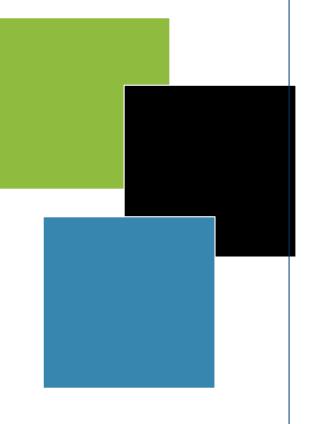# MI-Access 2021

Focus on Test Administration

Michigan Department of Education
Office of Educational Assessment and Accountability

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Topics

What's New This Year?

Who Takes MI-Access? - Selection Guidance

Coordinator and Administrator Roles

Before Testing - Preparing for Administration

During Testing - Administrations (FI & SI/P)

After Testing - Material Returns

How to Get Assistance

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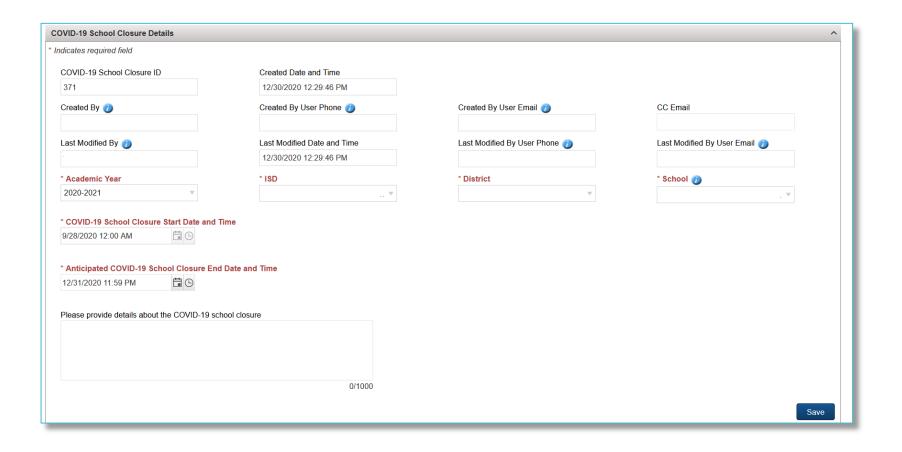Education

COVID-19 Impact on 2021 Administration

Spring 2021 – What do we know and what are we doing?

- ❑ **The COVID-19 pandemic is still with us and times will continue to be challenging for schools.**
  - ▪ The health, safety, and well-being of students, educators, and their families is MDE's first priority.

- ❑ **MDE has submitted a request to the U.S. Department of Education (USED) to waive the federal assessment requirements for Spring 2021.**
  - ▪ Until that request is approved, MDE must continue to prepare for the federal- and state-required spring assessments.
  - ▪ Any updates will be communicated to LEAs and districts through notices from the State Superintendent and in the Spotlight newsletter.

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What's Actually New in 2021: COVID-19 School Closures Page

COVID-19 School Closure Details

*Indicates required field

COVID-19 School Closure ID	Created Date and Time
371	12/30/2020 12:29:46 PM

Created By

Created By User Phone

Created By User Email

CC Email

Last Modified By

Last Modified Date and Time: 12/30/2020 12:29:46 PM

Last Modified By User Phone

Last Modified By User Email

* Academic Year: 2020-2021

* ISD

* District

* School

* COVID-19 School Closure Start Date and Time
9/28/2020 12:00 AM

* Anticipated COVID-19 School Closure End Date and Time
12/31/2020 11:59 PM

Please provide details about the COVID-19 school closure

0/1000

Save

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What Is New this Year?

❑ Due to the impact of COVID-19 and waiver uncertainty, the MDE announced on March 18, 2021 a change to the assessment window as follows:

❑ The MI-Access assessment window was extended one week to June 4, in order to provide flexibility for testing.

❑ The opening date for testing will remain the same as April 12, 2021.

❑ Other assessment-related dates were also extended as a result of this decision.

❑ A revised calendar has been posted to the MI-Access web page with all changes listed.

Important Dates

Assessment

List of Important Dates, Spring 2021
pdf, Excel, Google Calendars

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What is new this year?

❑ **Supported Independence - enhancements for:**

  ❑Do Not Read Aloud enhanced directions

  ❑Sample adaptations for the Visually Impaired

  ❑ See the MI-Access SI/P Test Administration Manual (TAM) for details on these enhancements MI-Access web page (www.Michigan.gov/mi-access) in the Current Assessment Administration section

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What is new this year?

❑ **Desmos Calculator**

    ❑ DRC INSIGHT now uses the Desmos four-function calculators.

    ❑ This calculator is used on the FI online mathematics tests

    ❑ Student can use the Desmos calculator in the Online Tools Training practice tests at any time.

    ❑ Further information on the Desmos calculators can be found at www.desmos.com

What is new this year?

❑ **New Universal Tool - "Continuous Magnification"**

  ❑ Continuous Magnification allows the student to experience continuous magnification (200%) throughout their testing experience when the tool is applied in the DRC INSIGHT Portal *before* testing.

  ❑ The student will no longer have to click the magnifier on each test page; instead, the magnification stays in place throughout the test.

  ❑ Continuous Magnification must be applied in the DRC INSIGHT Portal in the Manage Students section (My Applications – Student Management – Manage Students) *before* test tickets are generated.

  ❑ This feature may be turned off for individual items on the test as needed.

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Test Administration Manuals (TAMs)

❑ The Test Administration Manuals (TAMs) provide details on how to prepare for and administer the assessments.

❑ Both TAMs are available on the MI-Access webpage at www.Michigan.gov/mi-access.

❑ The FI TAM provides information for both online and paper/pencil test administrations.

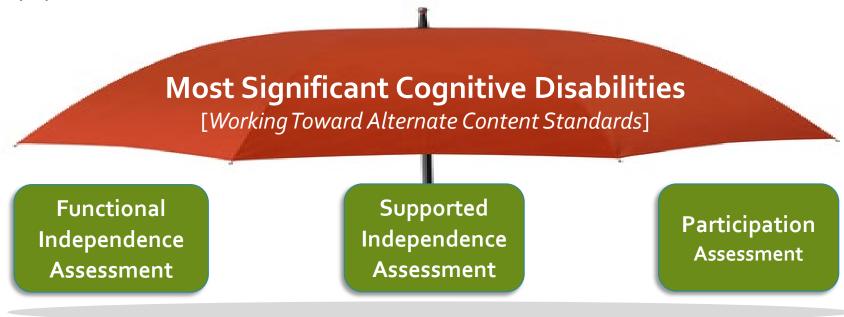❑ The SI/P TAM provided information for test administration and online score entry.

