessment materials to the MI–Access contractor. Districts should retain the materials return kits (at least one) if they are returning materials for the schools.

Ordering Missing and Additional Materials

If additional materials are needed, an additional material order may be placed in the OEAA Secure Site. The additional materials will then be sent to the district/school coordinator for distribution. (See the Assessment Overview section for more information on ordering materials, including how and where to place orders.)

Completing OEAA Security Compliance Forms

This should be the first thing done after they have the forms in hand (that is, after inventorying materials).

All staff members involved in any testing activities should first complete and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. Put the completed form in a safe, easily remembered place; it will need to be kept on file along with all the other forms returned by schools for three years following assessment administration. (For more information on security, see the security section of this manual.)

Using Reporting Codes

Reporting codes (optional) allow districts and schools to receive reports organized by class or group designation(s). It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful. If these codes are used, District Coordinators must inform Building Coordinators so they, in turn, may inform Test Administrators of the four-digit reporting code selected.

Reporting codes must be entered in the Secure Site before the end of Accountable Students and Test Verification window. The Report Code sheets have been discontinued and reporting code fields will not appear on any answer documents.

Research I and II Fields

The use of research fields is optional. Research codes are reported in the student data file results only. (Dynamic online reports do not include the research code information.)

In the past, school districts have used the optional research fields to answer such questions as:

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in attainment of achievement objectives among those students who were in reading program A vs. reading program B (vs. reading program C, etc.)?

The following important points should be considered before deciding to use research fields:

- Codes for research fields may be developed at the district or school level and assigned a different number from one to ten.
- Districts may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the Answer Document or entered into the Secure Site through the end of Accountable Students and Test Verification window.

If research codes are used, District Coordinators need to inform Building Coordinators and Test Administrators so the codes can be entered either on the students' Answer Documents or added in the Secure Site before the end of Tested Roster.

Matching Student Assessment Booklets with Student Answer Documents

Because there are different student populations and different content areas being assessed, it is important for MI-Access Coordinators to understand how the assessment booklets and student answer documents are organized. The OEAA has color-coded the materials by assessment type (Participation, Supported Independence, or Functional Independence) and/or by content area to assist with matching. (See table in the following section for a summary of the following written information.)

Preparing Materials for Distribution

In addition to understanding how to match student assessment booklets with student answer documents, there are several other important factors to keep in mind when preparing materials for distribution.

MI–Access FI Student Assessment Booklets and Answer Documents	
Content Areas	<p>Each content area has its own booklet and answer document for:</p> <ul style="list-style-type: none"> • ELA: Accessing Print and Using Language, (Includes listening scripts) • ELA: Expressing Ideas, (paper/pencil assessment only) • mathematics • science • social studies
Grades	<p>The grades covered by the assessments are:</p> <ul style="list-style-type: none"> • ELA: Accessing Print and Using Language covers grades 3–8, and 11, (one answer document for all grades) • ELA: Expressing Ideas covers grades 3–8, and 11, (one answer document for all grades) • mathematics covers grades 3–8, and 11, (one answer document for all grades) • science covers grades 4, 7, and 11, (one answer document per grade) • social studies covers grades 5, 8, and 11, (one answer document per grade)
Colors	<p>The colors for each of these items are:</p> <ul style="list-style-type: none"> • Purple - ELA: Accessing Print and Using Language answer documents • Blue - ELA: Expressing Ideas • Orange - mathematics • Red - science • Olive green - social studies

School Materials

The MI–Access contractor will provide a copy of each school's packing list (included with the school's boxes). These lists can be used to track the materials that were sent to each school and to inventory these materials.

There will be no additional materials sent; district personnel are encouraged to utilize the additional material ordering window to request additional materials as needed.

Security Barcode Numbers

All MI–Access assessment materials and accommodated versions of the assessments have security barcode numbers on the back cover. These numbers are scanned by the contractor prior to distribution and will be scanned upon return to make sure that all the booklets—which are secure materials—have been shipped back. The MI–Access contractor will provide District MI–Access Coordinators with information on the security barcode numbers distributed to each school on the school security lists. These numbers can be used to track assessment booklets and ensure they are returned.

Packaging of Accommodated Versions

Accommodated versions of the Functional Independence assessments are packaged in very specific ways.

- Each audio CD comes packaged with a companion standard print assessment booklet and a student answer document. The CD will always have a form number that ends in 1 (for example, Form FIS–41 for grade 4 Functional Independence science). If the CD and its companion standard print booklet do not have the same form number, contact the MI–Access contractor for assistance. **Note:** the CD for ELA: Accessing Print and Using Language, and ELA: Expressing Ideas are combined even though the booklets are separate materials. The CD label will note this as well.
- Each Braille version of the assessment comes packaged with a companion Assessment Administrator Booklet for Braille (AABB), which includes transcription notes indicating how items/directions have been adapted for Braille when needed) and a student answer document. The Braille booklet will always have a form number that ends in 9 (for example, Form FIM–79 for grade 7 Functional Independence mathematics). If the Braille booklet and the AABB do not have the same form number, contact the MI–Access contractor for assistance. Braille Accessing Print and Using Language comes with listening scripts.
- Each enlarged print version of the assessment comes packaged with a companion standard print assessment booklet and a student answer document. The enlarged print booklet will always have a form number that ends in 1 (for example, Form FIA–61 for grade 6 Functional Independence ELA: Accessing Print and Using Language). If the enlarged print booklet and its companion standard print booklet do not have the same form number, contact the MI–Access contractor for assistance. Enlarge Print ELA: Accessing Print and Using Language comes with listening scripts.
- When distributing accommodated versions of the assessments, District MI–Access Coordinators and School MI–Access Coordinators should keep them packaged in the way they were originally shipped. That way assessment administrators will have everything they need in one place to administer accommodated versions.

