Spotlight

on Student Assessment and Accountability

MICHIGAN Department of Education

March 15, 2018

MDE Seeks Information on K-3 Literacy Assessments

The Michigan Department of Education (MDE) is seeking information regarding assessment tools that may be used by local school districts with students up to 3rd grade to address requirements identified in the state's so-called "3rd Grade Reading" law (MCL 380.1280f).

MDE is requesting assessment vendors, researchers, research centers, and school districts that wish to recommend assessments for the 2018-19 list of state-mandated assessment tools do the following:

1. Review these rubrics:
   - Initial Assessment Rubric
   - Extensive Assessment Rubric

2. Then complete this online form **available through March 23, 2018**. This link can also be accessed on the MDE web page (www.michigan.gov/mde) under **Current Topics**.

Applicants need to email all supporting documents as outlined in the application to MDE-EarlyLiteracy@michigan.gov.

The submission window for all items is **March 9 – 23, 2018 by 6:00 PM**. Late assessments or supporting material will not be considered for approval for 2018-2019.

Current MDE-Approved Assessment Lists are available on the Early Literacy web page (http://www.michigan.gov/mde/0,4615,7-140-28753_74161-410821--,00.html).

Key: 📌 Reminder (previously run article)   🖥 includes information Tech Coordinators also need to know

Call Center: 877-560-8378

🖥 DRC Network Troubleshooting Guide

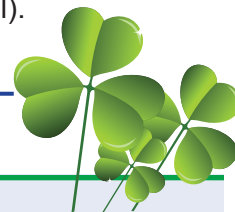Data Recognition Corporation (DRC) has just posted an updated Online Testing Network Evaluation and Troubleshooting document to eDIRECT (https://mi.drcedirect.com) under **Documents**. It includes suggestions for setting up wireless networks, shaping traffic, and working with Chromebooks.

Survey of Students with Disabilities Who Are Also English Learners

Michigan and the Wisconsin Center for Education Research are looking for educators to participate in a survey. The Alternate English Language Learning Assessment (ALTELLA) project is a collaboration of five states, including some WIDA member states. The ALTELLA project is researching instructional practices, accessibility features and accommodations, and assessment of English learners with significant cognitive disabilities, to develop an evidence-centered design approach that informs our understanding of alternate English language proficiency assessment for these students.

 As part of this project, Michigan educators are being asked to complete the Individual Characteristics Questionnaire survey for students who have significant cognitive disabilities and are also English learners. Responses to this survey will be used to create a profile about this population of students. The survey will not collect or report any identifiable information about you, your school, or your district. The survey does not request student names or identification numbers. In most cases, the results of the survey will be aggregated by state.

The survey takes 15-20 minutes to complete. Complete one survey for each student who is an English learner with significant cognitive disabilities. We encourage special educators, English learner specialists, and other educators to work as a team. By collaborating, you can learn from one another and gather high-quality data to support your students.

We encourage you to contact James Mitchell at mitchell27@wisc.edu or 608-262-5725 about any questions that may arise during your participation in this survey.

If you have any questions about this project, you may contact Laurene Christensen at laurene.christensen@wisc.edu or 612-616-7627, or the University of Wisconsin's Anonymous Human Research Protection Hotline at 608-890-1273.

Complete the survey at go.wisc.edu/altella. You can learn more about the project on the altella website (altella.wceruw.org).

WIDA Special Instructions for All Student Test Booklets

Educators can find a list of information that should be bubbled in on all student's test booklets by reviewing page 6 of the Michigan State-Specific Directions document. The information provided is for students who DO have a Pre-ID label and for those who do NOT have a Pre-ID label. Districts choosing to not bubble in this information for students who DO have a Pre-ID label are risking the ability of matching a test booklet to a particular student in the event that a label is damaged or falls off. It is in the best interest of schools, students, and parents who desire test scores to bubble in all requested information.

WIDA Additional School/District Labels

Most schools and districts should have received an adequate supply of School/District Labels. However, if schools and districts need to order additional labels, districts MUST send an email to mde-oeaa@michigan.gov with the following information in order for the Office of Educational Assessment and Accountability (OEAA) to request a shipment of those materials from DRC:

- District Name
- School Name
- Quantity of School/District Label Sheets (1 Sheet = 10 Labels)

What Does "Functions as If" Mean?

