

Appendix A: Test Administration Documents

Appendix A.1 Guide to State Assessments

Guide to State Assessments

→ OVERVIEW

The Michigan Department of Education (MDE) is pleased to continue the Michigan Student Test of Educational Progress (M-STEP), along with the Michigan Merit Exam (MME), PSAT Assessments, MI-Access alternate assessments, WIDA, and Early Literacy and Mathematics Benchmark Assessments.

The MDE saw continued successes during the 2017-2018 school year. These successes included:

- over 99% of schools administered assessments online
- on average, a total testing time of 3 hours or less for mathematics and English language arts combined
- preliminary reports available in less than 48 hours after a student completed an online test
- final M-STEP reports provided to schools before Labor Day

For the 2018-2019 school year, MDE is offering grants to assist in the purchase of benchmark assessments in grades K-8. In addition, PSAT 8/9 will replace the 8th grade M-STEP mathematics and English language arts (ELA) assessments as the required assessment in grade 8.

The new M-STEP science assessments will be field tested again in 2019 as we continue to develop new science assessments aligned to Michigan's current science content standards.

Additional information on each state assessment is provided within this document.

Michigan's assessment system will continue to set national standards for quality and rigor, while measuring how well our students are doing in preparing for careers and college. We look forward to working together to build on our successes and having another great assessment year.

Subscribe to the weekly newsletter [Spotlight on Student Assessment and Accountability](http://www.michigan.gov/mde-spotlight) (www.michigan.gov/mde-spotlight), for timely information on assessment and accountability topics during the 2018-2019 school year.

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→ SPRING 2019 SUMMATIVE ASSESSMENTS

Changes to the **M-STEP** summative assessments for Spring 2019 include:

- Replacement of the grade 8 M-STEP assessments in ELA and mathematics with the PSAT 8/9.

M-STEP summative tests for grades 3–8 include:

- English Language arts (grades 3–7): computer-adaptive test (CAT) with passage-based writing prompt (essay) at every grade
- Mathematics (grades 3–7): computer-adaptive test (CAT)
- Science Field Test (grades 5 and 8): fixed-form online assessment
- Social Studies (grades 5 and 8): fixed-form online assessment

MME in grade 11 includes:

- The SAT with Essay: paper/pencil assessment
- The ACT WorkKeys: paper/pencil assessment
- M-STEP Science Field Test: fixed-form online assessment
- M-STEP Social Studies: fixed-form online assessment

PSAT in grades 8, 9, and 10 includes:

NEW for 2019: The PSAT 8/9 replaces the M-STEP ELA and Mathematics assessment in grade 8 and will be part of Michigan's accountability system for 2019.

- PSAT 8/9 for grade 8: paper/pencil assessment
- PSAT 8/9 for grade 9: paper/pencil assessment
- PSAT 10 for grade 10: paper/pencil assessment

Assessment results from the PSAT 8/9 and PSAT 10 for grades 9 and 10 will not be part of Michigan's accountability system for 2019.

MI-Access Functional Independence (FI) in grades 3-8 and 11 includes:

- English Language Arts
 - ◆ Expressing Ideas (grades 3–8 and 11): provided as **paper/pencil assessment ONLY** for **ALL** students
 - ◆ Accessing Print and Using Language (grades 3–8 and 11): fixed-form online assessment
- Mathematics (grades 3–8 and 11): fixed-form online assessment
- Science (grades 4, 7, and 11): fixed-form online assessment
- Social Studies (grades 5, 8, and 11): fixed-form online assessment

MI-Access Supported Independence (SI) & Participation (P) in grades 3–8 and 11 includes:

- English Language Arts and Mathematics combined administrator booklets with student facing picture cards (grades 3, 5, 6, and 8): paper/pencil test booklet with online answer document
- English Language Arts, Mathematics, and Science combined administrator booklets with student facing picture cards (grades 4, 7, and 11): paper/pencil test booklet with online answer document
- **There is no social studies test offered at the state level for P/SI.** Therefore, Individualized Education Program (IEP) teams must determine which locally determined social studies test will be administered for students in grades 5, 8, and 11. Schools are required to provide information on the

locally determined social studies test during the OEAA Secure Site Answer Documents Received and Students Not Tested window.

Spring 2019 Testing Windows

The Spring 2019 testing windows for the M-STEP and MI-Access assessments will span seven weeks from **April 8 – May 24, 2019**.

- The M-STEP online window is divided into two 4-week grade level sub-windows:
 - ◆ **Online testing for grades 5, 8, and 11:**
April 8 – May 3, 2019
 - ◆ **Online testing for grades 3, 4, 6, and 7:**
April 29 – May 24, 2019

This avoids as many spring breaks as possible, ends before Memorial Day, and provides maximum flexibility within two extended testing windows.

- **M-STEP Paper/pencil testing for grades 3–11:** falls on designated dates within the 7-week online window (see pages 22-23 of this document)
- The 7-week testing window for MI-Access Alternate Assessment for **both online and paper/pencil** is April 8 – May 24, 2019
- The 7-week testing window for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs for **both online and paper/pencil** is February 4 – March 22, 2019

M-STEP Statewide Science Field Test - Assessing New Standards

The adoption of Michigan's new science standards in Fall 2015 created the need to replace past versions of Michigan's M-STEP Science assessment with a redesigned system, aligned to the updated science content standards. The MDE's Office of Educational Assessment and Accountability (OEAA) is well

underway in the development of the new science assessment and conducted a large-scale field-test of new grade 5, 8, and 11 assessments this past spring. The OEAA will continue to administer a statewide summative science field test in Spring 2019 to all students in grades 5, 8, and 11 who would otherwise take the M-STEP Science assessment. While student proficiency will not be calculated, the results will be used in accountability for participation purposes. The new M-STEP science assessment is expected to be operational in Spring 2020.

While these new assessments continue to be computer-based, they do involve a variety of new item types and test designs that have not been used in past science assessments in Michigan. The science assessment is structured using item clusters, which are a set of five to eight items with a common stimulus. For the Spring 2019 field test, each student will be administered 6 item clusters (2 each of Physical Science, Earth Science, and Life Science). The estimated testing time is 30 - 45 minutes per session.

The 2019 science field test will be administered online, with a paper/pencil option for those few students whose disabilities prevent them from testing online. For additional information on the science assessment plan, see the [Michigan K-12 Science Standards Assessment Update Webinar](#) located on the [M-STEP web page](#) (www.michigan.gov/mstep) under the **Content Specific Information** section.

Please note: The purpose of a field test is to check the adequacy of testing procedures and to check the adequacy of the statistical characteristics of new test items and new test forms. Student proficiency is not calculated with field test assessments and individual results are not reported.

→ TEST SESSION TIMING

Spring 2019 M-STEP tests are untimed and student-paced. Therefore, students **must** be given as much time as they need to complete each session or part of the test. The times listed on the following pages are **estimated** times and are provided for planning purposes. Some students will complete the test in less time than estimated, while others may require additional time. Be sure to plan for both contingencies.

Online tests will remain open and available for testing until the student ends or submits his or her test. This means that students will be able to pause and exit their test at the end of the test session and resume testing in another scheduled session during the 4-week grade-level testing window. A school can determine the appropriate amount of time for students to spend in a single test session.

For example, if the estimated time for a test session is 90 minutes, you may decide to schedule:

- one 2-hour session with a break
- two 60-minute sessions
- three 40-minute sessions
- one 60- and two 30-minute sessions

The net result for schools is the **freedom to schedule an appropriate amount of time for students to be in test sessions**. Students can exit the test without submitting, allowing them to finish the test in another scheduled session.

Online Test Sessions

When scheduling **online** test sessions, please keep in mind the following:

- testing windows cannot be extended, therefore schools should schedule sessions early enough in the testing window to ensure all students can complete testing within the allowable four-week window

- schools have flexibility to schedule test sessions any time normal instruction takes place during the school day (7:00 AM – 4:00 PM) within the four-week grade-level test window
- not all students need to be administered the same assessment at the same time, nor on the same day
- headphones are required for the M-STEP and all MI-Access FI test sessions
- estimated test session times do **not** include the following:
 - ◆ traveling to and from the testing room
 - ◆ distributing and collecting test tickets and scratch paper
 - ◆ signing into the test session
 - ◆ reviewing online test directions with students

Paper/Pencil Test Days

When scheduling **paper/pencil** test days and parts (see pages 20–23 for designated paper/pencil test dates), please keep in mind the following:

- schools must administer each test on the designated test day (unlike online test sessions)
- test parts must be scheduled early enough in the school day to allow students to complete all parts of the test designated for that day
- makeup test days are reserved for students who are absent on the designated day of testing
- estimated test session times do **not** include the following:
 - ◆ traveling to and from the testing room
 - ◆ distributing and collecting test materials - including test booklets and answer documents
 - ◆ completion of the answer document demographic page
 - ◆ reviewing test directions with students

→ TESTING IN GRADES 3 – 8

The tables shown below and on the following pages provide overall test session timing and information on online and paper/pencil assessments by grade and content area. For planning purposes, keep in mind that some students will need more time to test and some students will take less.

 Spring 2019 Estimated Test Session Timings Grades 3–7					
Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
ELA Computer Adaptive	2:00	2:00	2:00	2:00	2:00
Mathematics Computer Adaptive	1:30	1:30	1:30	2:00	2:00
Science Field Test Part 1	NA	NA	0:45	NA	NA
Science Field Test Part 2			0:45		
Social Studies Part 1	NA	NA	0:30	NA	NA
Social Studies Part 2	NA	NA	0:30	NA	NA
Estimated Total Hours	3:30	3:30	6:00	4:00	4:00

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

Spring 2019 Estimated Test Session Timings Grade 8	
Subject	Grade 8
M-STEP Science Field Test Part 1	:45
M-STEP Science Field Test Part 2	:45
M-STEP Social Studies Part 1	:30
M-STEP Social Studies Part 2	:30
PSAT 8/9 (ELA and Mathematics)	2:40
Estimated Total Hours	5:10

NOTE: For grade 8, the PSAT will count toward ELA and mathematics accountability measures.

English Language Arts (ELA)

Grade	Online 	Paper/Pencil 
3 – 7	<ul style="list-style-type: none"> 4-week testing window 1 session (1 test ticket) ◆ Computer Adaptive Test (CAT) – 2 hours Breaks can be provided during the test session using the software’s pause feature 	<ul style="list-style-type: none"> 3-week window with designated initial test dates and available make-up dates • Day 1: Parts 1 and 2 – 1 hour Listening/Claim 3 Reading/Claim 1 • Day 2: Part 3 – 1 hour Writing/Claim 2 Research/Claim 4 Breaks can be provided at STOP signs in test booklet

Mathematics

Grade	Online 	Paper/Pencil 
3 – 5	<ul style="list-style-type: none"> 4-week testing window 1 session (1 test ticket) ◆ Computer Adaptive Test (CAT) – 1 hour, 30 minutes Calculators not permitted in grades 3 – 5 Breaks can be provided during test sessions using the software’s pause feature 	<ul style="list-style-type: none"> 3-week window with designated initial test dates and available makeup dates ◆ Part 1 – 45 minutes ◆ Part 2 – 45 minutes Calculators not permitted in grades 3 – 5 Breaks can be provided at STOP signs in test booklet
6 – 7	<ul style="list-style-type: none"> 4-week testing window 1 session (1 test ticket) ◆ Computer Adaptive Test (CAT) – 2 hours Grade 6 – embedded basic calculator * Grade 7 – embedded scientific calculator * Breaks can be provided during test sessions using the software’s pause feature * on designated items 	<ul style="list-style-type: none"> 3-week window with designated initial test dates and available makeup dates ◆ Part 1 – 1 hour (no calculator) ◆ Part 2 – 1 hour (with calculator) Grade 6 – basic calculator Grade 7 – scientific calculator Breaks can be provided at STOP signs in test booklet

Science Field Test

Grade	Online 	Paper/Pencil 
5 and 8	<ul style="list-style-type: none"> • 4-week testing window • 2 sessions (2 test tickets: Part 1, Part 2) <ul style="list-style-type: none"> ◆ Part 1 – 45 minutes ◆ Part 2 – 45 minutes • Breaks can be provided during the test sessions using the software’s pause feature 	<ul style="list-style-type: none"> • 3-week window with designated initial test date and available makeup dates <ul style="list-style-type: none"> ◆ Part 1 – 45 minutes ◆ Part 2 – 45 minutes • Breaks can be provided at STOP signs in test booklet.

Social Studies

Grade	Online 	Paper/Pencil 
5 and 8	<ul style="list-style-type: none"> • 4-week testing window • 2 sessions (2 test tickets: Part 1, Part 2) <ul style="list-style-type: none"> ◆ Part 1 – 30 minutes ◆ Part 2 – 30 minutes • Breaks can be provided during test sessions using the software’s pause feature 	<ul style="list-style-type: none"> • 3-week window with designated initial test date and available make-up dates <ul style="list-style-type: none"> ◆ Part 1 – 30 minutes ◆ Part 2 – 30 minutes • Breaks can be provided at STOP signs in test booklet

→ PSAT 8/9 and PSAT 10 TESTING TIMES

The PSAT 8/9 for grade 8 will count toward ELA and mathematics accountability measures. The PSAT 8/9 for students in grade 9 and the PSAT 10 for students in grade 10 will NOT count towards Spring 2019 accountability.

PSAT 8/9 for Grade 8 and Grade 9 and PSAT 10 for Grade 10

PSAT Sections	PSAT 8/9  (in minutes)	PSAT 10  (in minutes)
Reading	55	60
Break	5	5
Writing and Language	30	35
Math (no calculator)	20	25
Break	5	5
Math (with calculator)	40	45
Book collection	5	5
Total (hours, minutes)	2:40	3:00

Note: The PSAT Accommodations Testing window is two weeks for students with certain non-standard accommodations. Only students who are designated on the Non-standard Administration Report (NAR) are eligible to test within the 2-week window. Students approved for testing over two days must be tested on consecutive days.

→ TESTING IN GRADE 11 – Michigan Merit Examination (MME)

Students in 11th grade (and eligible 12th grade students) must be administered all three components of the MME:

- SAT with Essay 
- ACT WorkKeys 
- M-STEP Science Field Test and M-STEP Social Studies  

Testing times for the MME components are shown here and on the following pages. For detailed

information on online testing windows and paper/pencil testing dates, see the **Spring 2019 Testing Schedule for Online and Paper/Pencil Assessments** on pages 21–23 of this document.