Establishing an Internal District Return Date

If it is the decision of your district to process all returns, it is important to establish a return date for all material. While the MI–Access assessment window is seven weeks long, we strongly encourage district and school coordinators to have a discussion about establishing realistic deadlines for returning testing materials after testing. Before distributing materials to schools, determine the date by which materials must be returned to the district to ensure they will be shipped to the MI–Access contractor on time. In order to have assessment documents scanned and included in the Accountability Students & Test Verification window, districts must return materials no later than **May 30, 2018**.

If the materials are not shipped by May 30, 2018 there could be financial consequences. It may be necessary to charge districts/schools for the cost of processing late returns and/or missing labels on testing documents. The following table outlines those charges and fees.

Consequences of Late Return and Missing Pre-ID Labels					
Consequence	Description	Shipment Dates			
		On or before deadline	1–7 days after deadline	8–14 days after deadline	15+ days after deadline
Fee(s) Charged	Late shipment (per school)	—	\$250	\$250	Not scored
	Late processing (per answer document)	—	—	\$25	Not scored
	Missing barcode (per answer document)	\$10	\$10	\$10	Not scored
Reports	Data files provided	Yes	Yes	Yes	No
	Electronic reports provided	Yes	Yes	Yes	No
	Paper reports provided	Yes	Yes	Yes	No
	Results included for Accountability calculations	Yes	Yes	Yes	No

Informing Others about Professional Practices

District MI–Access Coordinators must inform School MI–Access Coordinators and assessment administrators about the Assessment Integrity Guide. It is available on the MI–Access web page (www.mi.gov/mi-access), and must be reviewed by all those involved with MI–Access prior to assessment administration and signing of the OEAA Security Compliance Forms. (See the security section of this manual for more information on professional practices and security.)

Distributing Assessment Materials to Schools

Once all the “before” steps have been completed, District MI–Access Coordinators may distribute assessment materials to each school participating in MI–Access, unless materials are shipped directly to schools. The MI–

Access contractor will ship each school's materials in a separate box (or boxes), so the District Coordinator will simply need to inventory them and pass the materials along to the appropriate schools as packaged.

During Testing

Although District MI–Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they be available to answer questions from School MI–Access Coordinators and relay any questions they cannot answer to the OEAA staff (see contact information section of this manual).

If any testing irregularities occur before, during, or after testing, the District MI–Access Coordinator must file an incident report in the OEAA Secure Site as soon as possible. You will find detailed information on how to access and use the [Secure Site Incident Reporting tool](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) (http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf).

In addition, it is advised that District MI–Access Coordinators check in periodically with School MI–Access Coordinators to make sure they have the materials and information needed to accurately administer the MI–Access assessments and that professional administration practices are followed.

After Testing

Inventorying Returned Materials

When completed assessment materials are returned by schools, pull out copies of the school packing lists and security lists and use them to make sure that all the assessment materials were returned (except manuals and unused/blank answer documents, which may be shredded or recycled). If materials are missing, they should be obtained from the appropriate School MI–Access Coordinators.

Checking Special Handling Envelopes

District Coordinators will check each Special Handling Envelope to make sure it was accurately accurately completed. They will also:

- make sure the information on the envelope label for any materials requiring special handling have been checked, including documents with word-processed responses, damaged documents, and Do Not Score items,
- check to make sure that each **used** (or scorable) student answer document has a Pre-ID label; any missing labels should be printed from the [OEAA Secure Site](http://www.michigan.gov/BAA-secure) (www.michigan.gov/BAA-secure) and affixed to the answer documents.

Once the contents and information are verified, put the materials back into the Special Handling Envelopes, and then put all the envelopes into one pile but **DO NOT SEAL THEM**. (See the graphic in Appendix D of this manual if you have questions about how to organize the materials inside the envelopes.)

Preparing Materials for Return Shipment

The method of returning materials to the contractor for processing is very similar for districts and for schools. For that reason, instructions for this process have been condensed in the final section of this manual, “Material Return Instructions.” A diagram in appendix D outlines the sequence of how the material should be returned. Please refer to these two sections.

Instructions for Returning via FedEx Express®

The instructions for using FedEx for material returns are the same for schools and districts; therefore, they have been included in the “Material Return Instructions” in the final section of this manual.

Completing the Coordinator/Assessment Administrator Feedback Survey

When the district's assessment materials have been returned to the MI–Access contractor, the [Coordinator/Assessment Administrator Feedback Survey](http://www.mi.gov/mi-access) should be completed (www.mi.gov/mi-access). The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Checking Accountable Students and Test Verification

The Accountable Students & Test Verification window allows Secure Site users to review the answer documents that were scanned and online responses, as well as the demographic information that was submitted for students on their answer documents and in the MSDS. During the period this window is open (during the month of June), district/schools must verify that:

- all students and their answer documents have been accounted for
- student demographic information is accurate
- students taking alternate assessments are flagged as "Special Education"
- any student tests with "Prohibited Behavior" or "Nonstandard Accommodations" flagged are correct
- the Expected to Test has been reviewed

The *Accountable Students & Test Verification* period is the **final** opportunity districts will have to:

- report missing answer documents and absent students, and appeal/correct Prohibited Behavior and Nonstandard accommodations if incorrectly marked
- update student demographic information in the MSDS to be used for assessment reporting and accountability calculations, and
- appeal Students Expected to Test

The Accountable Students & Test Verification window also provides a list of enrolled students and demographic information that will be used for accountability purposes. For more information, see the [instructions](#) (www.michigan.gov/seuresitetraining).

Important note: It is the primary responsibility of the district coordinator to review all tested student records in the verification window. Coordinators should watch for the announcement in the Spotlight communication for when the verification window will open in June.

Materials Return Instructions

Districts and Schools have options for how they would like to return testing materials after testing is completed. For this reason, a return kit is included in every school order to allow the school or the district to make the return shipment. Material that must be returned includes used and unused test booklets (standard print, Assessment Administrator Booklets for Braille, Braille, and enlarged print), used Answer Documents (student completed and transcribed), CDs, word-processed pages, and Listening Scripts. The table below shows what to do with each type of material once testing is complete.