Since its release, Individualized Education Program (IEP) teams have been using the state assessment selection guidance document Should My Student Take the Alternate Assessment? This document is located on the MI-Access web page (www.michigan.gov/mi-access) under **Current Assessment Administration** section. Click on the **Guidelines for Participation in MI-Access** link.

A common question that has been asked as a result of this guidance is "What do I use to determine if my student 'functions as if' he or she has a significant cognitive impairment?" A second page has been added to this document that outlines five factors that **should** be considered when making such a determination, as well as seven factors that **should not** be included in making such a determination.

When considering whether or not a student has or functions as if they have a significant cognitive impairment, it is imperative that the following factors be considered and each must be "true":

- the student has a disability and an IEP

- the student has a significant cognitive disability that also affects adaptive function

- the student's primary instruction is based on alternate content standards (such as the Essential Elements with Michigan Range of Complexity for English language arts and mathematics)

- the student requires extensive individualized instruction and supports

- the student cannot show learning using the general assessment (keeping in mind that "cannot show learning" is not the same as scoring proficient)

This clarification does not change who we expect will take MI-Access, but does provide additional consideration for teams when making state assessment decisions. It is always advisable to start with conversations regarding a student's instruction before making decisions about state assessment. These additional factors can be found as the second page of the assessment selection guidance document.

Intermediate School Districts (ISDs), Local Education Agencies (LEAs), and Public School Academies (PSAs) are encouraged to train IEP teams to start using this additional guidance.

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M-STEP Test Administration Trainings

The 2018 M-STEP Test Administration Training Chapter 1 is now available on the M-STEP web page (www.michigan.gov/mstep) under the **What's New** and **Professional Development** sections. This will be a three-part series, organized into before, during, and after the M-STEP administration, for both paper/pencil and online assessments. Chapter 1 discusses tasks to do **before** the M-STEP administration and Chapter 2 will discuss tasks to do **during** the M-STEP administration. When available, Chapter 3 will discuss tasks that will need to be done **after** the administration. Be sure to use this resource as you prepare to administer the 2018 M-STEP!

Updated School Accountability Data Available in Secure Site

Embargoed 2016-17 accountability reports and student datafiles for the new Michigan School Index System are available for review by authorized users on the Secure Site (www.michigan.gov/oeaa-secure). Since the Michigan School Index System is brand new, the Michigan Department of Education (MDE) is providing schools and districts a month-long courtesy preview of the new reports and datafiles, to allow them to become more familiar with this information prior to its public release later this spring. The preview window is scheduled to close at **5:00 PM on March 26, 2018**.

Authorized users of the Secure Site are able to download accountability student datafiles and aggregate, school-level accountability reports. Aggregate reports include an overall school index value, ranging from 0-100, that indicates performance

across subgroups in multiple data components. The Michigan School Index System was developed to comply with the accountability requirements set forth in Every Student Succeeds Act of 2015 (ESSA). Overall school index values will be used for identifying schools for state and federal supports.

To get started, review the 2016-17 Resource Toolkit for the Accountability Preview Window. Additional supporting materials are described and linked in the toolkit.

To access these resources, go to the Accountability web page (www.mi.gov/mde-accountability) and look under the **Resources for Educators** section. Click on the Michigan School Index System Preview Window Resources - NEW! link to access the toolkit.

Interested in Serving on Science Assessment Committees?

The Office of Educational Assessment and Accountability (OEAA) is looking for science educators interested in being a part of the state assessment development process. Participation on the committees includes thorough training in content and instruction in using the Michigan Item Bank System (online repository for clusters, items, stimuli, and contexts).

For more information, see the article in the March 1 Spotlight. Or you can apply through the Assessment Committee Participation Application located on the M-STEP web page (www.michigan.gov/mstep) under **Professional Development**.

FAME Project Accepting New Coach Applications through May 4, 2018

The Formative Assessment for Michigan Educators (FAME) project is entering its eleventh year and is seeking interested educators who would like to lead a local learning team of teachers to explore, implement, and reflect on formative assessment practices in their classrooms. FAME coaches are not expected to be the local expert on the formative assessment process – rather FAME coaches are learners along with their learning team.