Spring 2019 MME Component Test Session Timings	
Subject	Grade 11
Science Field Test	1:30
Social Studies	0:30
College Entrance*	4:22
Work Skills*	3:00
Estimated Total Hours	9:22
* Includes scheduled breaks	

M-STEP Science Field Test and Social Studies

Grade	Online 	Paper/Pencil 
11	<ul style="list-style-type: none"> 4-week testing window Science FT: 1 session (1 test ticket) – 90 minutes Social Studies: 1 session (1 test ticket) – 30 minutes Breaks can be provided during test sessions using the software's pause feature 	<ul style="list-style-type: none"> 3-week window with designated initial test date and available makeup dates Science FT: 1 Part – 90 minutes Social Studies: 1 Part – 30 minutes

SAT with Essay

SAT Sections	Time  (in minutes)
Reading	65
Break	10
Writing and Language	35
Math (no calculator)	25
Break	5
Math (with calculator)	55
Break	2
Variable section with Reading, Writing, or Math Questions	N/A
Book collection/Essay distribution	15
Essay	50
Total (hours: minutes)*	4:22

*does not include pre-administration time

Note: The SAT Accommodations Testing window is two weeks for students with certain non-standard accommodations. Only students who are designated on the Non-standard Administration Report (NAR) are eligible to test within the 2-week window. Students approved for testing over two days must be tested on consecutive days.

ACT WorkKeys

Tests	Time  (in minutes)
Workplace Documents	55
Applied Math	55
Break*	15
Graphic Literacy	55
Total (hours: minutes)	3:00

*ACT requires that you allow a break of 15 minutes at the end of Applied Math (test 2) to allow examinees to relax or go to the restroom. No cell phones may be used during the break.

→ MI-ACCESS ALTERNATE ASSESSMENTS

MI-Access Alternate Assessments are administered at three levels:

MI-Access Functional Independence (FI) – For students who have, or function as if they have, a significant cognitive impairment, can access resources, strategies, and supports with limited assistance, and whose instruction is aligned closest to the "High" range of complexity for ELA and Mathematics.

MI-Access Supported Independence (SI) – For students who have, or function as if they have, a significant cognitive impairment, require ongoing support in major life roles, and whose instruction is aligned closest to the "Medium" range of complexity for ELA and Mathematics.

MI-Access Participation (P) – For students who have, or function as if they have, a significant cognitive impairment, require extensive ongoing support through adulthood, and whose instruction is aligned closest to the "Low" range of complexity for ELA and Mathematics.

MI-Access assessments are based on the Essential Elements with Michigan Range of Complexity for ELA and Mathematics, Extended Grade Level Content Expectations for Social Studies (FI only), and Extended Benchmarks for Science. The alternate content standards can be found on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access).

MI-Access Functional Independence (FI)

The MI-Access FI assessments will be administered online in Spring 2019. A paper/pencil format will be available for those students and schools that are not able to test online.

The FI assessments include:

- **English Language Arts** (grades 3–8 and 11) which consists of two parts – both parts **must** be completed:
 1. Accessing Print and Using Language – **online and paper/pencil**
 2. Expressing Ideas (constructed response) – Administered as **paper/pencil assessment ONLY** to **ALL** students (including students taking the rest of the MI-Access FI assessments online)

- **Mathematics** (grades 3–8 and 11)
- **Science** (grades 4, 7, and 11)
- **Social Studies** (grades 5, 8, and 11)

MI-Access FI Online Assessments

Online tests in each content area will have two parts and are untimed. Students can complete one part in a single day with the flexibility to have multiple breaks during the day when needed, or test over multiple days.

MI-Access Participation and Supported Independence (P/SI)

Students will continue to experience activity-based observation items as well as selected-response items using picture cards and/or instructional materials. The answer document is the only online component of the P/SI assessments. Primary Assessment Administrators will enter the student scores for both the Primary and Shadow Assessment Administrators into the online answer document.

It is strongly recommended that Primary and Shadow Assessment Administrators view the **MI-Access Participation and Supported Independence Scoring Rubrics Online Training Program**. A link to this video program is found on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access) under **Professional Development**.

The P/SI assessments include:

- **English language arts** (grades 3-8 and 11)
- **Mathematics** (grades 3-8 and 11)
- **Science** (grades 4, 7, and 11)

NOTE: There is no social studies test offered at the state level for P/SI. Therefore, Individualized Education Program (IEP) teams must determine which locally determined social studies test will be administered to students in grades 5, 8, and 11.

Grade 11 MI-Access FI: College Entrance and Work Skills Assessments

- Students taking the grade 11 MI-Access assessments may also take the ACT WorkKeys assessment if the Individualized Education Program (IEP) team determines it is an appropriate assessment.
- If the IEP team determines that the SAT with Essay is an appropriate assessment for the student, then the ELA and mathematics scores will be derived from the SAT with Essay and the student will not take the MI-Access FI ELA and mathematics tests.



WIDA ACCESS for ELLs

Michigan's federally required summative assessment for students identified as English Learners (ELs) is the WIDA ACCESS for ELLs. This annual assessment is designed to measure K–12 ELs on their progress in learning the English language. The assessment provides a status of their development of Reading, Listening, Writing, and Speaking skills. WIDA ACCESS for ELLs is aligned to the WIDA English Language Development (ELD) standards that Michigan adopted in 2013.

This assessment can be administered online in grades 1–12. A paper/pencil form of the assessment is required for K and available in grades 1–12 for students who may not yet be technology-ready or have a disability that requires a paper/pencil test.

WIDA Alternate ACCESS for ELLs

Districts have the option to use the WIDA Alternate ACCESS for ELLs paper/pencil assessment. This assessment is designed for students who are ELs and are also students with significant cognitive disabilities. This assessment is available in grades 1–12 only.

(Grade level clusters: 1–2, 3–5, 6–8, and 9–12). Each section of this test (Listening, Reading, Speaking, and Writing) is estimated to take approximately 20 minutes.

Additional information about test administration can be found on the [WIDA website](http://wida.wisc.edu) (wida.wisc.edu) as well as within the WIDA Secure Portal.

The 7-week testing window for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs for **both online and paper/pencil** is February 4 – March 22, 2019.

WIDA Screener and W-APT

The WIDA Screener and the Kindergarten WIDA ACCESS Placement Test (W-APT) are screening assessments used to identify potential ELs upon enrollment. The WIDA Screener is available in both an online and paper/pencil format for students in grades 1-12. However, students should only take the paper/pencil form of the Screener if they have disabilities requiring use of a paper/pencil form or if they are considered recent arrivers (attended U.S. schools for 12 months or less). The WIDA Screener may take between 35 and 70 minutes depending on the grade level cluster and path administered.

The W-APT is the paper/pencil assessment given to Kindergarteners. The W-APT assesses the Listening, Reading, Writing, and Speaking domains. The W-APT is designed to take 10-15 minutes for Listening and Speaking and an additional 10-15 minutes for Reading and Writing. Refer to Michigan's [Entrance and Exit Protocol](#) for screening requirements.

Test Session Timing and Sequence for WIDA ACCESS

Scheduling online testing sessions:

- The Listening and Reading domains must be administered first in the testing window for students in grades 1-12. Because the assessment is staged-adaptive, scores from a

student's performance in these two domains will determine his/her tier (A or B/C) for Writing.

- Students do not need to be separated by tier (A, B, C) during test administration. However, students must still be tested in the appropriate grade-level cluster.
- Breaks can be provided during the test sessions using the software's pause feature. A single domain test should not be broken into separate administrations.
- Each online domain requires a separate test ticket. Students in:
 - ◆ grades 1–3 will have three tickets (Writing is administered in paper/pencil only):
 - ◆ Listening
 - ◆ Reading
 - ◆ Speaking
 - ◆ grades 4–12 will have four tickets:
 - ◆ Listening
 - ◆ Reading
 - ◆ Speaking
 - ◆ Writing
- Students must utilize a microphone for the Speaking domain.
- Students must utilize headphones for all domains.
- Although students may be group-administered the Speaking domain, WIDA recommends only 3–5 students per computer lab/test setting. This small group setting is necessary to ensure that student responses are not picked up by another student's microphone. It is possible that students scores may be negatively impacted if a significant amount of background noise or interference is captured in their response.

Scheduling paper/pencil testing sessions:

- For students taking the paper version of the WIDA ACCESS for ELLs, the domains may be administered in any order.
- Breaks can be provided to students during the test sessions as long as materials are kept secure.

The table below outlines key differences between grades 1–12 online and paper/pencil. Please note that all times listed are estimates.

	ACCESS for ELLs - Online (Grades 1-12) 	ACCESS for ELLs - Paper/Pencil (Grades K*-12) 
Grade Level Clusters	<ul style="list-style-type: none"> • 1, 2–3, 4–5, 6–8, and 9–12 	<ul style="list-style-type: none"> • K*, 1, 2, 3, 4–5, 6–8, and 9–12
Listening	<ul style="list-style-type: none"> • test platform captures and scores student responses • up to 40 minutes 	<ul style="list-style-type: none"> • 1-12: 25–40 minutes
Reading	<ul style="list-style-type: none"> • up to 35 minutes 	<ul style="list-style-type: none"> • 35–45 minutes
Speaking	<ul style="list-style-type: none"> • students listen to prompts and speak into headsets to record their answers • student responses are automatically sent to DRC for rating and scoring • up to 30 minutes • maximum of 5 students in the testing room 	<ul style="list-style-type: none"> • test administrator plays pre-recorded speaking prompts on a CD • students speak their responses to test administrators • test administrators score student speech during administration • 15–35 minutes per student, administered individually
Writing	<ul style="list-style-type: none"> • Grades 1–3: students complete the entire writing test (prompts and responses) on paper • Grades 4–12: <ul style="list-style-type: none"> ◆ students read prompts on the computer screen ◆ students keyboard or handwrite responses based on Michigan’s guidelines—keyboarding is the default setting • keyboarded responses are automatically sent to DRC; handwritten responses will need to be shipped • up to 65 minutes 	<ul style="list-style-type: none"> • Tier A, Grade 1: up to 35 minutes <ul style="list-style-type: none"> ◆ students read prompts on a paper test form • Tier A, Grades 2-12: up to 60 minutes • Tier B/C: up to 65 minutes • students handwrite responses on a paper test form • test booklets are returned to DRC and scored

* Test administrators planning to administer the Kindergarten form of the assessment can plan on an average of **45 minutes per student**. The Kindergarten assessment is administered individually and is semi-adaptive, which may change the administration time depending on students’ English proficiency levels (low proficiency = shorter administration time, high proficiency = longer administration time).

→ EARLY LITERACY AND MATHEMATICS BENCHMARK ASSESSMENTS (K–2)

The Early Literacy and Mathematics Benchmark Assessments for grades K, 1, and 2 are administered three times a year: fall, winter, and spring. These benchmark assessments are completely aligned to Michigan’s academic content standards, and are only administered online (no paper/pencil version). Beginning in 2017-2018, the "Read by Grade 3" law requires that students in grades K, 1, 2, and 3 be administered an English language arts (ELA) assessment within the first 30 days of school. The assessment must be from the MDE-approved list of initial assessments to assure students are on target to pass the third grade summative ELA assessment (M-STEP). The MDE-developed Early Literacy Benchmark Assessments are on the approved list of initial assessments.

For 2018-2019, districts can choose to administer any assessment from the [MDE-approved list of initial assessments](#) located on the [Early Literacy and Mathematics web page](#) (www.michigan.gov/earlylitandmath) under **Early Literacy and Mathematics Resources** section. The ELA benchmark requirement for students in grades K, 1, 2, and 3 will be fulfilled.

Districts should continue to administer benchmark assessments in mathematics to students in grades K, 1, and 2. The MDE provides Early Literacy and Mathematics Benchmark Assessments in the fall, winter, and spring. Districts may choose to use a different benchmark assessment tool for mathematics. If a district chooses to administer a benchmark assessment other than the MDE-developed Early Mathematics Benchmark Assessment, it is the district’s responsibility to ensure their selected benchmark assessment meets both the definition and criteria of benchmark assessments set by the MDE.

The MDE has provided guidance around benchmark assessments by supplying a definition and specifying the criteria detailed in the Guidance on Early Literacy and Mathematics Benchmark Assessments (K-2) document, which is posted on the [Early Literacy and Mathematics web page](#) (www.michigan.gov/earlylitandmath).

Students for whom an IEP team determines that Michigan’s Early Literacy and Mathematics Benchmark Assessment are not appropriate are not required to take the assessment. For example, an IEP team may determine that the best course of instruction for a student is on alternate academic content expectations for ELA and mathematics (Essential Elements). The same IEP team may then determine and document that Michigan’s Early Literacy and Mathematics Benchmark Assessments are not appropriate for the student since it is aligned to the general academic standards, and not the alternate academic standards.

Early Literacy and Mathematics Testing Windows	
Fall 2018	September 10 – October 5, 2018
Winter 2019	January 7 – February 1, 2019
Spring 2019	April 8 – May 31, 2019 - Extended

The fall, winter, and spring online administration of the benchmark assessments use the same online test delivery engine as the M-STEP assessments. For grades K, 1, and 2, there is a 4-week testing window in fall and winter, and a 7-week testing window in the spring for maximum flexibility in scheduling. Schools participating in the Early Literacy and Mathematics Benchmark online assessments must pre-identify their students in the Secure Site using the Pre-ID function.

Please keep in mind the following:

- Human Voice Audio (HVA) is the standard way in which mathematics and ELA reading passages, test questions, and appropriate

answer options are presented to students in grades K and 1, so headphones will be needed.

- Students in grade 2 will need headphones if Text-to-Speech (TTS) is enabled.

The tables on the following information provides session and timing information for the Early Literacy and Mathematics Benchmark Assessments.