MI-Access – Who Takes It?

❑ MI-Access is designed for students with the **most significant** cognitive disabilities, who are working towards **alternate** content expectations, and whose IEP team has determined a general assessment is not appropriate, even with accommodations.

❑ Within this population of students, MI-Access is further broken down into three levels by student population.

Most Significant Cognitive Disabilities
[*Working Toward Alternate Content Standards*]

Functional Independence Assessment

Supported Independence Assessment

Participation Assessment

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MI- Access

Functional Independence (FI) Assessment

❑ Students who have or function as if they have a significant cognitive impairment

❑ Functional Independence assessments are for students whose IEP goals and objectives and course of instruction <u>align most closely with the high range of complexity</u> of the alternate content expectations.

❑ Students at this level <u>can typically assess their own personal strengths and limitations</u> and can access resources, strategies, and supports to help them maximize their independence.

❑ These are students who, based on their disability, are <u>not able to work toward the general content expectations</u>.

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Supported Independence (SI) Assessment

❑ Students who have, or function as if they have a significant cognitive impairment.

❑ Supported Independence assessments are for students whose IEP goals and objectives and course of instruction <u>align most closely with the middle range of complexity</u> of the alternate content expectations.

❑ Students at this level <u>require ongoing support in major life roles</u> and may have cognitive and/or physical impairments that limit their ability to generalize or transfer learning.

❑ The instructional approach taken is usually <u>direct, in context, and targeted toward</u> specific, essential independent living and academic skills.

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MI- Access
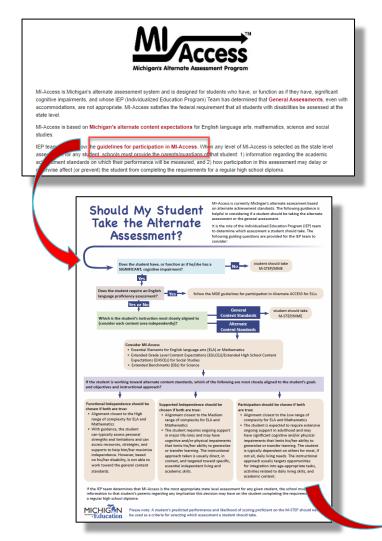
Participation (P) Assessment

- ❑ Students who have, or function as if they have, a <u>significant</u> cognitive impairment.

- ❑ Participation assessments are for students whose IEP goals and objectives and course of instruction <u>align most closely with the low range of complexity</u> of the alternate content expectations.

- ❑ Students at this level may <u>require extensive ongoing support</u> in adulthood and may have significant cognitive and/or physical impairments that limit their ability to generalize or transfer learning. They are typically dependent on others for most, if not all, daily living needs.

- ❑ The instructional approach for these students targets opportunities for them to integrate into <u>age-appropriate tasks, activities related to daily living skills, and academic content</u>.

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Guidelines for Participation in MI-Access

IEP Team: Factors to consider in determining if a student "functions as if" he or she has a significant cognitive impairment

Factors to consider (all should be true)	Factors NOT TO BE USED in consideration (none should be used)
Student has a disability and IEP	Social, cultural, linguistic or environmental factors
Student has a significant cognitive disability which also affects adaptive function	Disability eligibility category, placement or services
Student's primary instruction is based on alternate content standards (such as the Essential Elements with Michigan Range of Complexity)	Need for accommodations
Student requires extensive individualized instruction and/or supports	Foreseen emotional duress
Student cannot show learning using general assessment (cannot show learning is not the same as scoring proficient)	Foreseen disruptive behavior
	Poor performance or impact on school accountability determination
	Administrator decision
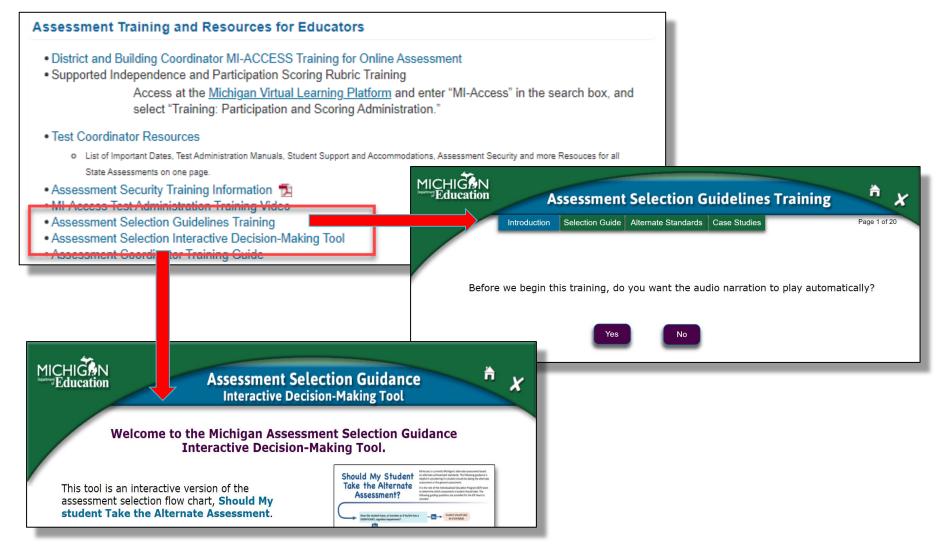
Guidelines for Participation in MI-Access

Assessment Training and Resources for Educators

- District and Building Coordinator MI-ACCESS Training for Online Assessment
- Supported Independence and Participation Scoring Rubric Training

    Access at the Michigan Virtual Learning Platform and enter "MI-Access" in the search box, and select "Training: Participation and Scoring Administration."