How to Process MI-Access Test Materials After Testing

Test Materials	Return to Scoring Contractor*	Schools Keep	Schools Destroy
Used Answer Documents	√		
Unused Answer Documents			√
Student Test Tickets and Test Rosters			√
Green Special Handling Envelope(s) with contents	√		
Used and Unused Test Booklets (grades 3–8 & 11)	√		
FI Accommodated versions of the test (Braille, enlarged print, audio CD, and AABBs)	√		
ELA Listening Scripts	√		
P/SI Scoring Documents		3 years	
P/SI Student Picture Cards (with barcoded cover sheet)	√		
OEAA Security Compliance Form(s)		3 years	
Biohazardous material (usually caused by student illness/accidents)			√**

*See Appendix D for the Return Material Diagram for packing returns.

** If the material is secure, please call the helpdesk with the numeric portion of the secure bar code to report that it is destroyed. This will alert the contractor who tracks all secure materials.

Return Tools

The MI-Access contractor has provided districts/schools with several tools for returning materials, including:

- green Special Handling Envelopes
- FedEx Express Airbills for shipping
- **yellow Material Return stickers** for the outside of return boxes

Districts and schools are encouraged to complete and return test materials as soon as testing is completed. Fees may be assessed for the late return of scorable materials.

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

Instructions for Materials Return

- First, collect all used and unused materials. Materials may be returned by district or school coordinators. Inventory all materials using the school packing lists and school security lists. If secure materials are missing, please obtain them. Please do NOT return security compliance forms, unused answer documents, or Scoring Documents for Participation and Supported Independence.
- Secondly, assemble Functional Independence answer documents by doing the following:
 - Separate used answer documents from unused/blank answer documents. Make sure that all used answer documents to be returned are free of sticky notes, paper clips, or other extraneous materials and that the front covers are accurately completed.
 - Ensure that responses for students who received accommodations have been transcribed, if appropriate, onto the regular scannable answer document. Please also ensure that no answer documents have been tucked inside of a test booklet.
 - Verify that each answer document being returned for scoring has a correct Pre-ID student barcode label. If any barcode labels are missing or incorrect, you may print them from the Secure Site (www.michigan.gov/oeaa-secure). A \$10 fee may be charged for each scored answer document returned without a barcode label.
 - Organize used answer documents by type. Group all mathematics answer documents together, all ELA documents together, and so forth. If you have any answer documents with word-processed pages or any that require special handling, please separate them from the other answer documents and follow the instructions for Special Handling below.
 - Special Handling Envelope: Some answer documents being returning may require Special Handling. These are used secure documents that have been damaged, should not be scored for some reason, or include word-processed pages, etc. Please use the green Special Handling Envelope to return these materials. Complete the front of the envelope as directed by the instructions on the envelope. Please ensure that any answer document that should not be scored is clearly marked "Do Not Score" at the top of the document. Make sure the student and item information is written on any word-processed pages and that the pages are inserted into the student's answer document. Please do not return blank or unused answer documents. If it is not used, the envelope itself does not need be returned.

- Use the original shipping boxes to return your materials to the contractor, Measurement Incorporated. If the original boxes are not available, use other sturdy boxes. Please do not use copier paper boxes.
- Pack materials into the box(es) in the following order. Please note that all secure items must be returned. A diagram is available in the appendix section in the MI-Access manual. District coordinators may return materials for more than one school in the same box.
 - Begin by placing all used and unused assessment booklets and other test materials - such as used or unused picture cards, listening scripts, and used or unused accommodated versions (CDs, enlarged print, or Braille) - in the bottom of the box. Place the gold divider sheet on top of these materials. Please DO NOT return security compliance forms, P/SI Scoring Documents or unused answer documents.
 - Place all regular used answer documents on top of the gold divider sheet. If all of your materials will not fit into one box, please make sure that the used answer documents are in Box 1 of your return shipment. If there are too many used answer documents to fit into one box, proceed by packing the remainder into Box 2.
 - If green Special Handling Envelopes are used by the school(s), they should be placed at the top of Box 1 on top of other regular used answer documents.
- Do not return the OSA Security Compliance Form to the contractor. The state requires districts to keep these forms on file for three years following the assessment administration.
- The Scoring Documents sheets that were used during the Participation and Supported Independence observations and online score entry should be retained by the school and do not need to be returned.
- After all the materials have been placed into the box(es), fill any excess space with crumpled paper or cardboard to keep the items protected during transit.
- Remove or black out any old shipping labels. Then adhere a yellow Materials Return label to the top of each box. Fill in the district name and district code and the Box # of # fields for each box. Then securely seal each box with three strips of plastic shipping tape on the top and bottom.
- Lastly, complete the "from" or sender's section on the FedEx Express airbill and attach it to Box 1 of your shipment. You only need one airbill on Box 1 of your entire shipment. Then follow the instructions below to arrange for pickup of the materials. If you do not have enough yellow Materials Return labels and/or FedEx Express airbills, place an order on the Secure Site.

NOTE: Do not mark in any other section on the airbill. They have been preprinted with the accurate shipping destination and billing information.

FedEx Return Instructions

- Place the boxes where the FedEx driver normally delivers or picks up packages.
- To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt, which says, "Welcome to FedEx. In a few words, please tell me what you're calling about.", you can press 9 or say, "Premier Customer Service Program."
- When prompted, enter 999 999 933 as the nine-digit FedEx account number. You should be transferred to a specialized Premier Customer Service Representative. If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative. A Premier Customer Service Representative will be able to answer more MI-Access-specific shipping questions more accurately than a regular Customer Service Representative, but either will be able to help you schedule your MI-Access pickup if you specify that you need to schedule a **FedEx Express pickup** for the MI-Access project.
- Please have the following information available when you call:
 - your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system; otherwise, this information will need to be provided)
 - the pickup date
 - the total number of boxes you are returning
 - the average box weight (you can use 30 pounds per box)
- For "multiple-piece shipments," the FedEx driver will produce individual labels for each box linking it to the airbill on Box 1. Please **retain the sender's copy of the airbill** for your records, as it contains the master tracking number for your return shipment.
- After returning ALL your MI-Access materials for this administration, destroy any remaining FedEx Express airbills, as these are year specific.