English Language Arts (ELA)

Grades	Online <input type="checkbox"/> only
K-2	<ul style="list-style-type: none"> • 4-week testing window in fall and winter • 7-week testing window in spring • 2 sessions (2 test tickets: Part 1, Part 2) • Breaks can be provided during test sessions using the software's pause feature. • K – Part 1: 30–40 minutes Part 2: 30–40 minutes • 1 – Part 1: 30–40 minutes Part 2: 30–40 minutes • 2 – Part 1: 35–45 minutes Part 2: 35–45 minutes

Mathematics

Grades	Online <input type="checkbox"/> only
K-2	<ul style="list-style-type: none"> • 4-week testing window in fall and winter • 7-week testing window in spring • 2 sessions (2 test tickets: Part 1, Part 2) • Breaks can be provided during test sessions using the software's pause feature. • K – Part 1: 25–35 minutes Part 2: 25–35 minutes • 1 – Part 1: 25–35 minutes Part 2: 25–35 minutes • 2 – Part 1: 35–45 minutes Part 2: 35–45 minutes

→ STATE-FUNDED BENCHMARK ASSESSMENTS

Districts may choose from any qualifying vendor-provided benchmark assessment and receive state reimbursement. Action by the state legislature through the budget process for FY2019 shifts the efforts for benchmark assessment away from its previously-adopted state-awarded contracts to a grant/reimbursement system that allows districts to choose from a wider selection of benchmark vendors.

Section 104d of the State School Aid Act provides a total of \$9.2 million that will be available for reimbursement to districts that purchase a computer-adaptive test, **or** that purchase one or more diagnostic tools or screening tools for pupils in grades K–3 that are intended to increase reading proficiency by grade 4, **or** that purchase benchmark assessments for pupils in grades K-8.

Funding will be provided to districts as part of a per-pupil allocation, or formula grant, according to the available funding, based on the number of pupils for whom assessments were purchased. Reimbursement as per this section is formula-based, and awarded funds may exceed or be less than the cost of the assessment in which you applied for reimbursement. The per-pupil allocation cannot be determined until all applications have been submitted.

For information on how to qualify for reimbursement, read MDE's new [Fact Sheet on Benchmark and Early Literacy Assessment Reimbursement](#) for details.

→ RESOURCES

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

Resources for Online Testers

The Office of Educational Assessment and Accountability (OEAA) has developed online resources for students taking state assessments at all grade levels. The resources support the idea that children can learn about online technology when teachers and other educators demonstrate the use of technology—classroom viewing of the student video tutorial, classroom viewing of the Online Tools Training (OTTs), followed by interacting with children while each student practices with technology (OTTs).

Student Tutorials

The OEAA has created Student Tutorials. These are student-narrated videos that introduce teachers and students to the online tests and tools contained in the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments. The Student Tutorials are designed to be administered in a group setting, such as the classroom, using a projector or other similar resource.

The tutorials can be accessed three different ways:

- ◆ [eDIRECT](https://mi.dracedirect.com) (<https://mi.dracedirect.com>) — Select **All Applications** → **General Information** → **Test Tutorials**. Click on the icon under the **Action** column. This takes you to the tutorial page.
- ◆ **INSIGHT** — Open INSIGHT and at the bottom of the page select the **DRC INSIGHT Online Assessments Tutorials** link.
- ◆ [Chrome](https://wbte.dracedirect.com/MI/portals/mi) (<https://wbte.dracedirect.com/MI/portals/mi>) — You must use the Chrome browser to access the tutorials. Click the yellow link at the bottom of the page: **DRC**

INSIGHT Online Assessments Tutorials.

This is the same link used for the online sample item sets.



An important component of the Student Tutorials is that they provide explicit training on the pause/exit/end test functionality of the online testing engine. In addition, the tutorials explain how to access and use specific tools.

Online Sample Item Sets and OTTs

Another important set of resources teachers can access are online Sample Item Sets for students in grades K-8, and 11. The Sample Item Sets are a select group of test items in ELA, mathematics, science, and social studies that encompass various kinds of technology-enhanced items (drag and drop, hot spots, etc.) and are embedded within the OTTs. The sets provide teachers and students practice in solving grade-level and content-specific test items aligned to Michigan's content standards, and provide practice in navigating the online test delivery system. The OTTs can be accessed two ways:

- [Chrome](https://wbte.dracedirect.com/MI/portals/mi) (<https://wbte.dracedirect.com/MI/portals/mi>) — You must use the Chrome browser to access the OTTs. Choose the **Online Tools Training** link located under each assessment.

Students can access the practice sets from home with the Chrome browser.

- **INSIGHT** — Open INSIGHT, select the **Online Tools Training** link under each assessment.

Feedback collected from previous administrations indicates that students and teachers who utilized the OTTs and Sample Item Sets felt more prepared for online testing, students reported feeling confident about taking assessments online, and school administrators and teachers stated they experienced fewer issues related to online testing than students and teachers who did not take advantage of this resource.

Recommended Sequence

The OEAA recommends that classroom teachers introduce online testing to their students by playing the **Student Tutorial Video** in class to show students how the online testing system and tools work. Once the Student Tutorial Video is shown and discussed in the classroom, teachers then show the **Online Tools Training (OTTs)** to the entire class (doesn't have to be on the same day). After students have watched the Student Tutorial Video projected by the teacher, followed by watching the teacher navigate through the OTTs via a projector or other classroom viewing resource, each student should be provided hands-on practice with the online **Sample Item Sets** contained within the OTTs, ideally using the device they will use during testing.



The OEAA welcomes your feedback on the online resources.

Sample Item Sets for Paper/Pencil Testers

The OEAA has posted Paper/Pencil sample item sets for ELA, mathematics, science, and social studies on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) under the **Content Specific Information** section. Sample Item Sets contain grade-level sample items showing the types of items students may encounter on the actual test. The sets provide students practice in solving grade-level and content-specific test items aligned to Michigan's content standards. The Sample Items Sets are not considered "Practice Tests," as a practice test implies a test with the same number of items and similar level of difficulty as an actual test.

WIDA ACCESS for ELLs

Online and Paper/Pencil Testers

A number of resources are available on [WIDA's website](http://wida.wisc.edu) (wida.wisc.edu) to help [educators](https://wida.wisc.edu/assess/access/preparing) (https://wida.wisc.edu/assess/access/preparing) and [students](https://wida.wisc.edu/assess/access/preparing-students) (https://wida.wisc.edu/assess/access/preparing-students) become familiar with the WIDA ACCESS for ELLs testing experience for both online and paper/pencil. These resources include Student Handouts, Online Speaking Guidance documents for educators, Online Test Demo, Interactive Sample Items for online testing, Online Test Practice, Paper-Based Sample Items, and Practice Speaking Questions for paper/pencil. Educators are strongly encouraged to review these resources with students.

→ SUPPORTS AND ACCOMMODATIONS

Michigan is committed to ensuring all students, including English Learners (ELs) and Students with Disabilities, have access to a wide array of tools for students with specific needs across all state assessments. The tools are categorized into the following three tiers:

- **Universal Tools:**
available for all students, use is student-driven
- **Designated Supports:**
available when indicated by an educator or team
- **Accommodations:**
available when need is documented in an IEP or 504 plan

Universal Tools include embedded default tools for an online assessment such as a highlighter or cross-off tool. A **Designated Support** may be Text-to-Speech (TTS), and an example of an **Accommodation** is a braille form of an assessment.

Along with making sure students have options for accessing the content of the assessments, Michigan must also ensure that these options do not provide an unfair advantage to students using them. Students must always be able to show their knowledge of a particular standard or skill. Calculators provide a perfect example of these concepts. Students are not always allowed to use a calculator on some sections or items on the mathematics assessment. This is due to specific standards being assessed. A student allowed to use a calculator on these items would not actually be able to show whether or not they know how to do some calculations required by the standards. However, there are some items for which a calculator would be permitted for all students, such as when calculation is required, but is not the standard being measured.

As educators prepare for the Spring 2019 state assessments, it's important to note that a Universal (Accessibility) Tool for one content area and assessment may be an Accommodation for another content area or assessment (for example, a calculator). Similarly, a Designated Support may also be an Accommodation, depending on the content target (for example, scribe). This approach is consistent given the emphasis that Michigan's assessment programs have placed on the validity of

assessment results coupled with access. Allowable Universal (Accessibility) Tools, Designated Supports, and Accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with Michigan's Supports and Accommodations policies and guidelines.

All policies and guidelines can be found under the **Student Supports and Accommodations** sections of each of the MDE assessment web pages. Additional information can also be found in each test administration manual.

Making Decisions on an Individual Student Basis

The selection of appropriate tools, designated supports, and accommodations must be done for all students in the classroom as well as for each assessment. The tools, designated supports, and accommodations used on the assessments should be ones the student is familiar using during regular classroom instruction. A mismatch of supports offered can cause significant difficulties for students at the time of testing and potentially negatively impact student test scores.

For example, if a student is given the opportunity to take a mathematics assessment in Spanish but does not have sufficient literacy skills in the Spanish language, the student may struggle more than if he or she had taken the English version of the mathematics assessment. It is inappropriate for districts to make blanket decisions about assessment supports for particular student groups.

Accessibility decisions need to be made on an individual basis. For students with disabilities, classroom and assessment decisions must be documented in the IEP.

For more information, review the resources on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) under **Student Support and Accommodations**.

→ TECH CORNER



Online Testing Technology Information

All online testing will use an updated version of the software from Data Recognition Corporation (DRC) that was used in 2015 through 2018. The Technology User Guide and other support materials are available on [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>).

INSIGHT is the secure browser students use. It prevents students from using other applications or visiting websites while testing. One INSIGHT installation works for all assessments, including M-STEP, MI-Access, Early Literacy and Mathematics Benchmark Assessments, WIDA ACCESS for ELLs, and WIDA Screener Online. INSIGHT will prompt for a one-click update if a newer version is available, or the latest version (9.0) can be mass-deployed.

New for 2018-2019: INSIGHT will have enhanced retries for response processing. If a connection is lost, instead of disconnecting, INSIGHT will display an “attempting to reconnect” message and keep trying for up to five minutes. (Students can also exit the test rather than waiting.) This should allow most disconnects to resolve themselves without further intervention. Sites seeing many of these messages at once are likely experiencing network issues, rather than individual blips.

Schools have two options for local caching servers. The local cache holds a secure copy of the test content so you download it once, saving bandwidth.

Central Office Services (COS) is now the primary caching server option. **New for 2018-2019:** COS can be used for WIDA testing as well as all other

statewide testing. It has been used in more than a million tests, and is ready for full deployment. COS provides easier content management, more supported testers per service device, and managing multiple testing programs from one server. It does not offer response caching, but COS can be configured with a TSM (below) if response caching is desired.

The Testing Site Manager (TSM) is entering its last year of support. **There is no new version for 2018-2019, so schools can keep their existing setups.** Please note that if using TSMs, separate TSMs are needed for WIDA and all other testing.

The Central Office Services - Device Toolkit (COS-DTK) on eDIRECT is what connects INSIGHT to your COS or TSM(s). (It is the same Device Toolkit, whether or not you are using COS.) If you are using COS, you can also use the COS-DTK for content management. Otherwise, it is the place where you get ORG Unit IDs and configuration files.

A wide range of devices is supported for Spring 2019 testing. Please check the DRC INSIGHT System Requirements for online testing, located on [eDIRECT](https://mi.drctdirect.com/) (<https://mi.drctdirect.com/>) under **All Applications** → **General Information** → **Documents** for the **Technology User Guide** for all supported devices and operating systems. The main limiting factors are device RAM and operating system support. Older operating systems age out each year as their developers stop supporting them. Watch for updates in October and February listing expected changes for 2019-2020.



Summative Testing Schedule

for Online and Paper/Pencil Assessments

The Michigan Department of Education (MDE) Spring 2019 testing windows and dates for all summative online and paper/pencil assessments are included in this document. The table below shows the testing windows for the summative assessments. Please note that designated dates for paper/pencil assessment are provided in the calendars on the following pages.

NOTE: The MDE is extending the M-STEP, MI-Access, and Early Literacy and Mathematics testing windows by one week, for this year only. These extensions will likely result in delays in the release of testing data and school-level results when testing is completed. The extensions are shown in the calendar below. The **List of Important Dates** located on each assessment web page highlights the test administration activities that have been extended.

Spring 2019 Testing Schedule for Summative Assessments – REVISED															
Assessment	Week of														
	2/4-2/8	2/11-2/15	2/18-2/22	2/25-3/1	3/4-3/8	3/11-3/15	3/18-3/22	4/8-4/12	4/15-4/19	4/22-4/26	4/29-5/3	5/6-5/10	5/13-5/17	5/20-5/24	5/27-5/31
M-STEP Grades 5, 8, and 11								4 weeks				extended 1 week			
M-STEP Grades 3, 4, 6, and 7											4 weeks				extended 1 week
MI-Access Alternate Assessments								7 weeks							extended 1 week
College Entrance: SAT w/Essay*								4/9 only		Makeup 4/23					
Accommodated Testing Window								4/9 – 23							
Work Skills: ACT WorkKeys								4/10 only		Makeup 4/24					
Accommodated Testing Window								4/10 – 23							
PSAT 8/9 (grade 8)*								4/9	Makeup 4/10-16	Makeup 4/23-24					
Accommodated Testing Window								4/9 – 23							
PSAT 8/9 (grade 9) and PSAT 10**								4/9, 10, or 11	Makeup 4/10-16	Makeup 4/23-24					
Accommodated Testing Window								4/9 – 23							
WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs	7 weeks														

* Schools must administer the PSAT 8/9 for 8th grade and SAT with Essay on April 9, 2019 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

** Schools must administer the PSAT 8/9 for 9th grade and PSAT 10 on April 9, April 10, or April 11, 2019 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

- Schools can choose which date works best for them as the initial test day.
- The same grade must test on the same day at the same time.
- Schools can administer multiple grades in one day.

NOTE: Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.

Students in grades 3-10 will be administered:

- M-STEP English language arts (ELA) and mathematics (grades 3–7)
- PSAT 8/9™ for students in grade 8 who would normally take the M-STEP ELA and mathematics
- M-STEP science and social studies (grades 5 and 8)
- PSAT 8/9™ (grade 9)
- PSAT 10™ (grade 10)

Grade 11 students will take the Michigan Merit Examination (MME), which has three required components:

1. SAT™ with Essay college entrance exam (which provides ELA and mathematics results)
2. ACT WorkKeys® workskills assessment
3. M-STEP science and social studies assessments.