- Test Coordinator Resources
    - List of Important Dates, Test Administration Manuals, Student Support and Accommodations, Assessment Security and more Resouces for all State Assessments on one page.
- Assessment Security Training Information 📄
- MI-Access Test Administration Training Video
- Assessment Selection Guidelines Training
- Assessment Selection Interactive Decision-Making Tool
- Assessment Coordinator Training Guide

MICHIGAN Department of Education — Assessment Selection Guidelines Training

| Introduction | Selection Guide | Alternate Standards | Case Studies |

Page 1 of 20

Before we begin this training, do you want the audio narration to play automatically?

Yes   No

MICHIGAN Department of Education — Assessment Selection Guidance Interactive Decision-Making Tool

Welcome to the Michigan Assessment Selection Guidance Interactive Decision-Making Tool.

This tool is an interactive version of the assessment selection flow chart, **Should My student Take the Alternate Assessment**.

Should My Student Take the Alternate Assessment?

Assessment Flexibility

Can students take both M-STEP and MI-Access Assessments? **Yes!**

❑ IEP teams may determine that a student should be assessed with the general assessment (M-STEP) in some content areas and with an alternate assessment (MI-Access) in others, based on decisions made using state guidelines. For example:

   ❑ M-STEP ELA and MI-Access FI mathematics

❑ An M-STEP assessment may **only** be combined with FI level assessments.

❑ MI-Access will allow students to be assessed with multiple levels of MI-Access test types as long as they are adjacent types; for example:

   ❑ FI may be combine with SI, and SI with P

   ❑ FI and P are not adjacent types and cannot be combined

   ❑ Tests given in non-adjacent levels will have the lower level invalidated.

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Assessment Flexibility

What about SAT, PSAT, and WorkKeys?

❑ 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 and PSAT 8th grade is an appropriate assessment for the student as determined by the IEP team, then the student must take both ELA and mathematics — the student will **not** take MI-Access FI ELA and mathematics tests.

❑ The student will take the appropriate level science and social studies tests (M-STEP or MI-Access) based on the IEP.

❑ A student who has participated as an 11th grader in a previous MI-Access administration is not eligible to take any component of the MME.

❑ A Who Can/Must Take the MME document is on the MI-Access web page.

Alternate Content Expectations

English Language Arts

- Essential Elements with Michigan Range of Complexity

Mathematics

- Essential Elements with Michigan Range of Complexity

Science

- Extended Benchmarks
- Changes will be based on adoption of new general Science Content Expectations

Social Studies

- FI Level Only: Extended Grade-Level Content Expectations and Extended High School Content Expectations

Content Expectations

www.Michigan.gov/mi-access

MI Access™
Michigan's Alternate Assessment Program

MI-Access is Michigan's alternate assessment system and is designed for students who have, or function as if they have, significant cognitive impairments, and whose IEP (Individualized Education Program) Team has determined that **General Assessments**, even with accommodations, are not appropriate. MI-Access satisfies the federal requirement that all students with disabilities be assessed at the state level.

MI-Access is based on **Michigan's alternate content expectations** for English language arts, mathematics, science and social studies.

IEP teams must follow the **guidelines for participation in MI-Access**. When any level of MI-Access is selected as the state level assessment for any student, schools must provide the parents/guardians of that student: 1) information regarding the academic achievement standards on which their performance will be measured, and 2) how participation in this assessment may delay or otherwise affect (or prevent) the student from completing the requirements for a regular high school diploma.

Michigan's Alternate Content Expectations for English Language Arts (ELA), Mathematics, Social Studies, and Science

Please Note: Michigan's Alternate Content Expectations/Essential Elements are designed only for students with the most significant cognitive disabilities.

English Language Arts and Mathematics

Science and Social Studies

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Roles & Responsibility

❑ Districts may adjust staff roles and responsibilities in MI-Access testing to fit their size and organizational structure, but all roles must be filled in some way. Every role is a critical piece in a successful administration.

❑ There are three main roles in MI-Access testing:

  ❑ District Coordinators

  ❑ Building Coordinators

  ❑ Test Administrators

Roles - District Coordinator

Provides overall support and assessment training to testing staff and has these responsibilities:

❑ Read the FI and P/SI Test Administration Manuals

❑ Read the Assessment Integrity Guide (AIG)

❑ Complete the Michigan Virtual MDE Assessment Security online training

❑ Sign the OEAA Security Compliance Form

❑ Provide training to Building Coordinators

❑ Ensure Pre-ID is completed for all students in OEAA Secure Site

❑ Ensure testing materials are ordered and returned on a timely basis

❑ Monitor testing across the district

❑ Manage the Answer Document & Test Verification Process

❑ Monitor all reports of testing irregularities

❑ Review and distribute preliminary and final reports

Roles - Building Coordinator

Manages all aspects of the MI-Access assessment for a particular school building:

- ❑ Read the FI and P/SI Test Administration Manuals (TAMs)
- ❑ Read the Assessment Integrity Guide (AIG)
- ❑ Complete the Michigan Virtual MDE Assessment Security online training
- ❑ Sign the OEAA Security Compliance Form
- ❑ Provide training to Test Administrators and other staff involved in testing
- ❑ Disseminate and collect the OEAA Security Compliance Forms from testing staff
- ❑ Coordinate material ordering and return per district policy
- ❑ Implement chain of custody policies and procedures for secure materials
- ❑ Implement procedures for ensuring all students are assigned and receive Universal Tools, Designated Supports, or Accommodations as required by the IEP
- ❑ Implement district electronic device policies for students **and** staff
- ❑ Implement district retention policies for Security Compliance Forms, test schedules, and training materials
- ❑ Report all testing irregularities to the District Coordinators and follow district policy regarding the filing of Incident Reports

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Roles - Building Coordinator *(continued)*

Manages all aspects of the MI-Access assessment for a particular school building:

- ❑ Ensure students are removed from M-STEP online test sessions and that any printed M-STEP test tickets are destroyed

- ❑ FI - Ensure all staff and students receive training in the DRC INSIGHT testing engine (student tutorials and Online Tools Training [OTTs])

- ❑ FI - Assign accommodations and designated supports in the DRC INSIGHT Portal

- ❑ FI - Print online test tickets and rosters **after** making accommodations assignments

- ❑ SI/P - Print online test tickets and rosters for score entry

- ❑ FI - Ensure all students take both ELA Accessing Print and Using Language (APUL) **and** Expressing Ideas (EI)

- ❑ Monitor testing across the building

- ❑ Other duties as assigned by the District Coordinator

Roles - Assessment Administrators (FI)

The FI assessments are administered one-on-one or small group, by an assessment administrator who is familiar to the student.