Appendices



Appendix A

Additional information on Accommodated Versions

Accommodated versions of the assessment booklets may be used on the Functional Independence assessments. Following is information on these versions as well as assessment administrator and student instructions for using audio CDs.

Braille Versions of the Assessments

Braille versions of the Functional Independence assessments are available for students with visual impairment whose IEPs indicate that Braille is an appropriate assessment accommodation and who routinely use it during instruction. All Braille booklets (1) are produced by the American Printing House (APH) for the Blind, (2) follow APH transcription and printing standards, (3) use Unified English Braille (UEB), (4) use tactile graphics (in place of print graphics), and (5) where needed, use Nemeth numbers.

All Braille versions of the assessments come packaged with a companion Assessment Administrator Booklet for Braille (which includes transcriber notes indicating how the items and/or directions have been adapted for Braille), and a student answer document. Braille kits for ELA: APUL will include listening scripts. Students are to indicate their answers in the assessment booklet during administration; the assessment administrator will transfer the responses later to the student's answer document.

Enlarged Print Versions of the Assessments

Enlarged print versions of the Functional Independence assessments are available for students with visual impairment whose IEPs indicate that enlarged print is an appropriate assessment accommodation and who routinely use it during instruction. Enlarged print booklets are produced by APH and printed in approximately 15-point font.

All enlarged print versions of the assessments will come packaged with a companion standard print booklet and a student answer document. Enlarged Print kits for ELA: APUL will include listening scripts. Students are to mark their answers in the assessment booklet during administration; the assessment administrator will transfer the responses later to the student's answer document.

Audio CD Versions of the Assessments

Audio CD versions of the Functional Independence assessments are available for students whose IEPs indicate that CDs are an appropriate assessment accommodation and who routinely use them during instruction. The audio CDs will come packaged with a companion standard print assessment booklet and a student answer document.

CDs may be used to administer the Functional Independence assessments to small groups (defined as five or fewer students) as long as each student is able to (1) mark his or her own answers in the assessment booklet, and (2) use a headset. Otherwise, CDs may only be used in one-on-one assessment situations.

Instructions for Using Audio CDs

Audio CDs function in very specific ways; therefore, assessment administrators may want to walk students through the following steps on how to use CD versions of the Functional Independence assessments prior to testing.

- CDs must be handled with great care. They will not work properly if they are damaged by fingerprints and scratches.
- If you need to temporarily stop the CD during the assessment, be sure to hit the “Pause” button. When the “Pause” button is hit, the CD will pause and can be restarted at the same place. If you hit the “Stop” button, most CD players will return to the beginning of the CD.
- CD track listings are posted on the MI–Access web page (www.mi.gov/mi-access). These listings include a question number and a page number for each CD track. They may be printed out for use during the assessment.
- To avoid confusion, the CD tracks are set up so that the question number always corresponds with the track number on the CD. So, for example, question 11 is located on track 11.
- Please note that CDs may NOT be copied onto a computer hard drive, nor may any copies of the CDs be made.
- All CD versions of the assessments—as well as other accommodated versions—must be returned to the School MI–Access Coordinator along with the other used and unused assessment materials (except manuals). He or she will pass them along to the District MI–Access Coordinator for ultimate return to the MI–Access contractor.
- The CD for ELA: Accessing Print and using language and ELA: Expressing Ideas will continue to be on one CD as in the past even though the test booklets are separate booklets.

Appendix B

General Directions for “Do Not Read Aloud” Items

Although readers are a standard assessment accommodation on all MI–Access assessments, there are a number of items, or parts of items, that cannot be read aloud because doing so would give the answer away. Therefore, Do Not Read Aloud Tables have been developed and included at the front of each MI–Access assessment booklet. Assessment administrators need to review the tables prior to testing and note any items that cannot be read aloud in their own assessment booklets.

Following are descriptions—organized by content area—of the general types of items where reading aloud would be considered a nonstandard accommodation.

Please note that the Do Not Read Aloud table should be considered the final and correct reference for a given test.

ELA: Accessing Print and Using Language (FI)/English Language Arts (P/SI)

- All the MI-Access ELA items have been developed in such a way that they do not have specific limitation on reading aloud. The Do Not Read Aloud table on the inside cover should show N/A.)
- For items where picture answer choices are NOT accompanied by labels, the answer choices usually cannot be read aloud.

Mathematics

- For all coin/money items, the coin(s) or bill(s) must never be identified by name. The item stem can be read, but the money must not be named.
- For all base 10 block items, only the item stem should be read, never the key or answer choices.
- For items where reading the numeral or corresponding word in either the item stem or the answer choices would give the answer away, the answer choices cannot be read aloud. (See the example below.)

Example: What numeral represents the number seventeen?

A 7

B 17

C 27

- For FI sequencing items with numbers (e.g., 8, 10, __, 14, 16), the numbers in the stem usually cannot be read aloud. Please reference the Do Not Read Aloud tables for exceptions.
- For sequencing items comprised of pictures/symbols (e.g., heart, circle, square, heart, circle, _____), the pictures/symbols in the stem and the answer choices usually cannot be read aloud.
- Keys cannot be read aloud.
- Picture answer choices that are NOT accompanied by labels usually cannot be read aloud.

Science

- Picture answer choices that are NOT accompanied by labels usually cannot be read aloud.

Social Studies

- Social Studies assessments usually do not contain any “Do Not Read Aloud” items. Consult the Do Not Read Aloud table for exceptions.