ONLINE Test Administration Dates*

- **M-STEP—Grades 5, 8, and 11:** the online tests may be administered on any instructional day **April 8 – May 10, 2019**
- **M-STEP—Grades 3, 4, 6, and 7:** the online tests may be administered on any instructional day **April 29 – May 31, 2019**
- **MI-Access Alternate Assessments—Grades 3–8 and 11:** the online tests may be administered on any instructional day **April 8 – May 31, 2019**

The dates highlighted in red reflect the test window extensions.

- **WIDA ACCESS for ELLs and Alternate ACCESS for ELLs—Grades K-12:** the online tests may be administered on any instructional day **February 4 – March 22, 2019**

Note: A normal instructional day takes place M–F from 7:00 AM – 4:00 PM. Schools that provide regularly planned instruction that extends beyond 4:00 PM must complete an Alternate Insight Availability Request.

* For online testing, not all students need to be administered the same assessment at the same time, nor on the same day.

PAPER/PENCIL Test Administration Dates

Paper/pencil assessments must be administered on the designated dates indicated in each calendar.

- **MI-Access Alternate Assessments—Grades 3–8 and 11:** the paper/pencil tests may be administered on any instructional day **April 9 – May 25, 2018**
- **WIDA ACCESS for ELLs and Alternate ACCESS for ELLs—Grades K-12:** the paper/pencil tests may be administered on any instructional day **February 4 – March 22, 2019**

The dates for the paper/pencil test in each grade level for M-STEP, PSAT, SAT, and ACT WorkKeys are shown for all content areas in the calendars on the following pages.

Paper/Pencil Test Dates — Grade 11

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 SAT w/Essay	10 ACT WorkKeys	11 SCI/SS	12 Makeup SCI/SS	13
14	15	16	17	18	19	20
Makeup Science/Social Studies						
21	22	23 Makeup SAT	24 Makeup ACT WorkKeys	25	26	27
Makeup Science/Social Studies						
28	29	30	1	2	3	4

Paper/Pencil Test Dates — PSAT 8/9 for Grade 9 and PSAT 10 for Grade 10

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 PSAT 8/9 and PSAT 10*	10 PSAT 8/9 and PSAT 10*	11 PSAT 8/9 and PSAT 10*	12	13
Makeup – PSAT 8/9 and 10						
14	15	16	17	18	19	20
Makeup PSAT 8/9 and 10						
21	22	23 Makeup PSAT 8/9 and 10	24 Makeup PSAT 8/9 and 10	25	26	27
28	29	30	1	2	3	4

* PSAT 8/9 (grade 9 only) and PSAT 10 (grade 10) can be administered on April 9, 10, or 11. If your school chooses Tuesday, April 9 to test, then April 10 and 11 become makeup days for students who were absent on the initial testing day. (PSAT 8/9 for Grade 8 testing schedule is on the grade 8 calendar on the following page.)

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 the initial test dates and the makeup test dates.

2019 Summative Testing Schedule

for Online and Paper/Pencil Assessments

Paper/Pencil Test Dates — Grade 5

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 ELA Day 1	10 ELA Day 2	11 Makeup ELA	12 Makeup ELA	13
14	15 Makeup ELA	16 MATH	17 SCIENCE	18 SOCIAL STUDIES	19 Makeup any content area	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
Makeup - any content area						

Paper/Pencil Test Dates — Grade 8

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 PSAT 8/9	10	11	12	13
14	15	16	17	18	19	20
Makeup - PSAT 8/9		SCIENCE		SOCIAL STUDIES		Makeup Science and Social Studies
21	22	23	24	25	26	27
Makeup - PSAT 8/9		Makeup PSAT 8/9		Makeup - Science, and Social Studies		
28	29	30	1	2	3	4

Note: Students in grade 8 will now take the PSAT 8/9 instead of the M-STEP ELA and mathematics assessments. They will continue to take the M-STEP social studies assessment and the M-STEP science field test.

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

April – May 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30 ELA Day 1	1 ELA Day 2	2 Makeup ELA	3 Makeup ELA	4
5	6 Makeup ELA	7 MATH	8	9	10	11
Makeup - ELA and MATH						
12	13	14	15	16	17	18
Makeup - ELA and Math						
19	20	21	22	23	24	25
26	27	28	29	30		

Appendix A.2 M-STEP Test Administration Manual



Michigan Student Test of Educational Progress

Spring 2019

M-STEP Test

Administration

Manual

(TAM)

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How To Use This Manual

Introduction

This manual is intended to help those involved with administering the Michigan Student Test of Educational Progress (M-STEP) assessments understand (1) how the administration process works from beginning to end, (2) key dates when specific assessment activities take place, (3) the roles that school personnel play in the administration process, and (4) how to use available supports and accommodations.

This manual is divided into ten sections:

- **How to Use this Manual** describes the content and sections included in the manual.
- **Testing Schedule** gathers calendar-related information in one place to help school personnel prepare for, schedule, and administer the test.
- **Overview** describes general information that everyone involved in the M-STEP administration process needs to know.
- **Staff Responsibilities** describes the roles and responsibilities of District Assessment Coordinators, Building Assessment Coordinators, Technology Coordinators, and Test Administrators.
- **Supports and Accommodations** describes in detail the supports and accommodations available to students to during testing.
- **Student Pre-ID and Test Eligibility** describes the tasks associated with determining which students are eligible and expected to test, and how to Pre-ID students for testing.
- **Before Testing Tasks** lists and describes the assessment-related tasks that should be done before testing.
- **During Testing Tasks** lists and describes the assessment-related tasks that should be done during testing.
- **After Testing Tasks** lists and describes the assessment-related tasks that should be done after testing.

- **Appendices** include the M-STEP Calculator Policy, the M-STEP Scratch Paper Policy, the Incident Reporting Guide, the eDIRECT User Guide, the M-STEP List of Important Dates, M-STEP Test Administration Resources, and checklists for before, during, and after testing.

Everyone involved in M-STEP testing must read the Testing Schedule and Overview sections of the manual. District and Building Assessment Coordinators must read the entire Test Administration Manual. Test administrators must read the section (or sections) related specifically to the assessment tasks they will complete before, during, or after the administration of the M-STEP. All other sections are optional; however, it is strongly encouraged that educators read the entire manual, if time permits, to better understand how their role fits into the overall administration process.

The M-STEP assessments are administered primarily online. However, there are two instances in which they may be administered using paper/pencil versions of the test: (1) when required to meet an individual student's needs, or (2) when a school has applied to the Michigan Department of Education (MDE) for a waiver and the waiver has been approved. The window to apply for a waiver has passed, and was posted in the Spotlight on Student Assessment and Accountability and the M-STEP List of Important Dates.

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

Icon	Mode
	Paper/Pencil
	Online

Testing Schedules

Please feel free to print, copy, and distribute these pages to others involved in the testing process. **NOTE:** A complete list of dates encompassing the entire 2019 M-STEP administration cycle can be found in the [List of Important Dates](#) in Appendix E.

NOTE: The MDE is extending the M-STEP testing windows by one week, for this year only. These extensions will likely result in delays in the release of testing data and school-level results when testing is completed. The extensions are shown in the calendar below. See the [List of Important Dates](#) in Appendix E for more information.

Spring 2019 Testing Schedule for Summative Assessments – REVISED															
Assessment	Week of														
	2/4-2/8	2/11-2/15	2/18-2/22	2/25-3/1	3/4-3/8	3/11-3/15	3/18-3/22	4/8-4/12	4/15-4/19	4/22-4/26	4/29-5/3	5/6-5/10	5/13-5/17	5/20-5/24	5/27-5/31
M-STEP Grades 5, 8, and 11								4 weeks				extended 1 week			
M-STEP Grades 3, 4, 6, and 7											4 weeks				extended 1 week
MI-Access Alternate Assessments								7 weeks							extended 1 week
College Entrance: SAT w/Essay*								4/9 only		Makeup 4/23					
Accommodated Testing Window								4/9 – 23							
Work Skills: ACT WorkKeys								4/10 only		Makeup 4/24					
Accommodated Testing Window								4/10 – 23							
PSAT 8/9 (grade 8)*								4/9	Makeup 4/10-16	Makeup 4/23-24					
Accommodated Testing Window								4/9 – 23							
PSAT 8/9 (grade 9) and PSAT 10**								4/9, 10, or 11	Makeup 4/10-16	Makeup 4/23-24					
Accommodated Testing Window								4/9 – 23							
WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs	7 weeks														

* Schools must administer the PSAT 8/9 for 8th grade and SAT with Essay on April 9, 2019 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

** Schools must administer the PSAT 8/9 for 9th grade and PSAT 10 on April 9, April 10, or April 11, 2019 (unless students are approved with accommodations that designate them to test in the accommodated testing window).

- Schools can choose which date works best for them as the initial test day.
- The same grade must test on the same day at the same time.
- Schools can administer multiple grades in one day.

NOTE: Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.

NOTE: Because the assessment testing windows have been extended this year, all the dates included in this document are superseded by the dates listed in the Updated Testing Schedule and Updated M-STEP List of Important Dates.

Testing Schedules

Paper/Pencil Test Dates — Grade 5

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 ELA Day 1	10 ELA Day 2	11 Makeup ELA	12 Makeup ELA	13
14	15 Makeup ELA	16 MATH	17 SCIENCE	18 SOCIAL STUDIES	19 Makeup any content area	20
21	22	23	24	25	26	27
	Makeup - any content area					
28	29	30	1	2	3	4

Paper/Pencil Test Dates — Grade 8

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 PSAT 8/9	10	11	12	13
	Makeup – PSAT 8/9					
14	15 Makeup – PSAT 8/9	16	17 SCIENCE	18 SOCIAL STUDIES	19 Makeup Science and Social Studies	20
21	22	23 Makeup PSAT 8/9	24 Makeup PSAT 8/9	25	26	27
	Makeup – Science, and Social Studies					
28	29	30	1	2	3	4

Note: Students in grade 8 will now take the PSAT 8/9 instead of the M-STEP ELA and mathematics assessments. They will continue to take the M-STEP social studies assessment and the M-STEP science field test.

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

April – May 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30 ELA Day 1	1 ELA Day 2	2 Makeup ELA	3 Makeup ELA	4
5	6 Makeup ELA	7 MATH	8	9	10	11
	Makeup - ELA and MATH					
12	13	14	15	16	17	18
	Makeup - ELA and Math					
19	20	21	22	23	24	25
26	27	28	29	30		

Testing Schedules

Paper/Pencil Test Dates — PSAT 8/9 for Grade 9 and PSAT 10 for Grade 10

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 PSAT 8/9 and PSAT 10*	10 PSAT 8/9 and PSAT 10*	11 PSAT 8/9 and PSAT 10*	12	13
		Makeup – PSAT 8/9 and 10				
14	15 Makeup PSAT 8/9 and 10	16	17	18	19	20
21	22	23 Makeup PSAT 8/9 and 10	24	25	26	27
28	29	30	1	2	3	4

* PSAT 8/9 (grade 9 only) and PSAT 10 (grade 10) can be administered on April 9, 10, or 11. If your school chooses Tuesday, April 9 to test, then April 10 and 11 become makeup days for students who were absent on the initial testing day.

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 the initial test dates and the makeup test dates.

Paper/Pencil Test Dates — Grade 11

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 SAT w/Essay	10 ACT WorkKeys	11 SCI/SS	12 Makeup SCI/SS	13
14	15	16	17	18	19	20
	Makeup Science/Social Studies					
21	22	23 Makeup SAT	24 Makeup ACT WorkKeys	25	26	27
	Makeup Science/Social Studies					
28	29	30	1	2	3	4

Overview

M-STEP Assessments

The Spring 2019 Michigan Student Test of Educational Progress (M-STEP) includes summative assessments designed to measure student performance relative to the Michigan Academic Standards in English language arts (ELA), mathematics, science, and social studies. This overview will describe the unique characteristics of these subject-area tests.

What's New

For 2019, there are updates to the required science field test, and to the new grade 8 testing for ELA and mathematics. Grade 8 will continue to participate in the M-STEP Science Field Test and M-STEP Social Studies, and will take the PSAT 8/9 for ELA and mathematics.

English Language Arts

English language arts (ELA) is assessed with the M-STEP in grades 3-7. ELA covers four claims: reading, writing, listening, and research. There is one test ticket for online testers and three parts to be completed in two days for paper/pencil testers.

Reminder: Grade 8 will be assessed in ELA and mathematics with the PSAT 8/9. See the **PSAT 8/9 Coordinator Manual** for more information.

LISTENING

Listening is part of the ELA assessment for all students. Students testing online will be required to have headphones to hear the audio presented for this portion of the test.

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

If stand-alone CD players are not available to play the M-STEP ELA Listening CD for paper/pencil testers, Test Administrators may use the CD player in a classroom computer if the computer is equipped with speakers that enable each student to clearly hear the passages. If there is any doubt about whether all students can hear each passage properly, the Listening Script should be used instead of the CD. Audio files (CDs) and Listening Scripts cannot be copied and must be returned with secure, non-scorable materials.

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

Mathematics

Mathematics is assessed with the M-STEP in grades 3-7. It covers four claims: concepts and procedures, problem solving, communicating reasoning, and modeling and data analysis. There is one test ticket for online testers and two parts to be completed in one day for paper/pencil testers.

CALCULATOR POLICY

Calculator use varies by grade and assessment type (online or paper/pencil). Therefore, it is important for Test Administrators to understand the state's policy on their use.

Overview

No Calculators Allowed in Grades 3, 4, and 5

Regardless of the type of test a student is taking (online or paper/pencil), calculators may not be used for any item on the mathematics grades 3, 4, and 5 assessments; calculator use would change the construct of the items, or what they are intended to measure. All students must abide by this policy, even students whose Individualized Education Programs (IEPs) or Section 504 Plans specify otherwise. The use of a calculator at grades 3, 4, and 5 is considered a nonstandard accommodation, which will render the assessment invalid. If a student in one of these grades uses a calculator, an incident report must be submitted. See the [Incident Reporting Guide](#) in Appendix C.

Embedded Calculators are Provided for Online Testers in Grades 6 and 7

Students in grades 6 and 7 taking an online test will use the calculator embedded in the online delivery engine. A basic calculator is provided for students in grade 6. (The calculator only performs basic functions; students must know the order of operations for the M-STEP assessment). A scientific calculator is provided for grade 7.