❑ Read the designated sections of the FI Test Administration Manual (TAMs)

❑ Based on guidance from the Building Coordinators

    ❑ Read the Assessment Integrity Guide (AIG)

    or

    ❑ Complete the Michigan Virtual MDE Assessment Security online training

❑ Participate in building-level test administration training

❑ Sign the OEAA Security Compliance Form

Roles - Assessment Administrators (FI)

Online Test Administration

- ❑ Review Student Tutorials with students

- ❑ Model the OTTs and allow for independent student practice

- ❑ Maintain security of test tickets, and test rosters – to be in locked storage at all times except when in use

- ❑ Immediately return any test tickets for students who will take an M-STEP assessment

- ❑ Verify all designated supports and accommodations are listed on the test tickets **before** starting the test

- ❑ Follow district policy regarding electronic devices during testing

- ❑ Log students into the test; students are not to log themselves into the test

- ❑ Actively monitor students during testing

- ❑ Submit the test for students; students are not to submit tests themselves

- ❑ Return materials to Building Coordinator immediately after testing

- ❑ Ensure students are scheduled to take the paper/pencil portion of the ELA – Expressing Ideas test

Roles - Assessment Administrators (FI)

Paper/Pencil Administration
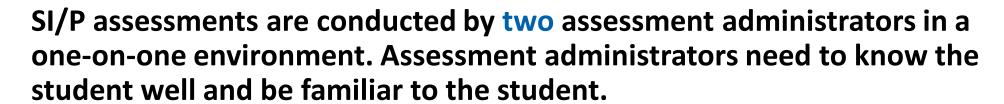
❑Maintain security of test booklets, answer documents, scratch paper, and accommodated materials per building chain of custody policy

   ❑These are to be in locked storage at all times except when in use

❑Prepare for the assessment by reviewing the administrator copy of test booklet and answer document along with the Test Directions located in the TAM

❑Affix barcode labels to answer documents and complete the front page

❑Write students' names on test booklets

❑Read and follow test directions from the TAM verbatim

   ❑Students are not to be given answer documents

   ❑Students circle their responses in the test booklet

❑Transfer student responses from the test booklet to the answer document

❑Return materials to Building Coordinator immediately after testing

Roles - Assessment Administrators (SI/P)

SI/P assessments are conducted by two assessment administrators in a one-on-one environment. Assessment administrators need to know the student well and be familiar to the student.

- ❑ **Primary Assessment Administrator (PAA)** - certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who conducts the testing observations

- ❑ **Shadow Assessment Administrator (SAA)** - staff member or other school personnel (such as a highly qualified paraprofessional) – the secondary administrator whose role is to observer student responses

- ❑ The PAA and SAA score student responses on the P/SI assessment items *__simultaneously__* and *__independently__* on the Scoring Documents.

- ❑ The PAA will enter response scores in the online answer document.

Roles - Assessment Administrators (P/SI) *(continued)*

- ❑ Read the administrator sections of the P and/or SI Test Administration Manuals (TAMs)
- ❑ Participate in building-level test administration training
- ❑ Sign the OEAA Security Compliance Form
- ❑ Maintain security of assessment administrator booklets, picture cards, and scoring documents per building chain of custody policy
  - ❑ These are to be in locked storage except when in use
- ❑ Prepare for the assessment by reviewing assessment administrator booklets and picture cards and planning for allowed adaptations per the TAM and administrator booklet
- ❑ Write the test administrator's name on the assessment administrator booklet
- ❑ Follow district policy regarding electronic devices during testing
- ❑ Actively observe students during testing and record scores on the scoring document
- ❑ Transfer student scores from scoring documents to the online answer document
  - ❑ PAA does this for both PAA and SAA scoring documents
- ❑ Return materials to the Building Coordinator immediately after testing

FI Administration Overview

Online

Assessment Administrator logs students into the test

- ❑ Students interact directly with the DRC INSIGHT online test
- ❑ Students view the question and provide answer choices online

2 "parts" for every content area

- ❑ student take **both** parts
- ❑ 2 test tickets per content area

Paper/Pencil

Students interact directly with test booklet – not the answer document

- ❑ Students indicate answers by circling answer in the test booklet
- ❑ Assessment Administrator transfers student responses from test booklet to answer document

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MI-Access (FI)

FI Administration Reminder

- ❑ **FI ELA: Expressing Ideas** **(Writing/Drawing)**
- ❑ **Paper version for ALL students (regardless of mode for ELA testing)**

- ❑ **Student should respond to both prompts**

- ❑ **Student may answer with writing, drawing or a combination of both**

- ❑ **Scribe and other designated supports and accommodations are available**

  - ❑refer to the "Supports and Accommodations Guidance Document" on the MI-Access web page for scribing protocol

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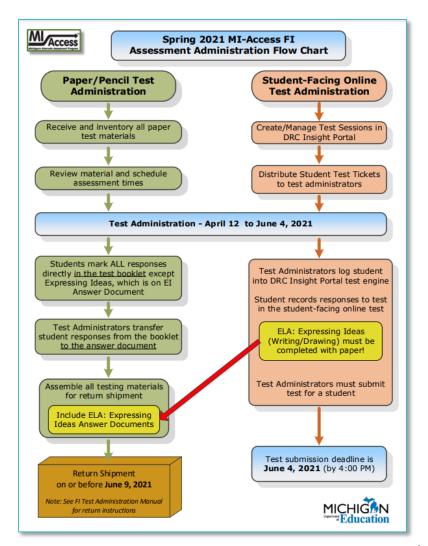
The FI Flowchart provides an overview of the paper/pencil and online features of the FI assessments.

- ❑ provides an end-to-end diagram of the entire testing process
- ❑ includes key dates
- ❑ available on the MI-Access web page and in the FI Test Administration Manual

Work with the Building Coordinator to build a testing schedule that takes into account:

❑ students are not double-tested in MI-Access and M-STEP

  ❑ When students are pre-identified, be sure to remove them from the M-STEP session and that any test tickets are destroyed for that student.