Appendix C

Material Handling Instructions

Return Instructions

MI-Access Instructions for Materials Return

- First, collect all your used and unused materials. Materials may be returned by **district or school coordinators**. Inventory all materials by using the school packing lists and school security lists. If secure materials are missing, please obtain them. **Please do NOT return security compliance forms, unused answer documents, or Scoring Documents for Participation and Supported Independence.**
- Secondly, assemble Functional Independence answer documents by doing the following:
 - Separate used answer documents from unused/blank answer documents. Make sure that all used answer documents to be returned are free of sticky notes, paper clips, or other extraneous materials and that the front covers are accurately completed.
 - Ensure that responses for students who received accommodations have been transcribed, if appropriate, onto the regular scannable answer document. Please also ensure that no answer documents have been tucked inside of a test booklet.
 - Verify that each answer document being returned for scoring has a correct Pre-ID student barcode label. If any barcode labels are missing or incorrect, you may print them from the Secure Site (www.miaccess.gov/oeaa-secure). **A \$10 fee may be charged for each scored answer document returned without a barcode label.**
 - Organize used answer documents by type. Group all Mathematics answer documents together, all ELA: Expressing Ideas documents together, and so forth. If you have any answer documents with **word processed pages** or any that require **special handling**, please separate those answer documents from the others and follow the instructions for Special Handling below.
 - SPECIAL HANDLING:** Some answer documents you are returning may require special handling. These are used secure documents that have been damaged, should not be scored for some reason, or include **word processed pages**, etc. Please use the green Special Handling Envelope to return these materials. Complete the front of the envelope as directed by the instructions on the envelope. Please ensure that any answer document that should not be scored is clearly marked "Do Not Score" at the top of the document. **Make sure the student and item information is written on any word processed pages and that the pages are inserted into the student's answer documents.** Please do not return blank or unused answer documents. The envelope itself does not need to be returned if it is not used.
- Use the original shipping boxes to return your materials to Measurement Incorporated. If the original boxes are not available, use other sturdy boxes. Please do not use cover paper boxes.
- Pack materials into your box(es) in the following order. Please note that all secure items must be returned. A diagram is available in the appendix section in the MI-Access manual. District coordinators may return materials for more than one school in the same box.
 - Begin by placing all unused and unused assessment booklets and other test materials such as used or unused picture cards, listening scripts, and used or unused accommodated versions (CDs, enlarged print, or Braille) in the bottom of the box. Place the gold divider sheets on top of these materials. Please do NOT return security compliance forms, P/S Scoring Documents or unused answer documents.
 - Place all regular used answer documents on top of the gold divider sheet. If all of your materials will not fit into one box, please make sure that the used answer documents are in Box 1 of your return shipment. If there are too many used answer documents to fit into one box, proceed by packing the remainder into Box 2.

Gold Divider Sheet



Divider Sheet



Instructions:

- Please place this divider sheet on top of all used and unused standard-print assessment booklets; assessment administrator booklets; accommodated materials such as CDs, Braille, and enlarged print booklets; and picture cards.
- Do not return security compliance forms, blank/unused answer documents, or scoring documents for Participation and Supported Independence.

FedEx Instructions

Instructions for Returning via FedEx Express

- Place the boxes where the FedEx driver normally delivers or picks up packages.
- To schedule a pickup, call **1-800-GoFedEx (1-800-463-3339)**. After the voice prompt, "Welcome to FedEx, in a few words, please tell me what you're calling about," you can press 9 or say, "Premier Customer Service Program."
- When prompted, enter **999 999 933** as the nine-digit FedEx account number. You should be transferred to a specialized Premier Customer Service Representative. If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative. A Premier Customer Service Representative will be able to answer more MI-Access-specific shipping questions more accurately than a regular Customer Service Representative, but either will be able to help you schedule your MI-Access pickup if you specify that you need to schedule a **FedEx Express pickup** for the MI-Access project.
- Please have the following information available when you call:
 - phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system; otherwise, this information will need to be provided);
 - the pickup date;
 - the total number of boxes you are returning; and
 - the average box weight (you can use 30 pounds per box).
- For "multiple-piece shipments," the FedEx driver will produce individual labels for each box linking it to the airbill on Box 1. Please retain the sender's copy of the airbill for your records, as it contains the master tracking number for your return shipment.
- After returning ALL your MI-Access materials for this administration, destroy any remaining FedEx Express airbills, as these are year specific.

Return Cover Letter

**MI-Access
Spring 2018
Return Materials Kit**

IMPORTANT! Please save the contents of this kit!

This kit contains materials needed for the return of:

- Scorable answer documents.
- Used and unused test booklets and assessment administrator booklets.
- Other used and unused secure test materials (including picture cards, listening scripts, CDs, enlarged print and Braille materials).

Enclosed in this kit:

- Instructions for Materials Return
- FedEx Airbills
- Yellow Materials Return Labels
- Two Gold Divider Sheets
- One Special Handling Envelope (green)

If you do not have enough of any of these items, a district-level user may order more on the Secure Site.

Special Handling Envelope




Special Handling Envelope

INSTRUCTIONS: Please fill out all the applicable information below, insert the documents requiring special handling, and return this envelope with the rest of the testing materials. Please do not return unused answer documents or biohazardous materials.

District Code _____ District Name _____
 School Code _____ School Name _____

CHECK THE REASON(S) FOR USING THIS ENVELOPE:

Word-processed document(s) Damaged answer document(s)

Misadministration

Other _____

CHECK THIS BOX IF ANY ANSWER DOCUMENT INCLUDED IS NOT TO BE SCORED. PLEASE EXPLAIN. _____

WRITE "DO NOT SCORE" ACROSS THE TOP OF EACH ANSWER DOCUMENT THAT IS NOT TO BE SCORED.

WORD-PROCESSED PAGES:
 All word-processed pages used by students as an accommodation **must be inserted into the student's answer document AND properly identified** with student identification and assessment information to be scored. Proper identification of EACH page can be accomplished two ways:

<p>Option A</p> <p>Place the following information on each page:</p> <ol style="list-style-type: none"> Student's barcode label; Content area and item number. 	OR	<p>Option B</p> <p>Write the following information on each page:</p> <ol style="list-style-type: none"> Student name and birth date; School code; Grade, content area, and item number.
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Appendix C (Continued)

Security Compliance Form



OEAA Assessment Security Compliance Form

This document is designed to ensure that all individuals involved with the handling of any Michigan assessments understand the secure nature of the assessments and will comply with the security guidelines as stated in the **Assessment Integrity Guide (AIG)** and assessment administrator manuals. By signing this document, you certify that you understand and will comply with all security guidelines as stated in the **Assessment Integrity Guide** and assessment administrator manuals.