NOTE: The online calculator is available only on items that allow the use of the calculator.

Students taking a fixed-form accommodated online version of the mathematics test (i.e., video sign language and stacked Spanish translations) will not be able to use a calculator at all times because the test is divided into two parts: one that does not permit the use of calculators, and one that does permit calculator use. In the first part of the test, the calculator will not be available in the tool bar; it will appear only when the student begins the calculator-permitted part. Students will not be allowed to go back and forth between the two parts of the test.

It should be noted that a student may ONLY use a handheld calculator while taking an online test if it is required by his or her IEP or Section 504 Plan; otherwise, the student MUST use the embedded

online calculator. A handheld calculator can only be used on items where the embedded calculator is allowed.

Calculator Use for Paper/Pencil Testers

Students in grades 6 and 7 taking a paper/pencil test will use a handheld calculator. Students in grade 6 will use a basic calculator, and students in grade 7 will use a scientific calculator. The test booklets are divided into two parts: Part 1 does not allow the use of calculators, but Part 2 does. Once a student starts Part 2, he or she may not return to the non-calculator items in Part 1. If a calculator is used in Part 1, an Incident Report needs to be submitted to mark the test as Nonstandard Accommodation. Since external hand-held graphing calculators are programmable, there is potential for a security breach. Therefore, all programmable calculators must be set to TEST mode during testing sessions.

The state's full [Calculator Policy](#) can be found in Appendix A. Coordinators and/or Test Administrators may copy and share it in its entirety with others involved in testing mathematics.

Science Field Test

For Spring 2019, the Michigan K-12 Science Standards (MSS) are being assessed in a required statewide field test in grades 5, 8, and 11, with a fixed-form online or paper/pencil test. This year, the test will have

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

Overview

The test will include six clusters for each grade assessed, compared to three in 2018.

- **Cluster** – a stimulus (or context) about a phenomenon and a set of 5-8 related items designed to assess all Performance Expectations (standards) in one Topic Bundle
- **Topic Bundle** – a group of related Performance Expectations (standards) that are assessed as a group

Social Studies

Social studies is assessed in grades 5, 8, and 11 with a fixed-form online or paper/pencil test. The test will have:

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

The Michigan Merit Examination

The Michigan Merit Examination (MME) is administered to grade 11 students (and eligible students in grade 12). In Spring 2019, the MME consists of the SAT with Essay®, ACT WorkKeys™, and M-STEP summative assessments in science and social studies. To learn more about administering the MME, go to the [MME web page](http://www.michigan.gov/mme) (www.michigan.gov/mme).

Required Grade 8 Testing

Students in grade 8 will take the M-STEP Science field test and social studies test, and the PSAT 8/9. Information on administering the PSAT 8/9 may be found in the PSAT 8/9 Coordinator Manual and on the [PSAT web page](http://www.michigan.gov/psat) (www.michigan.gov/psat).

Scratch Paper Guidelines

Scratch paper use varies by test type, grade, and subject area. Be sure to review the state's full [Scratch Paper Policy](#) in Appendix B. It has been updated for Spring 2019.

Supports and Accommodations

The [Michigan Supports and Accommodations Guidance Document](#) which includes the **Supports and Accommodations Tables** presents appropriate accommodations, supports, identification processes, classroom considerations, and guidelines for all state assessments. The document can be found on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep). Guidance in the documents pertains to general education students, as well as to English learners (ELs), students with disabilities (SWDs), and students who are considered ELs and are also identified as SWDs .

 Some supports and accommodations may require a student to take the test online. Identifying individual students who require online supports and/or accommodations must be done in eDIRECT. Remember that testing students online requires that a caching server be set up and that INSIGHT, the test engine, be installed.

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

See the [Supports and Accommodations](#) section of this manual for more detailed information.

Resources for Students to Prepare for Testing

A number of resources and tools have been developed to help students gain valuable experience with testing. The resources for online

Overview

testing may be accessed in the Accessing Online Tools Training mini-module available in [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>). Go to All Applications → General Information → Documents. Sample items for paper/pencil testers are available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

AVAILABLE RESOURCES INCLUDE:

- grade-level Sample Item Sets
- sample Essay Prompts
- calculator practice
- Online Tools Trainings (OTTs) for general education students
- OTTs for students using supports and accommodations
- Student Tutorials (for use with classrooms of students to provide an overview of what they will practice using the OTTs)

It is highly recommended that schools provide students with opportunities to practice using these resources before they take the online or paper/pencil tests.

Call Center Contact Information

The Office of Educational Assessment and Accountability (OEAA) has a call center to answer questions related to M-STEP testing.

Agents are available to receive questions at the following toll-free phone number and email address during specific hours.

- **Call:** 1-877-560-8378
- **Email:** mde-oeaa@michigan.gov
- **December 1, 2018–April 8, 2019:**
8:00 AM–5:00 PM (M–F)
- **April 8, 2019–May 24, 2019:**
7:00 AM–5:00 PM (M–F)

The following table shows the options related to the M-STEP that are available on the call center phone menu. Select the appropriate option when contacting the OEAA, either through our toll-free number (877-560-8378) or the Lansing-area local number (517-241-4102).

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

OEAA Communications with Schools and Districts

Keeping educators up to date regarding changes in assessment and accountability is critical. The OEAA communicates with the field in a number of different ways, including:

- **Spring 2019 Training (live and recorded) and Video Tutorials** (online focus only) for online M-STEP Coordinators in [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>)
- **Spring 2019 M-STEP Test Administration Recorded Presentations** (online and paper/pencil testing information in chapters) available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) – watch the Spotlight for details
- **Spotlight on Student Assessment and Accountability weekly newsletter** – sign up to receive the newsletter and/or read archived copies on the [Spotlight web page](http://www.michigan.gov/mde-spotlight) (www.michigan.gov/mde-spotlight)
- [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)
- [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>)

Overview

- the Announcement page on the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure)
- targeted email communications for important or urgent communications during the testing window (targeted emails are sent to the persons who have assigned roles in the EEM; it is important that all roles are current and contact information is up to date)
- presentations at state conferences, including the Michigan School Testing Conference held each year in February

Check these sources regularly to stay up to date on assessment- and accountability-related issues and activities.

Valid, Equitable, and Ethical Assessment

The [Assessment Integrity Guide \(AIG\)](#) was revised and updated in November 2018. This document, available for download on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep), establishes ground rules for how state-level assessments should be administered. The AIG also includes information on roles and responsibilities, test preparation, administration irregularities, and security.

District and Building Coordinators are required to read the AIG in its entirety, and all other district and building staff who participate in the administration of the assessment are required to read the sections of the AIG that pertain to their role in test administration. This includes test administrators, proctors, and providers of supports and accommodations.

By following the guidelines in the Assessment Integrity Guide, schools ensure that:

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

Assessment System Access for District and Building Assessment Coordinators

Both the OEAA Secure Site and the Educational Entity Master (EEM) are systems District and/or Building Coordinators will access for test administration tasks.

THE OEAA SECURE SITE

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

- pre-identification of students
- test selection and test session creation
- ordering of paper/pencil test materials (and accompanying Return Materials)
- printing of barcode labels for paper/pencil answer Documents (as necessary)
- incident reporting
- reviewing "Accountable Students and Test Verification" functions
- downloading the L1 (First Language) glossaries for mathematics assessments
- look-up for District and School Contacts
- access to student scores and reports

Overview

ACCESSING THE OEAA SECURE SITE

If District or Building M-STEP Coordinators do not have an OEAA Secure Site user ID and password (which are required to enter the site), they should contact their district administrator (as assigned by the District Superintendent), who is responsible for maintaining the site at the district level.

A user must have a [Michigan Education Information System \(MEIS\)](#) Login to log into the Secure Site system. The Secure Site login screen will contain a link to the "Request MEIS ID" process. If the user has a MEIS ID but does not have access to the OEAA Secure Site, the system will display a screen to request access after logging on. Users requesting district, school administrator, and/or school user access will have the ability to submit a request using the request access screen.

Those who are unfamiliar with the OEAA Secure Site can find training resources on the [Secure Site Training web page](#) (www.michigan.gov/securesitetraining).

THE EDUCATIONAL ENTITY MASTER

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

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

For the M-STEP administration, it is especially important to ensure the district and building M-STEP coordinator contact information and physical address is accurate and up to date, to ensure testing materials are sent to the correct address. **NOTE:** Test materials are sent to the address provided for the M-STEP Coordinator and cannot be shipped to a P. O. box.

The EEM may be accessed on the [EEM web page](#) (www.michigan.gov/eem). The EEM may be viewed by anyone, but it can only be updated by the authorized district EEM user. If you do not know who your EEM authorized user is, you can locate their name, email, and phone number on the **District and School Contact page** of the OEAA Secure Site. The EEM authorized user is listed on the District and School Contact page.

Roles and Responsibilities

District and school professional staff members play a key role in the fair and equitable administration of state assessments.

While districts may adjust the roles and responsibilities to fit their size and organizational structure, all roles must be filled in some way. Each role may be carried out by one individual or split among several individuals. No function or responsibility, however, should be ignored.

There are four roles associated with M-STEP testing:

1. District Coordinators
2. Building Coordinators
3. Test Administrators
4. Technology Coordinators

Technology Coordinators have a separate manual that provides detailed information on how to install and configure the software used for testing. It is called the **Technology User Guide** and can be found in [eDIRECT](https://mi.dracedirect.com) (<https://mi.dracedirect.com>).

The District, Building, and Technology coordinators should all be identified in the EEM. **NOTE:** While the EEM will allow multiple entries for each role, the OEAA only uses the most recent entry.

Following is a brief description of each M-STEP role. Detailed information on the roles and responsibilities of district and school staff involved in test administration can be found in the [Assessment Integrity Guide](#), which is located on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

District Coordinators

District M-STEP Coordinators are responsible for overseeing all testing at the district level and acting as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with

testing, ensure that Building Coordinators and Test Administrators are aware of training opportunities for students, and so forth.

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

Building Coordinators

Each school building involved with M-STEP testing—including alternative education programs, Shared Educational Entities (SEEs), and Specialized Shared Educational Entities (S2E2s)—must have a Building M-STEP Coordinator. This person may be the school principal or another professional staff member. The Building M-STEP Coordinator is responsible for arranging training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules based on the school's resources (i.e., available computers, testing rooms, etc.) and needs, and ensuring the overall integrity of the assessment process.

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

Test Administrators

Test Administrators are responsible for making preparations for and administering the M-STEP tests directly to students. Although there are separate manuals that contain specific test directions, this manual provides an overview of what Test Administrators are expected to do before, during, and after testing.

Roles and Responsibilities

Technology Coordinators

Technology Coordinators (TCs) are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Testing Site Manager (TSM) and/or Central Office Services (COS), which are local caching systems that securely cache test content and student responses. TCs must:

- complete an OEAA Assessment Security Compliance form
- download and install INSIGHT and the TSM/COS on any devices new to online testing
- verify that the latest versions of INSIGHT and the TSM/COS are installed (if the school participated in online testing before, this may require old programs be uninstalled)
- configure all devices used for testing in schools to communicate with the TSM/COS (if not already done)
- provide contact information to District and Building M-STEP Coordinators so they can easily request help in solving any technology issues that arise before, during, or after testing
- be available during testing to troubleshoot and help Building M-STEP Coordinators and Test Administrators
- clear the TSM at the end of each testing window (this can be done daily, if desired, but only after testing is finished for the day)

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

Supports and Accommodations

What Are Supports and Accommodations?

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

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

1. **Universal Tools** – available to **all** students
2. **Designated Supports** – based on **individual student need** (including EL supports), as determined by an adult or team
3. **Accommodations** – specifically documented in a student’s **Individualized Education Program (IEP)** or **Section 504 Plan**

This section of the manual provides detailed information specifically related to the latter two categories—designated supports and accommodations. It should be noted that what is considered a **designated support** for one content area and/or one grade may be considered an **accommodation** for another content area or grade, so it is imperative to approach the provision of supports and accommodations from a student-centered perspective. **NOTE:** Do not assume that what applies to one student in one grade taking a particular content-area test will apply across the board to all students.

For more detailed information on supports and accommodations (as well as universal tools), refer to the [Supports and Accommodations Guidance Document](#) which includes the Student Supports and Accommodations Tables. The guidance document is available on the [M-STEP web page](#) (www.michigan.gov/mstep).

Supports and Accommodations Tracking Sheet

The OEAA has developed an optional **Supports and Accommodations Tracking Sheet** for District and Building M-STEP Coordinators to record the supports and accommodations individual students require regardless of paper/pencil or online testing. It can be used to not only ensure the correct materials are ordered, but that the correct accommodations/supports are turned on/recorded in eDirect. The sheet is intended only for organizational purposes; it should not replace or usurp team-level decisions or documented needs in a student’s IEP or Section 504 Plan. The tracking sheet is available on the [M-STEP web page](#) (www.michigan.gov/mstep).

Ordering Accommodated Materials

 Some supports and accommodations may require a student take the test online. Some supports and/or accommodations that an individual student needs to test online must be identified and enabled in eDIRECT.

 Conversely, other supports and accommodations for students require them to take paper/pencil versions of the tests. **NOTE:** These tests must be specifically requested when ordering materials in the [OEAA Secure Site](#) (www.michigan.gov/oeaa-secure).

If a student requires a Reader Script, an audio CD, or a video DVD, a special accommodations kit must be ordered for that student. **These kits only contain one paper/pencil test booklet.** Therefore, when more than one student will use the same Reader Script, CD, or DVD (e.g., when students will be testing in small groups), additional paper/pencil test booklets must be ordered (the order screen will request the number of students expected to test with each kit, so be sure to enter the correct number).

Supports and Accommodations

Embedded and Non-embedded Supports and Accommodations

The Spring 2019 M-STEP **online** assessments offer two kinds of supports and accommodations—embedded and non-embedded.

Embedded supports and accommodations are those that are integrated into the online testing system. These designated supports and accommodations need to be turned on, or enabled, by the Building M-STEP Coordinator in eDIRECT **BEFORE** a student's test ticket is generated.

Non-embedded accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student. Keep in mind that any option identified as an Accommodation must only be made available to students with IEPs/504 plans and should only be made available to those students if they have a need for the accommodation outlined in their IEP/504.