❑ students do not take the same test online and in paper/pencil

❑ students are administered the tests individually or in small groups of 5 or less

❑ availability of testing staff, rooms, and devices

Provide practice opportunities to students testing online

❑ Review Student Tutorials in the DRC portal

❑ Model the Online Tools Training (OTTs)

❑ Allow students to practice with the OTTs independently

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FI Assessment Administrators: Before Testing
Accessing Student Tutorials and OTTs

Access the Student Tutorials and OTTs two ways

1. Using a Chrome Browser: https://wbte.drcedirect.com/MI/portals/mi
2. Through the DRC INSIGHT test engine, by selecting ⬚ from the student desktop

FI Online Test Administration

Step 1a:

Review testing roster to ensure

- all students on the roster should be taking the MI-Access (not M-STEP)
- expected designated supports and accommodations are assigned

Step 1b:

Make sure test tickets have same information as the testing roster.

Test tickets are not given to students

FI Online Test Administration

Step 2:

Using the testing roster or test tickets, Assessment Administrators log students into the test.

Usernames and Passwords are not case-sensitive.

Step 3:

Select the test the student will be taking.

The following tests have been scheduled for John M Smith!

Once instructed, click on the test link below to start the test.
If no additional tests are available, please select **Exit** to close the application.

- G7 Math - Part 1
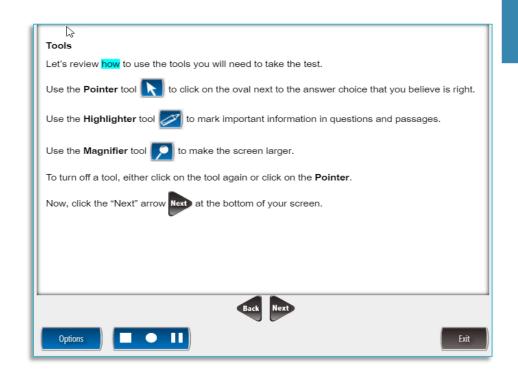
During FI Administration

Important details to know about the Online assessment:

❑ All tests start with a review of the tools required to take the assessment.

❑ It is strongly recommended that students be given ample time to practice with the Online Tools Training (OTTs) provided by DRC. The students will be better prepared and more confident about using these test tools after a little practice on the OTTs.

Tools

Let's review **how** to use the tools you will need to take the test.

Use the **Pointer** tool to click on the oval next to the answer choice that you believe is right.

Use the **Highlighter** tool to mark important information in questions and passages.

Use the **Magnifier** tool to make the screen larger.

To turn off a tool, either click on the tool again or click on the **Pointer**.

Now, click the "Next" arrow at the bottom of your screen.

Back Next

Options

Exit

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Audio

Text-to-speech with follow-along is on for all students. If this is inappropriate for a student, it can be disabled using the Options button.
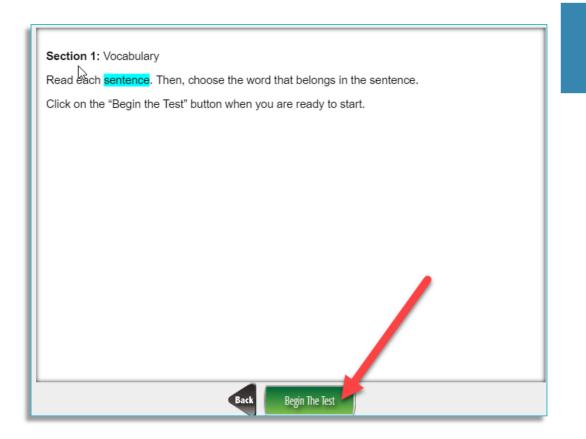
Important details about the Online assessment:

Once through the tools review, the student will read/hear instructions and click the "Begin the Test" or "Begin Section" button

During FI Administration *(continued)*
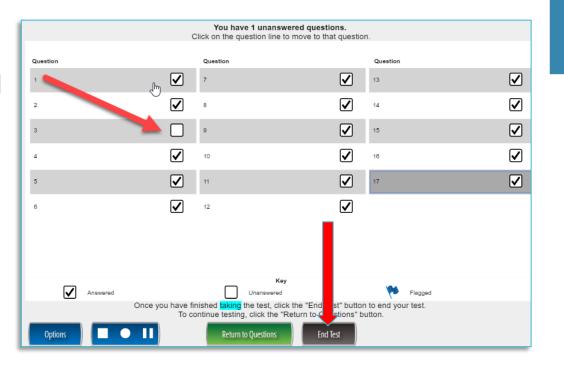
Ending the Online assessment

❑ A review screen appears at the end of the test that administrators can review with student.

❑ Check to make sure items have been completed or if they have been flagged for review.

❑ Once the student has completed the test, select End Test.
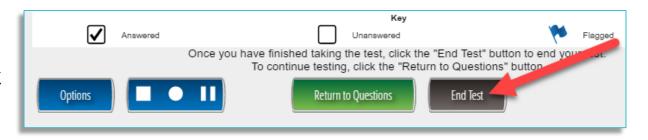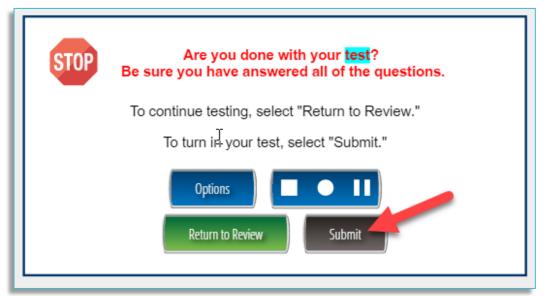
Submitting the test

When you are ready to submit, click on the End Test Button and then Submit
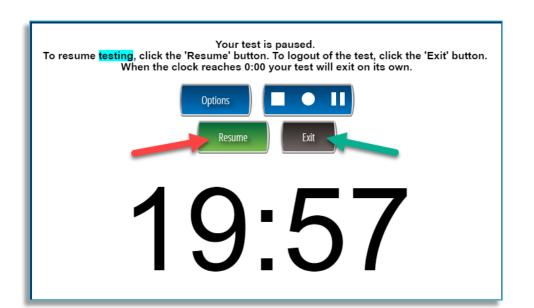
- ❑ If stopping for a 20-minute break, do not submit test. Select Pause and then Resume to continue.