Directions

TO COMPLETE:

1. Mark the corresponding box(es) next to your role(s) for the current assessment administration (for example, District Coordinator, Building Coordinator, etc.).
2. In the area under Educational Entity, district coordinators print district name only. All others print both district name and school name on the lines provided. If known, please provide school and district codes.
3. Date and sign the bottom of this page.

IMPORTANT:

Districts must keep all completed Security Compliance Forms on file at their district for a period of three years following the assessment window. Do NOT return completed forms to the testing contractor.

1. Assessment Roles (Mark ALL that apply)

- | | |
|--|---|
| <input type="checkbox"/> District Coordinator | <input type="checkbox"/> Proctor |
| <input type="checkbox"/> Technology Coordinator | <input type="checkbox"/> School Administrator |
| <input type="checkbox"/> Building Coordinator, Test Supervisor, or Back-Up Test Supervisor | <input type="checkbox"/> District Administrator |
| <input type="checkbox"/> Accommodations/SSD Provider or Test Accommodations Coordinator | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Assessment Administrator or Room Supervisor | |

2. Educational Entity (PLEASE PRINT – Use full names)

School Name: _____ School Code: _____
 District Name: _____ District Code: _____

3. Assurances

I agree and assure that:

1. I have access to and have read the AIG, especially the sections applicable to assessment security, preparation, and administration.
2. I have received training on the appropriate administration of the state assessments.
3. I have read the information and applicable instructions provided in the Test Administration Manual and I agree to administer assessments according to these procedures.
4. I understand my obligations concerning the security and confidentiality of these tests.
5. I am aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and am aware of the range of penalties that may result from a violation of test security and confidentiality.

Appendix C (Continued)

Security Compliance Form

6. I am aware of my obligation to report any suspected violations of test security.
7. I have not and will not keep, copy, reproduce, paraphrase, distribute, review, or discuss any test materials that have not been released via posting on the web by the MDE.
8. I will not use test items, test booklets/answer sheets, or any of the information contained in an assessment to review/prepare students for a test unless and until it is released via posting on the web by the Department.
9. I will not alter or influence students' responses in any manner (indicate answers, point out rationale, prompt, etc.)
10. I will not disclose individual student test scores or test performance data to unauthorized persons.
11. I will keep embargoed data secure until the public release of testing data by the Department.

I, the undersigned, do certify and attest to all of the following:

I have had access to a printed or electronic copy of the **Assessment Integrity Guide** as published by the Office of Educational Assessment and Accountability (OEAA) of the Michigan Department of Education (MDE); and

I have read the sections applicable to assessment security, preparation, and administration; and

I have read the section regarding the duties and responsibilities of my role in the assessment process; and

I have followed the practices found in the current assessment manual(s) as they relate to my role; and

I acknowledge that assessment materials are secure and it is my professional responsibility to protect their security and integrity.

Date: _____ **School Year:** _____

Signature: _____ **Printed Name:** _____

Note: Electronic copies of the **Assessment Integrity Guide** and assessment administrator manuals are available at www.michigan.gov/oeaa. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability (OEAA), 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free **877-560-8378**, or e-mail mde-oeaa@michigan.gov.

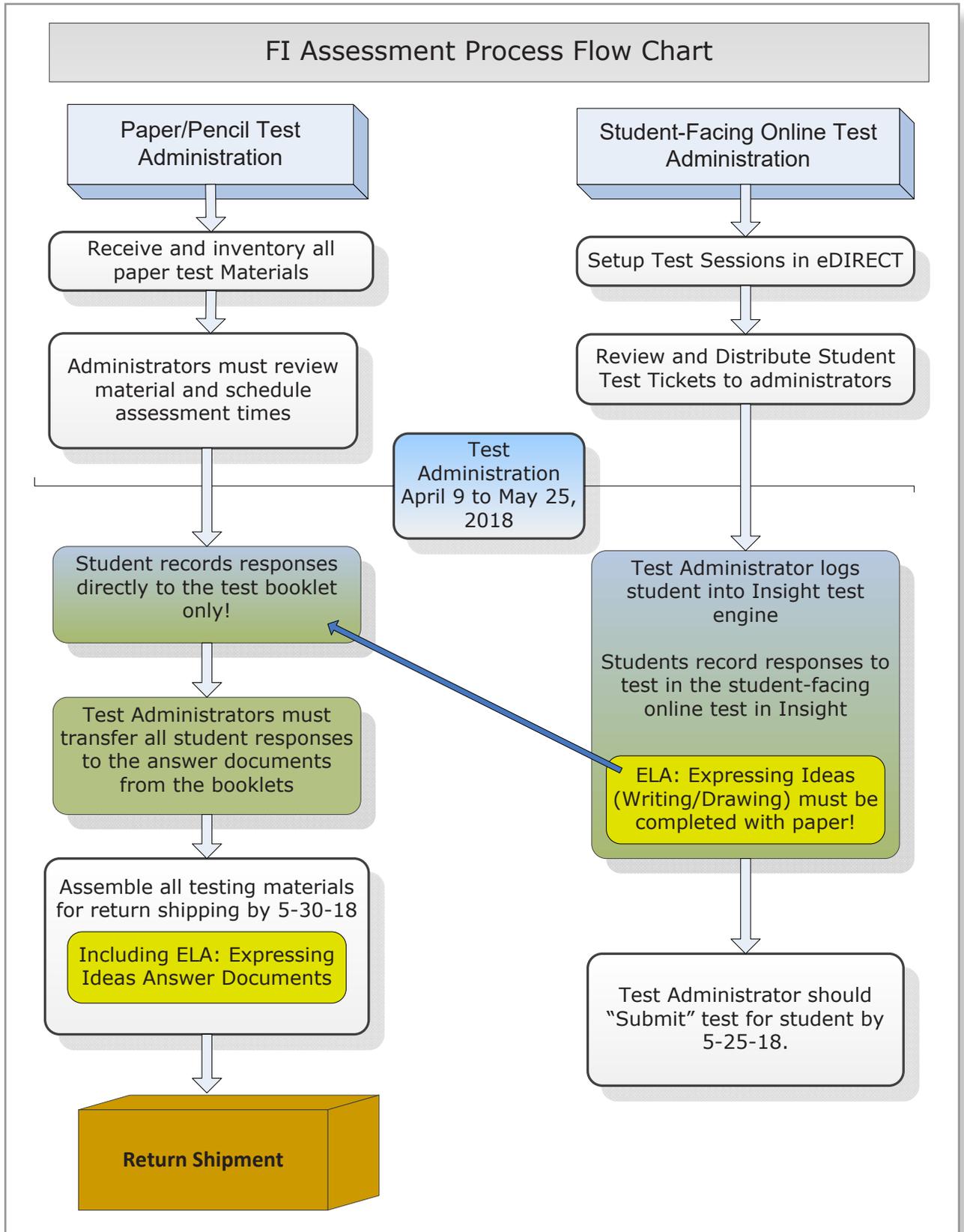
Appendix C (Continued)