The **Student Supports and Accommodations Tables** which are included in the [Supports and Accommodations Guidance Document](#) can help educators determine which designated supports and accommodations need to be enabled and identified for use in eDIRECT. The table is located on the [M-STEP web page](#) (www.michigan.gov/mstep).

Turning On Supports and Accommodations

For detailed information related to turning on embedded accommodations, refer to the mini-module called **How to Assign and Mass-assign Student Supports and Accommodations**, which can be found in [eDIRECT](https://mi.drccedirect.com) (<https://mi.drccedirect.com>). Go to All Applications → General Information → Documents → Document Type: Mini-Modules.

Verifying Test Tickets

Test Administrators can verify a student's online designated supports and accommodations by reviewing the student's test ticket(s)

<p style="text-align: center;">M-STEP Spring 2019 Test Ticket G3 ELA Part 1</p> <p>Student Name: Delacruz, Juan J Date of Birth: 3/3/2010</p> <table border="1"><tr><td>Username: JDELACRUZ1 Password: ZM5XQYZ8</td></tr></table> <p style="text-align: center;">(Note: Username and password are not case sensitive) Accommodation: MSK Test Session: Sample Session</p>	Username: JDELACRUZ1 Password: ZM5XQYZ8
Username: JDELACRUZ1 Password: ZM5XQYZ8	

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

Online Supports/ Accommodations	Test Ticket Abbreviation
Abacus	A
Auditory Amplification	AA
Alt communication devices	ACD
Administered Individually/Small Group	AISG
Sign Language ASL Video	ASL
Administrator Sign Test Content in ASL	ASTC
Administrator Sign Test Directions in ASL	ASTD
Bilingual word-to-word dictionary	BWWD
Color Choices	CC
Closed Captioning	CCAPTION
Contrasting Color	CTC
Masking	MSK
Noise Buffers	NB
Non-embedded Calculator	NEC

Supports and Accommodations

Online Supports/ Accommodations	Test Ticket Abbreviation
OEAA Multiplication Table	OMT
Oral Translated Test Directions	OTTD
Read Aloud (Human Reader)	RAHR
Scribe (Non-Writing Items)	SNWI
Spanish Translation (Stacked)	ST
Scribe (Writing Items)	SWI
Text-To Speech (Items Only)	TTS
Text-to-Speech (Items & Passages)	TTSPASSAGE
Visual Aids	VA

Keep in mind that not all available universal tools, designated supports, and accommodations are tracked in eDirect.

Where to Find More Information on Supports and Accommodations

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

- [Supports and Accommodations Guidance Document](#) which includes the **Student Supports and Accommodations Table**, as well as guidance related to qualifications for translators; scribing protocols; English, Arabic, and Spanish read-aloud guidelines; and text-to-speech/read-aloud guidance
- Online videos with additional information will be made available in the winter of 2019 and will be available under the **Professional Development** section

Nonstandard Accommodations

Any student who receives a nonstandard accommodation will **not** count as being assessed. If a non-eligible student receives an accommodation during testing, coordinators are required to file an Incident Report. Contact the OEAA Call Center (at 1-877-560-8378) for assistance, if needed.

The following are two examples of why some accommodations are considered nonstandard.

- The M-STEP grade 3–5 ELA tests are intended to measure how well a student can read through decoding. Therefore, if the reading passages are read aloud to a student, it becomes a listening test and not a reading test. In this way, the construct of the test (or what it is designed to measure) is changed.
- Using a calculator on any portion of the M-STEP mathematics tests where calculators are not permitted is considered a nonstandard accommodation because the items are intended to measure a student's ability to make the calculations himself/herself (for example, adding or subtracting two numbers). If a calculator is used on these items, it changes the construct of what is being measured.

Filling Out Supports and Accommodations Information on Answer Documents

Test Administrators working with paper/pencil testers to complete the demographic portion of their answer documents, will need to make sure that information related to supports and accommodations is correctly recorded on the answer documents.

Supports and Accommodations

ELA STANDARD SUPPORTS AND ACCOMMODATIONS

- Directions Read in Native Language
- Braille (Form 88)
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- Other

MATHEMATICS STANDARD SUPPORTS AND ACCOMMODATIONS

- Directions Read in Native Language
- Oral Translation in Native Language
- Braille (Form 88)
- Spanish Booklet
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- Abacus
- L1 Glossary
- Other

SCIENCE AND SOCIAL STUDIES STANDARD SUPPORTS AND ACCOMMODATIONS

- English DVD
- Spanish DVD
- Arabic DVD
- Reader Script
- Oral Translation in Native Language
- Braille (Form 88)
- Enlarged Print
- Audio CD
- Multiple-Day Testing
- Other

Using Audio CD Versions of the Tests

(Use Form 1 test booklet only)

- **Audio CDs are ONLY available for the M-STEP science and social studies assessments.**
- The audio CD versions of the M-STEP tests are created from a **Form 1 test booklet**.
- Students using an audio CD must have a printed copy of a **Form 1 test booklet** to use during testing. Be sure to grid **"Form 1"** on the students' answer documents as noted in the test directions.
- This version of the test (designated support) will be shipped with one Form 1 test booklet. Be sure to order additional accommodated forms (Form 1) if using an audio CD with multiple students; this done by accurately indicating the number of students to be tested with the CD on the materials order page in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure).

Supports and Accommodations

- The District/Building M-STEP Coordinator may order additional audio CDs.

The following instructions should be followed when administering audio CD versions of the tests.

- Audio CDs are intended to be used by **one student or by small groups of no more than five students**.
- Individual students may use their audio CD in a small group setting only when the computer or CD player has headphones and the student has personal control over the equipment.
- Students should be able to use the equipment independently since this designated support should be used routinely in the classroom. Students may be assisted in playing the audio CD but may not be given any help with answering test items. Students who use audio CDs (based on individual need) must use a standard Spring 2019 Answer Document. Student responses can be recorded in a number of different ways. Students may:
 - grid their own answer documents
 - mark their answers in their test booklets and have a Test Administrator, proctor, or test accommodations provider transcribe them onto their answer documents
 - dictate responses to a scribe or into a tape recorder and have a Test Administrator, proctor, or test accommodations provider grid the answer documents (refer to the **Scribing Protocol** found in the [Supports and Accommodations Guidance Document](#) located on the [M-STEP web page](#) under the **Student Supports and Accommodations** section)
 - braille their responses and have a Test Administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents
- For students using an audio CD as a designated support, it is important that the **“Audio CD”** circle is filled in on the students’ answer document(s).

- Make sure a barcode label is placed on the front of each student’s answer document where indicated.

Using Video DVD Versions of the Tests

(Use Form 1 test booklet only.)

Video DVDs are available only for the M-STEP science and social studies tests, and provide an enhancement to the audio CD versions. Students are able to use the video display as an additional cue when determining where they should be in a test booklet while they are taking a test.

- DVDs are designed to be used with a television and a DVD player. This equipment will produce the highest quality results.
- Students using a DVD must have a printed copy of a **Form 1 test booklet** to use during testing. Be sure to **indicate “Form 1”** on each student’s answer document as noted in the test directions.
- This version of the test will be shipped with one Form 1 test booklet. Be sure to order additional accommodated forms (Form 1) if using a DVD with multiple students; this is done by accurately indicating the number of students to be tested with the DVD on the materials order page in the [Secure Site](#) (www.michigan.gov/oeaa-secure).
- The District/Building M-STEP Coordinator may order additional video DVDs.
- Video DVDs for science and social studies are available in Spanish, Arabic, and English. (They are **not** available at all for ELA and mathematics.)

The following instructions should be followed when administering video DVD versions of the tests.

- Tests are to be administered to students either individually or in small groups (up to five students) in a setting where the video will not disturb other students.

Supports and Accommodations

- The Test Administrator will need to make sure the appropriate **video language** circle is filled in on each student's answer document.
- Students who use videos (based on individual need) must use a standard Spring 2019 Answer document. Responses can be recorded in a number of ways. Students may:
 - grid their own answer documents
 - mark answers in their test booklets and have a Test Administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents
 - dictate responses to a scribe or into a tape recorder and have a Test Administrator, proctor, or test accommodations provider grid the answer documents (refer to the **Scribing Protocol** found in the [Supports and Accommodations Guidance Document](#) located on the [M-STEP web page](#) under the **Student Supports and Accommodations** section)
- Each test question is marked on the DVD. This helps students return to the appropriate place, if needed, during test administration.
- For students using DVDs as a designated support, **mark the appropriate DVD bubble** on their answer document.
- Make sure a barcode label is placed on the front of each student's answer document where indicated.
- Directions on the CDs and DVDs are attached to a test question. For example, the initial directions for social studies, Part 1 will be part of Track or Chapter 1. This means a student who returns to test question 1 will hear the directions again. This is a drawback, but it is the only way tracks/chapters can be aligned with the actual test question numbers.
- Test Administrators or accommodation providers must read the directions aloud to the student(s) **exactly as written**, so students may ask questions before beginning the test. Students will hear the directions a second time on the CD or DVD because the directions are attached to test question tracks.
- Tracks/chapters for Part 2 (if applicable) of the DVDs may begin with Track or Chapter 1 again. This may not correspond to the test question numbers. Students may need to search for the test question numbers by paging back and forth rather than using the menu function offered in the software.
- There are two CDs for science grade 11. The first three clusters (stimuli and items) are on CD1 and the last three clusters are on CD2.

Reading Directions and Track/Chapter Numbers—Audio CDs and Video DVDs

Audio CDs and video DVDs are formatted so that the track number in Part 1 of each test corresponds to the test questions for each test part. Test Administrators and accommodations providers should be aware of the following information.

Using Reader Scripts

The use of Reader Scripts (scripted versions of the M-STEP test) standardizes the way in which tests are read aloud to students. Reader Scripts are ONLY offered for M-STEP science and social studies and they are considered a designated support. (See the [Read-Aloud Guidelines](#) on page 27 for information on readers for ELA and mathematics.)

Reader Scripts may be administered one-on-one or in small groups of up to five students. Students will use a **Form 1 test booklet** while the test administrator reads aloud from the Reader Script. (**NOTE:** For social studies only, a Form 2 Reader Script and Test Booklet are required for emergency testing.) The ordering process for Reader Scripts is similar to the process used for ordering video DVDs.

Supports and Accommodations

For students using a Reader Script as an accommodation, it is important that the “**Reader Script**” circle is filled in on their answer document. Also make sure a barcode label is placed on the front of each student’s answer document where indicated.

Using Oral Translations for Native Language

(Use Form 1 test booklet only)

For science and social studies, translations for native languages must use the Reader Script. If administering a social studies Form 2 (emergency) test, the Form 2 Reader Script must be used.

Using Enlarged Print Versions of the Test

(Use Form 1 test booklet only)

- Use of the enlarged print version of the assessment is a standard accommodation for (1) students with disabilities who need that accommodation as defined in their IEP, or (2) general education students with Section 504 Plans.
- **Form 1** is used as the basis for the enlarged print version of the test.
- Students who use an enlarged print version of the test **must** record their answers in their test booklet and have them transferred by a Test Administrator, proctor, or accommodations provider onto a regular answer document. Spelling, punctuation, indentation, etc., must be transcribed **exactly** as it appears in the student’s original response.
- Once student responses have been transcribed onto a regular answer document, the student’s test booklet can be returned in a secure, non-scorable box.

- If students use an enlarged print version of the test, it is important that the “**Enlarged Print**” circle is filled in on their answer document.
- Make sure a barcode label is placed on the front of the transcribed answer document where indicated.

Using Braille Versions of the Test

Using braille versions of the assessment is a standard accommodation for (1) students with disabilities who need this accommodation as defined in their IEP, or (2) general education students with Section 504 Plans.

- The use of a Braillewriter is permissible. If a student uses a Braillewriter as an assessment accommodation, a Test Administrator, proctor, or accommodations provider **must** transcribe the student’s responses onto a regular answer document that is returned along with other secure, scorable materials. Spelling, punctuation, indentation, etc., must be transcribed **exactly** as it appears in the student’s original response.
- Each braille version of a subject-area M-STEP test will be a unique test form (Form 88).
- Each grade-level/subject-area braille accommodated kit will include a companion **Assessment Administrator Booklet for Braille**. This booklet is provided so Test Administrators/accommodations providers can see how the original test items were modified for the student. It also allows them to follow along with the student, even if they do not read braille.
- A **Print-to-Braille Correspondence** document is available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Supports and Accommodations

- If students use a braille version of the test or a Braillewriter, it is important that **“Form 88”** is bubbled on their answer document.
- The answer document to be used for braille is included in the braille kit.
- Make sure a barcode label is affixed to the front of the student’s transcribed answer document where indicated.

- For students using a scribe as a designated support or accommodation, grid the **“Scribe”** circle on each student’s answer documents and indicate the administered support.
- Make sure a barcode label is affixed to the front of the answer document where indicated.

WORD PROCESSORS

(Use the test booklet form assigned to the student)

The use of word processors for constructed-response items is a standard accommodation for students who need this support or accommodation as defined in their IEP or Section 504 Plan, or for students who have rapid onset of a medical disability.

Because the ELA tests assess the student’s use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored to ensure that spell check, dictionary, thesaurus, and grammatical software is **not** activated. Auto-correct may not be used, either.

- Fill in the **“Other”** circle on the student’s answer document and indicate that the student used a **word processor** as an accommodation.
- If the spell check, dictionary, thesaurus, and grammatical software was not deactivated, the **“Nonstandard Accommodations”** circle must be gridded.
- If a student uses a word processor or another accommodation to record multiple-choice answers, these **must** be transferred onto a regular answer document by the student, Test Administrator, proctor, or accommodations provider. Word-processed constructed-response answers do not need to be transcribed onto the student’s answer document.

Directions for Other Common Supports and Accommodations

SCRIBES AND TAPE RECORDERS

(Use the test booklet form assigned to the student)

Dictating responses to a scribe or into a tape recorder is a standard support or accommodation for students who need this support or accommodation as defined in their IEP or Section 504 Plan, or for students who have rapid onset of a medical disability.