- ❑ For a longer break or to leave the session, select Pause then select Exit. You may log in at a later time with the same test ticket.

- ❑ Breaks for students are encouraged.

FI: Where Can I learn More?

Select the link in the header above for more information from DRC

- ❑ On the welcome page, select the "Documents and Training Materials" link

- ❑ Select Test Tutorials in the top menu, then select the video icon

- ❑ This video is designed for student use—teachers can view it with students in the weeks leading up to the testing window

- ❑ Click the MI-Access Student Tutorial Button

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FI: Where Can I learn More? *(continued)*

The modules provide examples and demonstrate the features of the test environment.

The modules include:

Welcome to the MI-Access Online Tutorial

Taking the Practice Test

Taking the Real Test

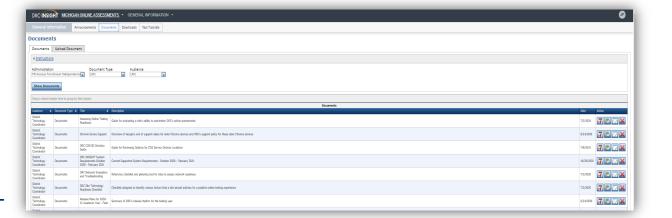Navigating the Test

Pausing, Editing and Ending the Test

Administration Resources

DRC INSIGHT Portal

❑ https://mi.drcedirect.com

❑ No login required for most resources

❑ MI-Access Test Administration Manuals (TAMs)

❑ DRC INSIGHT Portal User Guide

❑ Training presentations and FAQs

❑ Mini-modules (instructional videos on DRC INSIGHT Portal processes)

❑ Accommodations videos (instructional videos on using specific supports and accommodations on the online test)
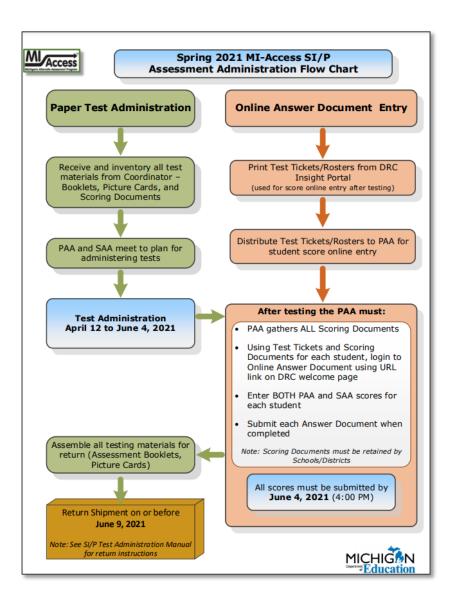
❑ Additional resources

P/SI Administration

This P/SI Administration flow chart is designed to provide a quick overview of the administration process for both paper/pencil administration and the online answer document process for entering scores.

❑ Administration is paper/pencil

❑ Student score entry in online

❑ Chart is posted on web page

During P/SI Administration

- ❑ Check with Building Coordinator for the test tickets needed for score entry after testing.

- ❑ It is important to review the test items to plan for the administration, especially for any adaptations needed during testing.

- ❑ Primary and Shadow Administrators meet to:

  - ❑ establish a testing schedule that works for students

- ❑ Selected Response and Activity Based Observation Items are designed to be embedded as much as possible into the student's instructional day.

  - ❑ review the booklets, rubric, and the picture cards

  - ❑ plan for the 7-week window

- ❑ Administrators score the student responses independently and simultaneously

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During P/SI Administration *(continued)*

Participation Score Point/Condition Code	Supported Independence Score Point/Condition Code	Response
3	2	Responds correctly with no assessment administrator assistance
2	1	Responds correctly after assessment administrator provides verbal/physical cues
1	Not Allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides step-by-step directions and/or hand-over-hand assistance

SI/P Scoring Rubric

❑ In preparation for the SI/P assessments, administrators can view the Scoring Rubric training series from Michigan Virtual Learning.

❑ Access to this training program can also be found on the MI-Access web page under the Assessment Training and Resources for Educators section.

Assessment Training and Resources for Educators

- District and Building Coordinator MI-ACCESS Training for Online Assessment
- Supported Independence and Participation Scoring Rubric Training
    Access at the Michigan Virtual Learning Platform and enter "MI-Access" in the search box, and select "Training: Participation and Scoring Administration."
- Test Coordinator Resources
    o List of Important Dates, Test Administration Manuals, Student Support and Accommodations, Assessment Security and more Resouces for all State Assessments on one page.

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During P/SI Administration *(continued)*

Booklets are used by Assessment Administrators, NOT students

❑ PAA and SAA will coordinate how to present questions to students

Selected Response Items: Students presented with picture cards

❑ The use of actual objects or comparable picture cards is allowed, provided these are objects/picture cards the student is used to seeing during instruction.

Activity Based Observation Items

❑ The assessment administrator is given an activity and scoring focus, and (in most cases) an example of what they can do with the student to assess the scoring focus.
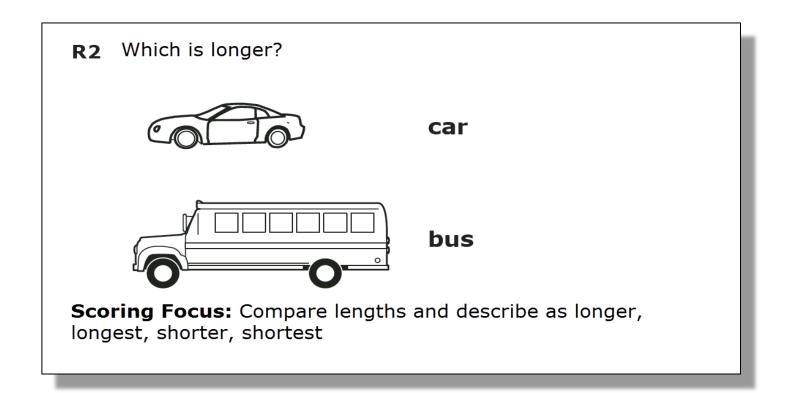
Example of Selected Response (P)