FI Audio CD sample label

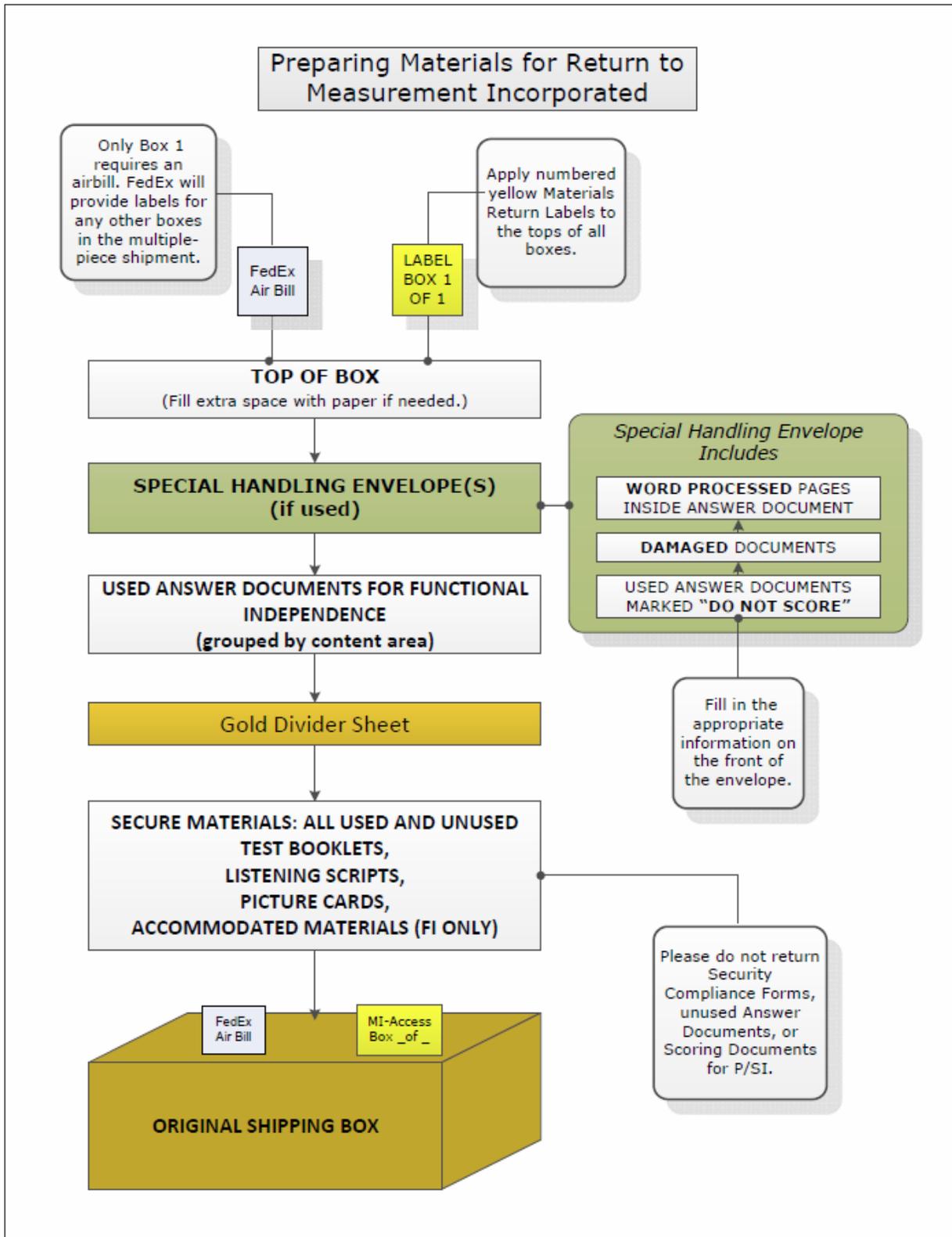


Appendix D

MI-Access FI Administration Process Diagram



Return Materials Packing Diagram



Appendix E

Passage Readability: ELA: Accessing Print and Using Language

The readability target for all narrative, expository, and functional reading passages has been determined by the professional judgment of the MI–Access Functional Independence Assessment Plan Writing Team, item writers, content editors, and item-review committees composed of Michigan educators.