- Scribes should review the **Scribing Protocol** found in the [Supports and Accommodations Guidance Document](#) to make sure they are doing their job correctly. The guidance document can be found on the [M-STEP web page](#) (www.michigan.gov/mstep).
- If a student uses a tape recorder or scribe as a designated support or assessment accommodation, a Test Administrator, proctor, or accommodations provider **must** transcribe the student’s response onto a regular answer document that is returned along with other scorable materials.
- For students using a tape recorder as a designated support or accommodation, it is important to grid the **“Other”** circle on each student’s answer document and indicate the administered accommodation.

Supports and Accommodations

- **Each word-processed page must be printed and identified with the following student information:**

- student barcode label from the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure)
- subject area and item number
- current test year (for example, Spring 2019)

OR

- student name, UIC, and birth date
- school code and district code
- current test year, grade, subject area, and item number
- Word-processed page(s) **must** be inserted into the student’s answer document with all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer document.
- Word-processed pages returned without a completed student answer document cannot be scored.
- Make sure a barcode label is placed on the front of the answer document where indicated.
- All answer documents containing word-processed pages must be shipped in the orange Special Handling Envelope.

ADDITIONAL OR ADAPTED PAPER AS AN ACCOMMODATION

(Use the test booklet form assigned to the student)

- The use of additional paper is permitted for students who need this accommodation due to their large handwriting. The need must be documented in the student’s IEP or Section 504 Plan.
- When additional paper is used, the student should only be allowed to write the equivalent of what could be written (with average-sized handwriting) in the original space provided in the test booklet.

- **Each additional piece of paper must be identified with the following information:**

- student barcode label from the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure)
- subject area and item number
- current test year (for example, Spring 2019)

OR

- student name, UIC, and birth date
- school code and district code
- current test year, grade, subject area, and item number
- It is important to grid the **“Other”** circle on the student’s answer document and to indicate the administered accommodation.
- The additional paper must be inserted into the student’s answer document with all required student identification information completed. **Do not** staple or otherwise attach additional paper to the answer document.
- Additional paper that is returned without a completed student answer document cannot be scored.
- All answer documents containing additional paper must be shipped in the orange Special Handling Envelope.

EXTENDED TIME/MULTIPLE DAY

- All M-STEP tests are untimed and student-paced.
- If an online tester requires more than one day to complete any single section of an online test, the test may be paused and exited at any point. The student will be able to log back into his/her test at any subsequent point within the testing window to complete the session. It is important that the student’s test be paused and exited and not submitted.
- Students taking a paper/pencil test with a multiple-day designated support will use the form of the test assigned to their school.

Supports and Accommodations

- As with any support, educators must provide **ONLY** those supports the student needs. Significant research indicates that providing students with unnecessary or unneeded tools or supports may negatively impact their test scores.
- Students who qualify for testing beyond the initial test dates will have until the last day of the grade-specific testing window to finish testing.
- Students may not begin a subject-area test before the first date the subject-area test is scheduled for all students.
- If extended time is used for a paper/pencil test, it is important to grid the **“Multiple-Day Testing”** circle on the student answer document(s).

Closed Captioning for ELA Listening

Closed captioning is only available for the listening items on the ELA online assessments. It will not be available for any other ELA items or for the mathematics, science, or social studies tests.

Read-Aloud Guidelines for ELA and Mathematics

The use of human readers is allowed across all grades as a **designated support** for M-STEP mathematics and non-passage parts of the ELA assessments. Human readers are also allowable for ELA reading passages as a **documented accommodation** in grades 6–7 (but not for grades 3–5). This accommodation is appropriate for only a very small number of students. For information on documentation requirements and decision-making criteria related to using human readers, refer to the [Supports and Accommodations Guidance Document](#) found on the [M-STEP web page](#) under the **Student Supports and Accommodations** section.

The M-STEP online ELA and mathematics assessments have a text-to-speech designated support option. Students who do not have access to this support or who take a paper/pencil test may utilize the Read-Aloud designated support. Designated supports are options available to all students who may need additional support to access the test content.

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

Scribing Protocol

The **Scribing Protocol** can be found in the [Supports and Accommodations Guidance Document](#) located on the [M-STEP web page](#) (www.michigan.gov/mstep). The protocol outlines the required procedures a scribe must follow. A scribe is an adult who writes down exactly what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and can respond to test content. Scribes are allowed as a documented accommodation for ELA writing, and as a designated support for science, social studies, mathematics, and ELA non-writing items.

Scribes may also be necessary for testing students with “sudden or rapid onset” conditions, such as broken arms or wrists. Save any documentation, such as doctor’s notes, when using a scribe for “sudden or rapid onset” conditions.

Supports and Accommodations

Word-to-Word Bilingual Dictionaries

The **M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance** provides a recommended list of non-electronic word-to-word bilingual dictionaries and glossaries that can be used during M-STEP and MI-Access testing only. It is available on request through an e-mail to mde-oeaa@michigan.gov. This list is different than a similar list used for the SAT suite of assessments, and cannot be used for the SAT suite of assessments.

L1 (First Language) Glossaries

L1 Glossaries are ONLY available for the M-STEP mathematics assessment. Glossaries are available in a number of different languages for use on the paper/pencil mathematics tests. All L1 glossaries can be downloaded from the Initial Materials Order window in the Secure Site. The following languages are available:

- Arabic (can also be ordered during Initial Materials Orders in the OEAA Secure Site)
- Cantonese
- Eastern Punjabi
- Ilokano
- Korean
- Mandarin
- Russian
- Spanish (can also be ordered during Initial Materials Orders in the OEAA Secure Site)
- Tagalog
- Ukrainian
- Vietnamese
- Western Punjabi

Stacked Spanish

Stacked Spanish is ONLY available for the M-STEP mathematics assessment. “Stacked Spanish” refers to the presentation of one part of the item in Spanish followed by the same part in English. A stacked Spanish test is available for use on the mathematics online and paper/pencil tests for students who are fluent in Spanish but may need a parallel English version to fully demonstrate what they know and are able to do. Spanish-speaking students are presented with both Spanish and English as they work through the test. It is possible that a Spanish-speaking student may not be able to read Spanish; in that case, the stacked Spanish could be used as a Spanish Reader Script by a qualified translator who follows the Spanish Read-Aloud Guidelines found on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

The Spanish mathematics tests for online test takers should be selected in eDIRECT. For paper/pencil testing, the Spanish mathematics test booklet should be ordered as a material from the OEAA Secure Site and marked as a support on the student’s mathematics answer document.

M-STEP Multiplication Table

The M-STEP Multiplication table is ONLY available for the M-STEP mathematics assessment. For students in grades four and above who have a need (such as a persistent calculation disability [e.g., dyscalculia]) that is documented in their Individualized Education Program (IEP) or Section 504 Plan, the OEAA has developed the M-STEP Multiplication Table. It can be used for both the online and paper/pencil mathematics tests. The table can be accessed upon request by sending an e-mail to mde-oeaa@michigan.gov.

Supports and Accommodations

Returning Accommodated Materials and Answer Documents

- Audio CDs, video DVDs, enlarged print, and braille versions of the test, as well as Reader Scripts, are **secure materials** that **must be returned** at the end of each test window. No copies of these materials may be made, downloaded, or retained. Make sure that all secure materials are included in return shipments.
- If a paper/pencil tester has word processed or additional pages, those pages must be inserted in the student's answer document and returned in the orange Special Handling Envelope in order to be scored. All other answer documents may be returned together in the secure, scorable materials boxes. See the [Materials Handling and Return](#) section of this manual for more detailed information.

Other Reminders for Test Administrators and Accommodations Providers

- The **Student Supports and Accommodations Tables** are the educator's guide to understanding supports and accommodations offered on the state assessments. The table can be found in the [Supports and Accommodations Guidance Document](#), which is located on the [M-STEP web page](#) (www.michigan.gov/mstep) under the **Student Supports and Accommodations** section.
- All M-STEP test supports and accommodations must be clearly defined by subject area in the testing section of each student's IEP, Section 504 Plan, or EL instructional record.

- New students with IEPs, Section 504 Plans, and EL services who move from one Michigan school to another must be identified quickly so supports and accommodations from the previous school can be implemented.
- Plan ahead. The OEAA recommends that schools/districts maintain a spreadsheet of students, with each student's needed supports and accommodations by subject area. A template can be found on the [M-STEP web page](#) (www.michigan.gov/mstep).
- Ensure that each student is taking the correct test (M-STEP or MI-Access) for each subject area. Students who mistakenly take the wrong test(s) may have to take an emergency test to gain a valid score. An Incident Report must be filed.
- An M-STEP test administered with an incorrect accommodation based upon the IEP is considered invalid. The student must take a new (emergency) test to gain a valid score. An Incident Report must be filed.
- Students may refuse to use a support or accommodation. If this happens, try to resolve the situation with the students' parents/guardians immediately. Document any change approved by parents/guardians.

PAPER/PENCIL ONLY:

- Audio CDs, video DVDs, Reader Scripts, and Read-Aloud Guidelines must be used when test content is to be read aloud as a designated support or accommodation.
- Paper/pencil testers must take the entire test in the same form of the test. Do not split form numbers within tests or parts of tests. **Be sure to administer all parts of the tests.**

Supports and Accommodations

- When students with supports and accommodations use audio CDs, video DVDs, and Reader Scripts in small groups of up to five students, extra Form 1 test booklets may be needed. When ordering, be sure to specify the number of students using each accommodation kit.
- Some supports and accommodations, such as using a scribe, do not require Form 1 test booklets. Use the form assigned to the student.
- Do not begin a subject-area test before the initial test date. Students who are absent on the initial test day may begin testing on the makeup date for the missed subject area.
- Audio CDs, Reader Scripts, or DVDs may not be used with braille kits.
- Standard answer documents are used with the enlarged print and braille versions of the M-STEP tests.
- Braille and enlarged print kits are ordered by student on the Materials Order page.

Student Pre-ID and Test Eligibility

Students to be Tested

Public schools are required to test all of their students; testing for students who are home schooled or who attend nonpublic schools is optional.

Results from state-mandated assessments are a key component of Michigan's accountability system and are used to help the state fulfill federal requirements for educational accountability.

Following is a detailed description of testing requirements for students in various populations, locations, and unique circumstances.

Student Populations

The MDE has two online resources aimed at helping school/district personnel, parents, and the public understand the state guidelines for selecting the proper state assessment for a student, which is available on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access).

- **Assessment Selection Guidelines Training**
Web-based presentation focused on helping IEP teams understand how to make decisions for between general and alternate assessments
- **Assessment Selection Interactive Decision-Making Tool for IEP Teams**
A question-based navigational tool to help IEP teams to decide the most appropriate level of assessment for students

STUDENTS WITH IEPs AND SECTION 504 PLANS

Special education students (also referred to as students with disabilities [SWDs]) must participate in the state's general education or alternate assessments, with or without accommodations as specified by subject area in their Individualized Education Program (IEP). Students with a Section 504 Plan must have accommodations identified in their Section 504 Plan. There may also be students who require designated supports during testing.

Students with disabilities publicly placed in private schools as a means of receiving special education and related services are required to be included in the statewide assessment system. **NOTE:** Grade 11 students who are repeating 11th grade and have already taken the test are not expected to re-test.

The [Supports and Accommodations](#) section of this manual includes more detailed information.

To learn more about the universal tools, designated supports, and accommodations allowed for these populations during M-STEP testing, also refer to the [Supports and Accommodations Guidance Document](#), which is located on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

ENGLISH LEARNERS (ELs)

ALL English Learners (ELs), including ELs with disabilities, must participate in state assessment programs. ELs who are in their first year in a U.S. school (defined as the first twelve months of enrollment) may not be required to participate in the M-STEP ELA assessment if they have taken the WIDA ACCESS Placement Test (W-APT), WIDA Screener, or WIDA ACCESS for ELs and have been identified in the Michigan Student Data System (MSDS) as needing EL services. This flexibility is only allowed one time per student. In order to take advantage of the one-time exemption, a Not Tested issue with the reason of the one-time exemption must be submitted and approved. This is done in the OEAA Secure Site Answer Documents Received and Not Tested Students page, in June.

Student Grade Considerations

STUDENTS WHO REPEAT A GRADE LEVEL OR ARE IN ADVANCED CLASSES

Students must take the M-STEP test for the grade level in which they are enrolled. If a student takes a test that is in a grade different from the one identified for him/her in the Michigan Student Data System (MSDS), the student will be considered "Out of Level" and "Not Tested" for accountability purposes.

Student Pre-ID and Test Eligibility

GRADE 12 STUDENTS NOT PREVIOUSLY INCLUDED IN ACCOUNTABILITY

Grade 12 students who were not included in 11th-grade accountability (i.e., they skipped 11th grade) are required to take the complete Michigan Merit Examination (MME), which includes M-STEP science and social studies.

For additional information on MME eligibility, see the [Who Must/Can Take the MME?](#) document on the [MME web page](http://www.michigan.gov/mme) (www.michigan.gov/mme).

Students in Different Locations

HOMESCHOOLED STUDENTS

Homeschooled students are eligible for testing, but they are not required to test. If they opt to participate in testing, they must contact their local public school and arrange for their participation. All homeschooled students who test must have a state-assigned unique identification code (UIC); additionally, if the school claims a partial FTE for homeschooled students, the correct residency code (07 or 15) for these students must be entered in the MSDS to keep the student out of the school's accountability calculations.

If the district is not claiming a partial FTE for a homeschooled student, then the student must be identified as homeschooled (HS) on his/her record on the student's demographic screen in the OEAA Secure Site.

When homeschooled students take the test, their test results will not be included in school and district test results if the student is appropriately reported in MSDS and/or identified in the OEAA Secure Site as homeschooled.

Students are expected to follow the school-established test schedule (the school is not required to provide makeup testing).

When returning test results to homeschooled students, schools may request a stamped, self-addressed envelope from the parent.

STUDENTS ENROLLED IN PRIVATE/ NON-PUBLIC SCHOOLS

Private/non-public students are eligible for testing, but they are not required to test. If they opt to participate in testing, they may only take M-STEP tests at their own school, unless the students also take courses at a public school. In that case, students may take the M-STEP tests in the public school, but they MUST have the correct non-public residency code of 04 or 08 entered in the residency field in the MSDS, or they will be included on the school's "Expected to Test" list and accountability calculations.