More information on the FAME project and access to the online 2018-19 New FAME Coach application is available on the MDE Formative Assessment Process page (www.michigan.gov/formativeassessment) under **What's New**. The deadline to apply is **Friday, May 4, 2018**. If you have any questions, contact Kimberly Young, MDE/OEAA at youngk1@michigan.gov or 517-373-0988.

FAME
FORMATIVE ASSESSMENT FOR MICHIGAN EDUCATORS

Notable and Quotable

- Since FAME began there have been 800 FAME coaches selected to lead local learning teams impacting at least 7,500 classroom teachers.

- All FAME coaches are supported by one of 10 Region Lead Coaches who are specially trained to provide assistance with formative assessment content, material, and facilitation needs.

- "My lead . . . regularly sends along resources that she's found and/or has found useful in her formative assessment journey that may be beneficial to my team."

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Questions about Spring PSAT 8/9, PSAT 10, or SAT?

- call the Michigan Educator Hotline: 866-870-3127 (select Option 1)
- email michiganadministratorsupport@collegeboard.org

Shipments

Preadministration materials and secure testing materials will arrive the week of **March 19, 2018**. All materials will be addressed to the test supervisor. **Please note:** Supervisors will receive numerous boxes, and standard and accommodated materials will likely come separately.

The College Board ships accommodated materials for all students in the pending and approved status in Michigan's contracted grade levels (11 and 12 for SAT, for example). Therefore, you will likely receive extra materials for students you don't plan to test. You will also get materials for a student who has not yet been approved to use those materials, in the event that the approval occurs before test day. The Services for Students with Disabilities (SSD) coordinator must ensure that a student has been approved for accommodations before the accommodations are provided.

Additional Material Order Window for Standard Testing Materials

After inventorying materials, if a school determines the need for additional standard test books, answer sheets and/or supervisor manuals for SAT with Essay, PSAT 10, or PSAT 8/9 for 9th grade, these materials should be ordered via the Secure Site during the Additional Materials Ordering Window.

This window is open **March 21 – 28, 2018**. For questions about using the Secure Site, visit the Secure Site Training web page (www.michigan.gov/securesitetraining). If additional Student Guides are required, please call the Michigan Educator Hotline at 866-870-3127 to place an order.

Nonstandard Administration Report (NAR)

The NAR is now available in SSD Online. The NAR for SAT with Essay will indicate what color test book a student should use, script number, and whether the student can test over one day or two. For some students with multiple accommodations or for students who may require combined scripts, refer to the following sections of the Michigan SAT Accommodated Room Testing Manual:

- **Preparing for Testing with Accommodations** (page 9)
- **Appendix** (pages 69 and 70 – for detailed information on which script numbers to use)

For PSAT, both manuals have the same script number information on the following pages:
- **PSAT 10 manual** (pages 13 and 87)
- **PSAT 8/9 manual** (pages 12 and 83)

Upcoming Webinar

Register for the Testing Tips webinar (www.tinyurl.com/MichiganTestingTips) on **March 21, 2018 from 3:00–4:00PM**. This webinar will cover helpful hints for a successful preadministration session and test day. If you cannot attend the live webinar, register so you can receive the presentation and recording by email after its completion.

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ACT WorkKeys

Information on ACT WorkKeys® provided by the ACT®.

Test Material Quantities

The quantities of standard-time ACT WorkKeys materials are based on your school's Pre-ID student counts pulled from the OEAA Secure Site as of 5:00 PM on February 13, 2018, minus the accommodated counts entered on the **Initial Material Order** page on the OEAA Secure Site (www. michigan.gov/oeaa-secure).

Nonsecure and initial secure materials are combined into one shipment for the Spring 2018 administration. These materials, as well as any accommodated materials, are being shipped from ACT for distribution to schools either the week of **March 12, 2018** or **March 19, 2018**, as selected on the Manage Participation screen in PearsonAccess^next.

Standard-time test materials and accommodated test materials will be **shipped separately**. Schools will receive 2 sets of boxes, one containing the standard-time materials and the other containing the accommodated materials. Both sets of boxes should arrive during the same week.

Included in the shipments will be overage quantities of answer documents (based upon total student count) and standard-time test books (based upon standard-time student count) using the following formulas:

- 1 – 24 students = 1
- 25 – 49 students = 2
- 50 – 74 students = 3
- 75 – 99 students = 4
- more than 100 students = 5% of student count

No overage of accommodated test forms will be included.