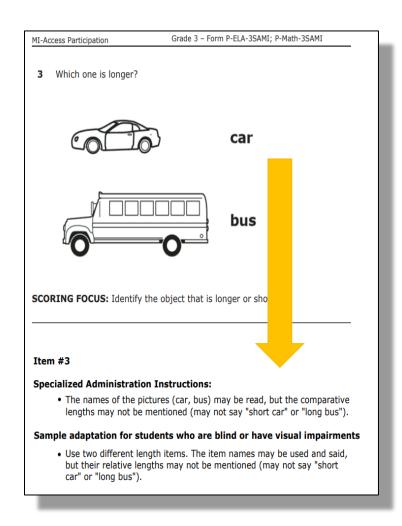**Sample Participation Item (for assessment administrator)**

R2 Which is longer?

car

bus

Scoring Focus: Compare lengths and describe as longer, longest, shorter, shortest

Example of Selected Response (P)

Test items for SI and P will have specific instruction on:

❑ how to read aloud to students during testing

❑ how to make adaptations for students who are blind or have visual impairments.
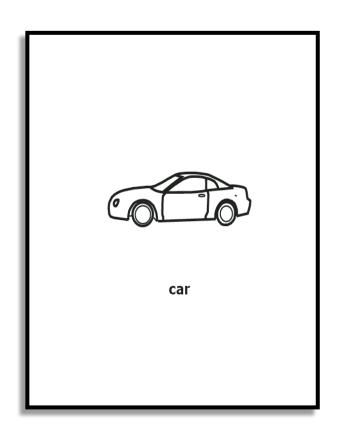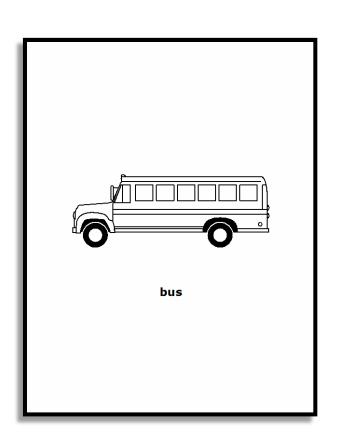
Example of Selected Response (P)

Items presented to student with picture cards (presented twice):

car

bus

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Activity Based Observation items sample

(seen by assessment administrators only)

Item R3

ACTIVITY: The student will correctly indicate, by manipulating or observing, how to conserve water, during a familiar personal hygiene routine, by turning off the source. For example, the assessment administrator could complete a hand washing routine with the student, leave the water running, and ask, "Show me what we turn off to save water," or "What do we need to do to save water?"

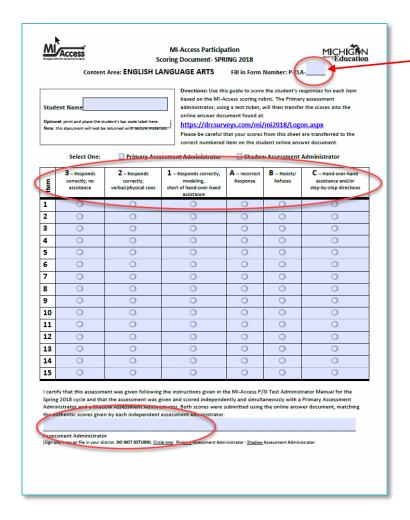**SCORING FOCUS:** Identifying routines related to conservation of natural resources

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the item.

Form P-ELA-32
Form P-Math-32

Scoring Documents are provided to record student responses. Both administrators observe students independently and simultaneously and mark the responses on the scoring document.
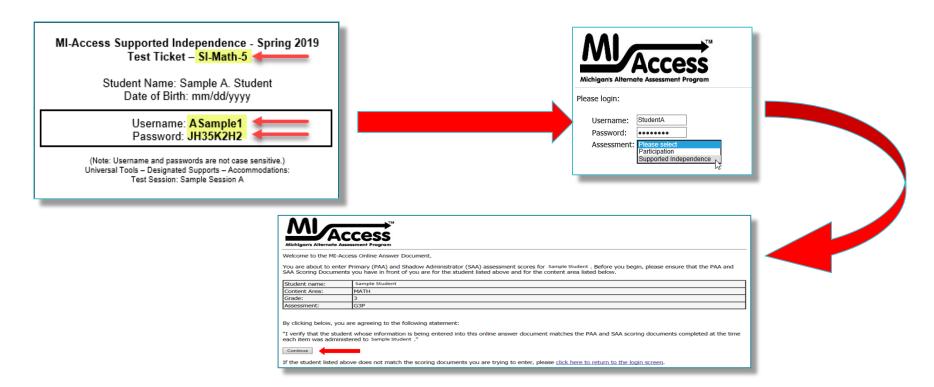
P/SI Online Answer Document

After the assessment is completed, the Primary Assessment Administrator enters the scores using the Online Answer Document with the username and password found on the student's test ticket.

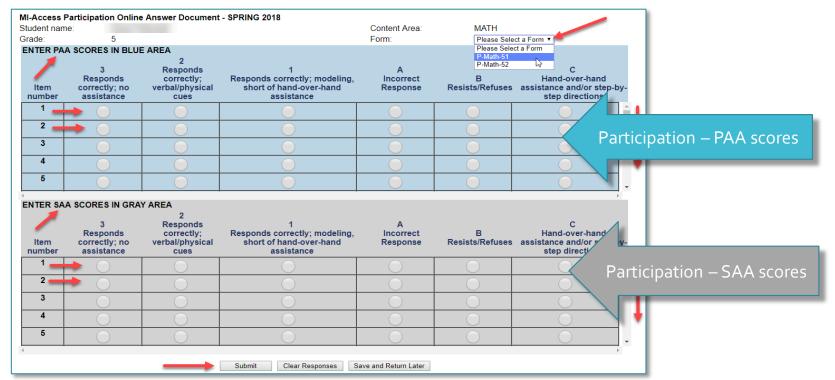# P/SI Online Answer Document *(continued)*

Be sure to use the Form number from the front of the Assessment Administrator Booklet.

Enter the scores as they appear on the scoring document.