In addition, the Degrees of Reading Power® (DRP®) software has been used to analyze the difficulty levels of passages. All Text Comprehension passages are written to approximate the following word count and DRP ranges:

Grades	Difficulty Level	Narrative Length (number of words)	Informational/ Functional Length (number of words)
3	35–45 DRP units	200–275	100–175
4/5	40–50 DRP units	225–300	150–225
6/7/8	45–55 DRP units	250–325	200–275
11	50–60 DRP units	275–350	250–325

Readability is a systematic method—typically embodied in one formula or another—of quantifying the differences that educators intuitively know exist in written materials. While there are many different formulas for measuring readability (e.g., Dale-Chall, Flesch-Kincaid), all, or nearly all, include the following features of text: word length, sentence length, and the frequency of word use in the language as a whole. This last feature, referred to as word frequency, can be known from the many counts of words in English that have been made over the years. While many of these features are related to one another—for example, the tendency of shorter words to also be words that occur with higher frequency—each feature makes its own contribution to the various formulas and, therefore, to the measures that each formula provides of readability. While the many formulas share features in common, each has been developed to serve slightly different purposes.

The DRP approach to readability makes use of many of the surface, countable features of text mentioned above to measure readability. DRP readability values reflect the important features of text that will interact with a student’s reading ability to determine the likelihood of success in reading comprehension. Because DRP values are based upon such things as word length, word frequency, and sentence length, they also reflect the semantic (i.e., vocabulary) and syntactic challenges that students will confront and will need to master if they are to become successful readers.

In order to illustrate the DRP readability scale, the table below provides selected titles that might be used at various MI–Access Functional Independence grade levels, along with their DRP readability values. The selections are mostly award winners, popular titles, and newer copyrights.

Appendix E (Continued)

Grades	Difficulty Levels	Selections
3	33 DRP units	<i>One Fish, Two Fish, Red Fish, Blue Fish</i> , Dr. Seuss
	37 DRP units	<i>Clifford, the Big Red Dog</i> , Bridwell
	41 DRP units	<i>Frog and Toad Together</i> , Lobel (Newbery Honor) <i>Strong to the Hoop</i> , Coy (32 pgs)
4/5	42 DRP units	<i>What a Trip</i> , Amber Brown, Danziger <i>Teach Us</i> , Amelia Bedelia, Parish
	45 DRP units	<i>Tales of a Fourth Grade Nothing</i> , Blume <i>Train to Somewhere</i> , Bunting (Children’s Notable—Middle Readers) <i>Superfudge</i> , Blume
	48 DRP units	<i>Because of Winn-Dixie</i> , DiCamillo <i>The Middle Moffat</i> , Estes (Newbery Honor)
6/7/8	47 DRP units	<i>Toning the Sweep</i> , Johnson (Coretta Scott King Award) <i>Somewhere in the Darkness</i> , Myers (Boston Globe-Horn Honor, Coretta Scott King Honor, Newbery Honor)
	49 DRP units	<i>Holes</i> , Sachar (Boston Globe-Horn Award, National Book Award, Newbery Medal) <i>My Louisiana Sky</i> , Holt (Boston Globe-Horn Honor, Children’s Notable—Older Readers, Josette Frank Award)
	53 DRP units	<i>A Girl Named Disaster</i> , Farmer (Newbery Honor) <i>Postcards from No Man’s Land</i> , Chambers (Michael L. Printz Award)
11	48 DRP units	<i>The Cuckoo’s Child</i> , Freeman (Children’s Book Award) <i>Miracle’s Boy</i> , Woodson
	52 DRP units	<i>Before We Were Free</i> , Freeman (Children’s Notable—Older Readers) <i>Hope Was Here</i> , Bauer (National Book Award)
	55 DRP units	<i>The Amber Spyglass</i> , Pullman (Children’s Notable—Older Readers) <i>Kit’s Law</i> , Morrissey (Alex Award)

Appendix F

ELA: Expressing Ideas Scoring Rubric

Scoring Rubric - Grades 3–8, and 11	
Writing	Drawing
<p>4 The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.</p>	<p>The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are (1) clearly present in the drawing, (2) present in the drawing and enhanced through written explanation by the student and/or oral explanation transcribed by the assessment administrator, or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.</p>
<p>3 The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.</p>	<p>The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing, (2) mostly present in the drawing and supported through written and/or transcribed oral explanation, or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.</p>
<p>2 The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.</p>	<p>The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing, (2) present in the drawing and supported through minimal written and/or transcribed oral explanation, or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.</p>
<p>1 The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.</p>	<p>The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.</p>
<p>Not ratable if: A – Off topic, B – Illegible, C – written in a language other than English, D – Blank/Refused to respond</p>	

Appendix G

Important Dates



Spring 2018 MI-Access List of Important Dates

Start	End	Task/Activity	Mode
10/23/17	11/21/17	Online waiver window – request waiver to administer paper/pencil by 5:00 PM	PP
11/06/17	05/22/18	Off-site Test Administration Requests	PP
01/08/18	02/13/18	Pre-identification of students for barcodes labels by 5:00 PM	PP
01/08/18	02/13/18	Initial Material Order by 5:00 PM	PP
01/08/18	02/26/18	Online test session setup in the Secure Site by 5:00 PM	OL
01/08/18	05/25/18	Pre-identification of students by 5:00 PM	Both
01/15/18	03/08/18	Alternate Insight Availability Request	OL
03/07/18	03/07/18	Online District and Building Coordinator Training WebEx - eDIRECT & Test Setup - watch Spotlight for details	OL
03/09/18	05/25/18	eDIRECT available for online test administrative tasks	OL
03/26/18	03/28/18	Materials arrive in schools - alternate delivery date not requested	Both
04/02/18	04/04/18	Materials arrive in schools - alternate delivery date requested	Both
04/03/18	05/22/18	Additional Material Order (closes at noon)	PP
04/09/18	05/25/18	Test Administration	Both
04/09/18	05/25/18	Score entry P/SI Online Answer Documents by 4:00 PM	Paper to Online
04/11/18	TBD	Preliminary Reports (within 48 hours of online test submission)	OL
05/30/18	05/30/18	Return of materials deadline	PP
June 2018		Verification of Enrollment - watch Spotlight for details	Both
June 2018		Verification of Answer Documents - watch Spotlight for details	Both
June 2018		Verification of not Tested - watch Spotlight for details	Both
TBD		Final Reports - watch Spotlight for details	Both



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MI-Access Functional Independence (FI) Test Administration Manual (TAM)

Office of Standards and Assessment (OSA)

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