To be sure your school has a sufficient supply of test materials for the April 11, 2018 test administration, check the materials as soon as you receive them using the guidelines found in the ACT WorkKeys Test Coordinator Information Manual, located on the ACT hosted website (http://www.act.org/stateanddistrict/michigan) in the **Preparation** stage.

If, after checking in your test materials, the number of examinees scheduled to test exceeds the number of test materials received, you will need to order additional ACT WorkKeys materials through the OEAA Secure Site (www. michigan.gov/oeaa-secure) beginning **Wednesday, March 21, 2018** through the following **Wednesday, March 28, 2018 at 5:00 PM ET**.

Instructions for the Additional Material Order function can be found on the Secure Site Training web page (www.michigan.gov/securesitetraining) under the **Material Ordering** section.

Tracking Initial Test Materials Shipments

Tracking numbers for the initial test materials shipments are now available on the OEAA Secure Site (www.michigan.gov/oeaa-secure). Also available are the "return to ACT" shipment tracking numbers. If you attempt to track the return shipment tracking numbers, FedEx will indicate that

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it is invalid. ACT and OEAA are working to remove the return shipment tracking numbers from the Secure Site.

Preparing for the Test Administration

In last week's Spotlight article, we shared information about ACT WorkKeys test administration materials, facility requirements, and answer document preparation. This week's article will focus on setting up testing rooms

ACT WorkKeys Room Supervisor Training Video

A training video for room supervisors is now available on the ACT hosted website (www.act.org/stateanddistrict/michigan) in the **Administration stage** under **Supplements**.

ACT WorkKeys Test Room Selection and Setup

All of the following information can readily be found in the ACT WorkKeys Test Coordinator Information Manual, located on the ACT hosted website (http://www.act.org/stateanddistrict/michigan) in the **Preparation** stage.

Testing Room Selection

Select test rooms that:
- can be reserved to allow time for the entire test session, plus any potential delays
- can be rearranged, if needed, to meet testing requirements
- are quiet and as free as possible from potential distractions
- have good lighting, temperature, and ventilation

- have an accurate wall clock
- provide convenient and adequate access to restrooms

Note: Observing examinees testing in multiple rooms from a central location (such as a hallway) or through glass walls or security cameras is prohibited. Avoid rooms with multiple levels or graduated seating unless you have no alternatives. Such rooms make test security more difficult.

In addition to the items listed above, if you are selecting a room for accommodations and/or EL supports testing,the following policies apply:

- Examinees with different test timings or timing codes must not test in the same room.
- Examinees must not test in a standard-time room.
- Examinees using a reader or authorized stop-the-clock breaks must test individually in separate rooms.
- Examinees using DVDs or other form of pre-recorded audio may test as a group if they use their own headphones, can control the progress of their own players, and begin each test at the same time.
- ACT encourages group administrations for examinees authorized for the same accommodations and/or supports, if applicable
- ACT prefers classrooms and recommends no more than 10 examinees in one room
- Reserve the same room for each day you will be testing – it is best to schedule consecutive days for examinees who will test over multiple days, but you may skip days as necessary.

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If you must test a large number of examinees in a large space (e.g., a gymnasium or assembly hall), divide the room into sections – at least on paper – and assign students, materials, and staff to each section like you would an individual test room. This makes check-in, handling materials, and monitoring testing more manageable.

Testing in a large room requires additional planning as well as some special attention to the documentation, including:

- ensuring that room setup and seating arrangements meet all policies stated in the Test Coordinator Information manual

- ensuring that each section follows the policies for number of staff required as stated in the manual

- assigning one main room supervisor to oversee the administration for the whole room; this room supervisor accounts for all the room's materials before and after testing, times the tests, and reads the verbal instructions to the entire room (instructions and timing cannot be done independently in each section)

- assigning a room supervisor to each section, who is responsible for all the normal room supervisor duties (except reading verbal instructions and making time announcements)

  □ plan to submit the set of Test Administration Forms (Test Room Report, Seating Diagram, Timing Report, and Roster) for each section of the room

- producing a roster for each section; section supervisors (and proctors) must have a copy of their section's roster to verify ID, seating assignments, and test material distribution