Primary Administrator in blue section; Shadow Administrator in gray section

P/SI Online Answer Document *(continued)*
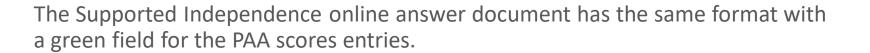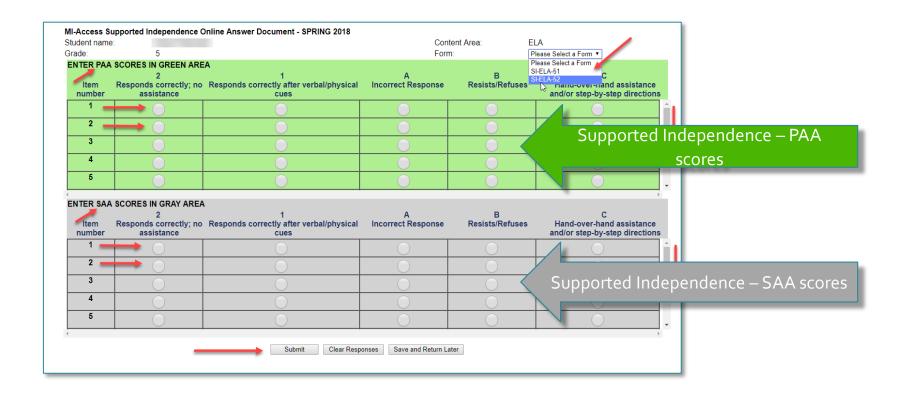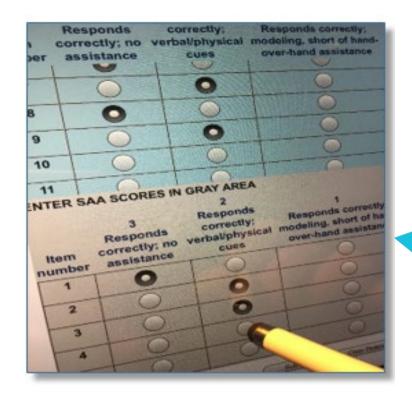
The Supported Independence online answer document has the same format with a green field for the PAA scores entries.

Helpful Hint
The score entry to the Online Answer Document is made easier with touch screen device and stylus

P/SI Online Answer Document:
Where can I learn more?

Current Assessment Administration

- MI-Access P/SI Test Administration Manual
- List of Important Dates
    - Excel, pdf, Google Calendars

- MI-Access FI Test Administration Manual, Spring 2021 (Revised 2/26/21)
- Safe Testing Planning Guide
- Safe Testing Planning Template
- Alternate INSIGHT Availability Request
- Accountability Data Reporting Best Practices
    - Data reporting guide for trouble-free accountability; updated 11/16/2020.

- Instructions for Materials Return with Diagram
- Scoring Documents for Participation and Supported Independence, Spring 2021
- Functional Independence Audio CD Track List, Spring 2021
- Guide to State Assessments 2020-2021 (Updated 12/21/20)
- Assessment Integrity Guide
- Functional Independence Assessment Administration Flow Chart
- Participation and Supported Independence Assessment Administration Flow Chart
- Guidelines for Participation in MI-Access
- MDE Approved INSIGHT Tools Poster
- P/SI Online Answer Document Instructions for Score Entry Instructions
- Security Compliance Form
- DRC INSIGHT Portal (formerly eDIRECT)
- Who Must/Can take the MME (Including MI-Access Students)

A training resource titled "Online Answer Document Instruction for Score Entry" is available on the MI-Access web page in the Current Assessment Administration section.

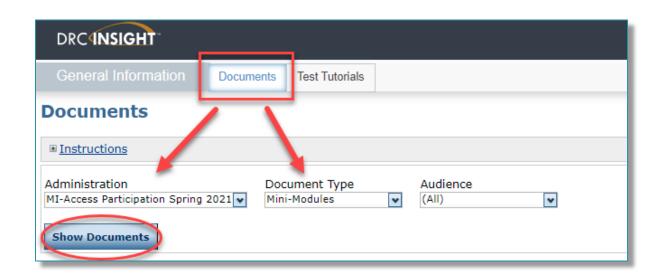This is an excellent tool for training staff in entering P and SI student responses.

P/SI Online Answer Document:
Where can I learn more?

www.drcedirect.com/all/eca-portal-v2-ui/#/login/MI

❑ From the DRC welcome page, select the "Documents and Training Materials" link

❑ Select "Documents" tab

❑ Filter by Administration and Document Type

❑ View Tutorial (Mini-Module): How to enter PAA and SAA scores in the online answer document for SI and P.

MI-Access Administration Tips

❑ FI Administrators may help **with** the test, but not **on** the test items (paper/pencil and online)

❑ Read the TAMs on MI-Access webpage (FI and SI/P)

❑ For P/SI scoring documents, remember to record the form number from the administrator booklet

❑ Check the Accountable Students and Verification screen to confirm students answer documents are received

❑ Preliminary reports are available within 48 hours of online testing submission by content (FI online and P/SI score entry)

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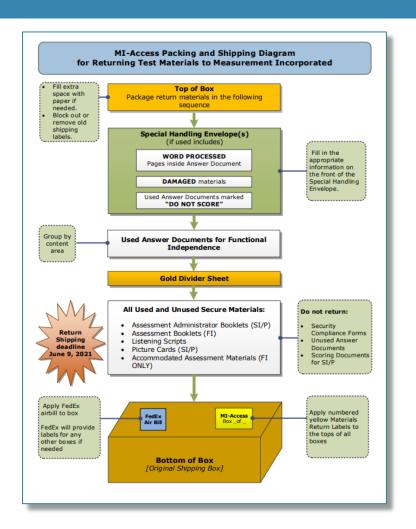Education

MI-Access Administration Tips *(continued)*

❑ Students must be enrolled as "Special Education" in MSDS

❑ FI: ELA – Expressing Ideas is paper/pencil ONLY

❑ FI Answer Document is completed by test administrators

❑ Accommodated versions must be documented in IEP and must be used in daily instruction

❑ Answer Document bubbles must be filled in with #2 pencil

Material Returns

The manuals include a detailed section on how to return materials, including diagrams for packing and returning. Deadline for retuning materials is June 9, 2021

Questions?

Office of Educational Assessment and Accountability

❑ **Direct phone:**

  ❑ Help Desk: 877-560 -8378

❑ **Email:**

  ❑ mde-oeaa@Michigan.gov