- assigning answer documents and a sequential set of test booklets to each section; the section supervisors (and proctors) distribute the materials to the examinees in that section and collect them when the verbal instructions dictate

- ensuring that the main room supervisor reading the verbal instructions and timing announcements is clearly heard by everyone; you may use a microphone

Testing Room Setup
To ensure a fair and secure testing environment:

- cover or remove materials that may give examinees an unfair advantage, such as charts, strategy maps, or other aids relevant to test taking, problem solving, writing essays, or test topics (geographic maps and the periodic table do not need to be covered)

- ensure that examinees will be able to hear the room supervisor without difficulty; if necessary, arrange for a microphone

- arrange the room so that:
  □ the room supervisor will be facing the examinees during testing

  □ testing staff can freely circulate the room and reach each examinee

  □ testing staff will have a clear view of all examinees and materials – seating that restricts staff's view (such as seating with study carrels or other dividers, partitions, or booths) is prohibited

  □ seating minimizes the possibility of prohibited behavior

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Take the following actions to ensure quiet test sessions:

- Turn off audible signals that normally sound at the beginning and end of classes.

- Ensure that announcements are not made on the public-address system during test sessions.

- Post signs outside the room to warn others that testing is in progress and that quiet is required.

Writing Surfaces

Writing surfaces must be smooth, hard surfaces large enough for all of an examinee's test materials. Temporary surfaces that rest on the chair arms or the back of the row in front must be approved in advance by ACT. Lapboards balanced on examinees' legs are not allowed.

Note: To prepare for left-handed students, use standard left-handed desks or writing surfaces that are large enough for left-handed examinees to work comfortably.

If you have only right-handed desks available, place two desks together at the end of a row so that left-handed examinees can use both surfaces.

Seating Arrangements

Seating arrangements must minimize any possibility of prohibited behavior. Examinees must be:

- facing the same direction

- spaced as far apart as possible but no closer than three feet shoulder-to-shoulder

- seated in straight rows and columns, directly in line with each other

- able to see the room supervisor and the room clock, if there is one, without difficulty

Please see page 9 of the ACT WorkKeys Test Coordinator Information Manual for examples of acceptable and unacceptable seating arrangements.

Contacting ACT

If you have questions, you may:

1. contact ACT via the Contact Us web page (www.act.org/aap/state/contact.html)

2. call ACT at 800-553-6244 9:30 AM – 6:00 PM ET
   - standard time: ext. 2800
   - accommodations: ext. 1788

3. email accommodations questions to ACTStateAccoms@act.org

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Important Dates

Approaching Deadlines!

Friday, March 16, 2018:
- **WIDA** Additional Material Orders **DEADLINE** in WIDA AMS

March 23, 2018:
- **WIDA AMS** Test Setup **DEADLINE**

Coming Next Week . . .

March 20, 2018, 3:30–4:30 PM:
- **ACT WorkKeys** Q&A Session - pre-registration is required

March 21, 2018, 3:00–4:00 PM:
- **College Board Testing Tips webinar** Register for the Testing Tips webinar

March 23, 2018
- **WIDA ACCESS for ELLs** and **WIDA Alternate ACCESS for ELLs** testing window **CLOSES**

March 2018

Week of March 12 or 19, 2018:
- Receive **ACT WorkKeys** test materials for the initial test day

March 21 – 28, 2018:
- **SAT with Essay, PSAT 10,** and **PSAT 8/9 for 9th Grade** Additional Material Order Window for standard testing materials only in the OEAA Secure Site

March 21 – 28, 2018:
- **ACT WorkKeys** Additional Material Order Window for standard testing and accommodated materials in the OEAA Secure Site

Now – May 22, 2018:
- **M-STEP** and **MI-Access** Off-Site Test Administration Request window for individual students, such as homebound or expelled with service students – submit request here (https://baameap.wufoo.com/forms/offsite-test-administration-request-spring-2018/)

March 26 – 28, 2018:
- **M-STEP Grades 5, 8 and 11** materials arrive in schools

March 30, 2018
- **WIDA ACCESS for ELLs** and **WIDA Alternate ACCESS for ELLs** material return shipment date

April 2018

April 3 – 24, 2018 (closes at noon):
- **M-STEP–grades 5, 8, and 11** Additional Material Orders Window in the OEAA Secure Site

April 3 – May 22, 2018 (closes at noon):
- **MI-Access–grades 3-8 and 11** Additional Material Orders Window in the OEAA Secure Site

(Continued on next page)

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April 2 – May 4, 2018:
- **M-STEP–grades 5, 8, and 11** materials arrive in schools for schools that requested alternate delivery dates

April 9 – May 4, 2018:
- **M-STEP–grades 5, 8, and 11** Online Test Administration Window

April 9 – May 25, 2018:
- **MI-Access Alternate Assessments–grades 3-8 and 11** Test Administration Window

April 10, 2018:
- **SAT with Essay** Initial Test Day

April 10 and/or 11, 2018:
- **PSAT for grades 9 and 10** Initial Test Dates

April 10-12, 2018:
- **SAT** Makeup Materials – order through College Board

April 11, 2018:
- **ACT WorkKeys** Initial Test Day

April 11 - 12, 2018:
- **ACT WorkKeys** Order standard time and accommodated testing materials for the makeup test administration

April 11 – 24, 2018:
- **ACT WorkKeys** Accommodated test administration window

April 24 – May 15, 2018 (closes at noon):
- **M-STEP–grades 3, 4, 6, and 7** Additional Material Orders Window in the OEAA Secure Site

April 25, 2018:
- **ACT WorkKeys** Makeup standard-time test administration

April 11 – 24, 2018:
- **ACT WorkKeys** Accommodated test administration window

April 30 – May 25, 2018:
- **M-STEP–grades 3, 4, 6 and 7** Online Test Administration Window

April 25 – May 1, 2018:
- **ACT WorkKeys** Makeup accommodated test administration window

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Recently Asked Questions . . .

Is there a text dependent analysis (TDA) question in the online sample item sets of the M-STEP English language arts (ELA) test?

Yes. The ELA sample item sets embedded in the Online Tools Tutorial (OTTs) have one sample passage-based writing prompt, sometimes referred to a TDA, at each grade level 3 through 8. Students can practice typing in their response on the computer.

To access the sample item sets, go to the M-STEP web page (www.michigan.gov/mstep), scroll down to the **Content Specific Information** section and select "Online Practice for M-STEP ELA, Mathematics, Science and Social Studies." **Please note:** the sets are only accessible through the Chrome browser.

Will I be able to track my College Board test material shipments for SAT and PSAT on the OEAA Secure Site? If so, when will it be available?

Yes, tracking information will be available on the OEAA Secure Site Material Order Summary Report starting on **March 19, 2018**.

Which state assessments are seating charts required for and is there an example?

All state assessments used in accountability require seating charts. This includes M-STEP, MI-Access Functional Independence (FI), and WIDA. MI-Access

Supported Independence (SI) and Participation (P) are designed to be administered one-on-one so do not require seating charts.

A description of the information required to be included in seating charts is available in the Assessment Integrity Guide (AIG) on page 13. Sample seating charts are also provided in Appendix C of the AIG. The AIG is available on the M-STEP web page (www.michigan.gov/mstep).

In addition, ACT and the College Board also require seating charts:

- **SAT and PSAT** – Refer to the appendix of the appropriate College Board Supervisor Manual (SAT for grade 11, PSAT 10 for 10th grade, and PSAT 8/9 for 9th grade) for Sample Seating Plans.

- **ACT WorkKeys** – Refer to the **Test Facility Requirements** section (beginning on page 9) of the ACT WorkKeys Test Coordinator Information Manual for examples of acceptable and unacceptable seating arrangements.

These manuals can be found on the MME web page (www.michigan.gov/mme).

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If a student takes part of the WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs and then moves out of state or the country, what do we need to do?

You do not need to do anything in the OEAA Secure Site or WIDA AMS. You do, however, need to make sure the student is exited in the Michigan Student Data System (MSDS) to remove him/her from the school's accountability.

When I enter my student data for WIDA Screener and W-APT into the OEAA Secure Site, it is requiring that I put in scores. Don't I have to enter the students into the OEAA Secure Site before I test the student?

With WIDA Screener and W-APT, you do not add the student to the OEAA Secure Site first as you do with other state assessments. After you have the scored the test, then you will need to enter the student information, along with scores into the OEAA Secure Site.