VIRTUAL SCHOOLS

Students in online or virtual schools must be tested by those schools at a remote site. Virtual school personnel should plan to work closely with the OEAA to ensure that testing at remote sites is managed in a secure fashion. Students may NOT be tested online in their homes or in any unproctored session. Test sessions must be proctored and may NOT have family or virtual proctors. An [Off-site Test Administration Request](#) must be submitted and approved. The request form can be found on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

SHARED EDUCATIONAL ENTITIES (SEES)/ SPECIALIZED SHARED EDUCATIONAL ENTITIES (S2E2S)

All information for students enrolled in SEEs or S2E2s will be based on MSDS enrollment information. All students are expected to test where they are enrolled. SEE schools and the schools that operate S2E2 classroom programs are responsible for handling all assessment and related verification processes in the OEAA Secure Site. These processes occur during various date windows and should be completed on behalf of the resident districts that the SEE/S2E2 serves. Only SEE schools and the schools that operate S2E2 classroom programs will be able to view and manage the SEE/S2E2 students in the OEAA Secure Site to ensure enrollment and

Student Pre-ID and Test Eligibility

demographics are correct. SEE schools and the schools that operate S2E2 classroom programs are the only entities that can view and submit issues for missing answer documents or not-tested students. Student scores will not be sent back for school accountability attribution purposes; however, testing arrangements and expectations are still based on enrollment information submitted in the MSDS. A student's Primary Educational Providing Entity (PEPE) school is the school responsible for testing that student.

SEAT TIME WAIVERS

Students receiving seat time waivers must be tested on the same dates, using the same guidelines as all other students. Students with seat time waivers should be tested by their PEPE school.

HOMEBOUND AND HOSPITALIZED STUDENTS

Students who are homebound or hospitalized during the testing window are required to test. An [Off-site Test Administration Request](#) must be submitted and approved. The request form can be found on the [M-STEP web page](#) (www.michigan.gov/mstep).

Students in Unique Circumstances

SUSPENDED STUDENTS

Schools must test suspended students. Testing may occur in a separate location, such as an administration building; students taking the online test may be given a unique time within the established window. If students are tested off campus, an off-site test request should be filed.

EXPELLED STUDENTS

Schools are not expected to test expelled students unless the expulsion specifies "With Services"; however, MSDS enrollment information must

reflect the expulsion status. Students who are expelled "With Services" are still expected to be tested by their PEPE school. Students who are expelled "Without Services" are not expected to be tested by their PEPE school and instead must have a district exit record submitted for them in the MSDS, using an appropriate "as of" date prior to the Student Record Maintenance (SRM) deadline for assessment and accountability purposes.

STUDENTS IN DETENTION OR JUVENILE FACILITIES

A student's enrollment information in the MSDS determines who is responsible for administering the M-STEP. The school the student is enrolled with by the end of testing (May 24, 2019) will be the school held accountable for testing the student.

Accountability Considerations

STUDENTS WHO MOVE INTO A SCHOOL DURING TESTING

All students moving into a receiving school during the testing window must complete M-STEP tests for the grade level in which they are enrolled. This includes students who move into the school district from outside the state or country. Students moving from one Michigan school to another Michigan school may have completed one or more of the M-STEP tests in their previous school.

To determine if they have, use the following steps. (Do not rely on the student to confirm which tests he/she may or may not have taken.)

Directions for the receiving school:

- Contact the new student's former school principal and confirm which, if any, M-STEP tests the student completed prior to arriving in the receiving school. Students moving from within the state do not need to retake subject-area tests if the sending school confirms that all parts of the test have been completed. Maintain documentation.

Student Pre-ID and Test Eligibility

- Verify whether the new student has an IEP, Section 504 Plan, or EL instruction documentation that specifies an alternate state assessment or any required supports and/or accommodations.
- Pre-identify the student for M-STEP in the OEAA Secure Site.
- If a new student has not started a previously scheduled M-STEP test, then administer the missed test(s) on a regularly scheduled makeup day for either paper/pencil or online tests.
- For all paper/pencil or online M-STEP tests scheduled on the day of or after the new student's arrival, administer tests according to the M-STEP schedule using the school-assigned test forms. This applies to any new student, including out-of-state students, previously homeschooled students, or transferring nonpublic school students.
- If the new student has started, but not completed, all parts of a previously scheduled M-STEP test, paper/pencil schools must administer one entire test using the school-assigned form. Online schools must assign and administer all sessions of the test.
- Be sure to generate, print, and affix barcode labels for the new student; attach one to each of his/her subject-area answer documents (paper/pencil).
- Ensure that the student's MSDS information and entry date into the school are correct.
- For accountability purposes, it is critical that the "Accountable Students and Test Verification" processes on the OEAA Secure Site are carefully reviewed for these students. Make sure MSDS reflects accurate enrollment and exit dates.

STUDENTS WHO MOVE OUT OF A SCHOOL DURING TESTING

Students who move out of a sending school during the test window create record-keeping challenges. The following steps should help school administrators ensure that such students do not adversely affect the school's test results and accountability.

Directions for the sending school:

- Do **not** send any test materials with the student to the new school. The sending school remains responsible for these materials.
- If the student has completed one or more paper/pencil M-STEP tests, return his/her answer document(s) with the rest of the school's scorable materials to the scoring vendor.
- If the student has started, but not completed, all parts of one or more subject-area M-STEP online tests, an Incident Report should be filed to request a Do Not Score for the test.
- If the student has started, but not completed, one or more subject-area M-STEP paper/pencil tests, write "Do Not Score" prominently across the front page of his/her answer document(s) along with the reason, and return the answer document(s) in the orange Special Handling Envelope provided by the M-STEP contractor.
- Be prepared to accept a call from the student's new school and to provide information on which state assessments he/she has not yet taken, the status of test completion, any documented accommodations in the student's IEP, Section 504 Plan, or EL instruction documentation.
- Ensure that the student is exited from the school on the correct date in the MSDS.

Student Pre-ID and Test Eligibility

For accountability purposes, it is critical that the “Accountable Students and Test Verification” processes on the OEAA Secure Site are carefully reviewed for these students. Ensure the MSDS reflects accurate enrollment and exit dates. Simply unassigning students from the M-STEP in the Secure Sites does not remove them from accountability calculations.

Unique Identification Codes

Each student in Michigan is assigned a unique identification code (UIC) when he or she enrolls in a public school. Homeschooled, private, and non-public students are also required to have a UIC in order to take state assessments. UICs are used to identify students and report their test results; therefore, it is vital that the codes are correctly applied.

Test Administration Windows

Each online Test Administration window is four weeks long. One week of overlap between the two testing windows allows the total testing time to remain at seven weeks. See the [Spring 2019 testing schedule](#) on page 7 of this manual for online test administration dates.

For paper/pencil testers, the test window is three weeks, with specified days for testing in each content area. See the [Paper/Pencil Test Dates](#) calendars on pages 8-9 of this manual.

These windows help reduce the overall footprint of testing in schools, while providing schools with flexibility to successfully administer the tests. In addition, these test administration windows fall outside the spring break holiday for most schools and ensure all testing is completed before Memorial Day.

Computer Adaptive Testing for ELA and Mathematics

The ELA and mathematics M-STEP tests in grades 3-7 will continue to use computer adaptive testing (CAT). This means that item presentation will vary depending on a student’s responses. For example, if a student answers Question 1 correctly, he or she will be presented with a more challenging second question than a student who answers Question 1 incorrectly. In this way, the computer adjusts, or adapts, itself to each student. This is not the case for science and social studies; these will be tested using fixed forms (i.e., items will be presented in the same order, regardless of student responses).

Those students who take CATs may notice that when they get to the end of the test, they will receive a congratulatory message and will have to click on an “Exit” button. There is no “End Test” button on the CAT as there is for fixed-form online tests.

INSIGHT Availability

INSIGHT—DRC’s Online Learning System, which provides a secure online testing environment—will only be available from 7:00 AM to 4:00 PM unless an Alternate INSIGHT Availability Request is submitted and approved by the date listed on the [Important Dates](#) document in Appendix E. The **Alternate INSIGHT Availability Request** form is available on the [M-STEP web page](#) (www.michigan.gov/mstep).

Absences and Makeup Testing

All makeup testing must be completed during the designated test window (based on grade). Being absent during a regular testing session is not a reason for students not to test at all.

Student Pre-ID and Test Eligibility

For online students who never started a test, there is no need to create a new test session for makeups. Students can remain in the same test session to which they were originally assigned. (For paper/pencil makeup test dates, see the [Testing Schedule](#) section on pages 8-9 of this manual.)

Incident Reporting

Incident reports must be completed by District M-STEP Coordinators. Examples of when Incident Reports must be completed include:

- requesting a new test (online or paper/ pencil)
- reporting a student who is resuming testing (paper/pencil only)
- reporting test irregularities and misadministrations
- marking a test "Do Not Score"
- marking a test "Prohibited Behavior"
- marking a test "Nonstandard Accommodation"

For more detailed information on situations requiring incident reports, see the [Incident Reporting Guide](#) in Appendix C of this manual.

Testing Irregularities

Any irregularities that occur outside the scope of Appendix C must be reported to the OEAA Call Center as quickly as possible (1-877-560- 8378). The OEAA will work with the school to avoid marking tests "Do Not Score." It is possible that an emergency test(s) will be required. If it becomes necessary to use an emergency test, there will be no charge for testing irregularities when self-reported by the district. However, a \$50 fee will be charged per scored subject-area test if the irregularity is not self-reported.

Examples of test irregularities include, but are not limited to:

- not removing or covering posters, maps, and other instructional aids in the testing room(s)
- not allowing a student to complete a test (M-STEP tests are untimed, so time should not be a factor if scheduled properly)
- security breaches with test materials or answer documents
- allowing students to be unsupervised during testing

Before Testing

OEAA Assessment Security Compliance Forms

[OEAA Assessment Security Compliance Forms](#) are available on the [M-STEP web page](#) (www.michigan.gov/mstep) and are also sent to schools and districts with their initial materials shipment. All staff involved in the administration of M-STEP tests must read and sign an OEAA Assessment Security Compliance Form asserting that they (1) have read the required assessment materials related to their role in the M-STEP administration process, and (2) understand their role and responsibilities. This includes technology coordinators, district and building test coordinators, test administrators, proctors, and all other staff or volunteers with access to secure test materials or student responses.

All OEAA Assessment Security Compliance Forms must be returned to the Building M-STEP Coordinator and kept on file for three years.

Training Tools

The OEAA and its testing contractors have developed a number of resources to help staff prepare for test administration.

RECORDED PRESENTATIONS ON THE M-STEP WEB PAGE

The following presentation will be available in chapters on the [M-STEP web page](#) (www.michigan.gov/mstep). Go to Professional Development.

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

RECORDED PRESENTATIONS IN eDIRECT

The following presentations will be available in [eDIRECT](https://mi.drccedirect.com) (<https://mi.drccedirect.com>). Click on All Applications → General Information → Documents → Document Type: Training Presentations & FAQs.

Recorded Presentation	Description	Date Available
District and Building Coordinator Training (recorded)	Provides (a) an overview of what's new for Spring 2019, (b) where to find resources, (c) software required for the implementation of online testing, and (d) a Q&A. Watch the Spotlight for information on how to register for the live training.	March 5, 2019
Technology Coordinator Recorded Presentation	Provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2019 testing. It is <i>optional</i> viewing for District and Building Coordinators.	available now

Before Testing

MANUALS

The following manuals are available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) and in [eDIRECT](https://mi.drctdirect.com) (https://mi.drctdirect.com). Click on All Applications → General Information → Documents).

Manual	Description	Where to find it	Date Available
M-STEP Test Administration Manual (TAM)	This manual (electronic only)	M-STEP web page and eDIRECT	January 2019
M-STEP Online Administration Directions	Online test administration directions for Test Administrators (printed booklet and electronic)	eDIRECT and M-STEP web page	Watch the <i>Spotlight</i> for dates available
M-STEP Paper/Pencil Administration Directions	Paper/Pencil test administration directions for Test Administrators (printed booklet and electronic)	M-STEP web page	Watch the <i>Spotlight</i> for dates available
New Assessment Coordinator Training Guide	This training guide provides information and resources for new Assessment Coordinators for before, during and after testing. The guide can be used as a training tool and read beginning to end, or it can be used as a refresher with modules or chapters that address specific questions.	M-STEP web page and all MDE assessment web pages	Available now!

MINI-TUTORIALS (ONLINE ADMINISTRATION ONLY)

Mini-tutorials are short videos designed to help District M-STEP Coordinators, Building M-STEP Coordinators, and Test Administrators better understand online testing tasks. They are available in [eDIRECT](https://mi.drctdirect.com) (https://mi.drctdirect.com).

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	All Applications → General Informations → Documents → Document Type: Mini-Modules	All
Accessing Online Tools Trainings (OTTs) for Students	How to access OTTs – the student practice tests	All Applications → General Informations → Documents → Document Type: Mini-Modules	All

Before Testing

Mini-Tutorial	Description	Where to find it	Role
Searching for Students in eDIRECT	How to find students who have been pre-loaded into eDIRECT	All Applications → General Informations → Documents → Document Type: Mini-Modules	District Coordinator, Building Coordinator
Accommodations: Adding, Editing, and Mass-Assigning	How to add, edit, and mass-assign accommodations to students' tests in eDIRECT	All Applications → General Informations → Documents → Document Type: Mini-Modules	District Coordinator, Building Coordinator
Creating Test Sessions in eDIRECT	How to create and edit test sessions, and print test tickets	All Applications → General Informations → Documents → Document Type: Mini-Modules	District Coordinator, Building Coordinator
Checking Student Test Status	How to check where students are in the testing process at any given time (not started, in progress, or completed)	All Applications → General Informations → Documents → Document Type: Mini-Modules	District Coordinator, Building Coordinator

TRAINING MODULES THROUGH MICHIGAN VIRTUAL UNIVERSITY

The following training modules are available through Michigan Virtual University at <http://bit.ly/MDEAssessmentSecurity>.

Training Module	Description	Date Available
Module 1: An Introduction to Test Security	This module covers why test security is important.	February 8, 2019
Module 2: Getting Ready for Testing	This module covers steps to take before testing, such as staff training and preparing the test environment. These steps will help you avoid common security problems, protecting both your staff and the validity of your test results.	February 8, 2019
Module 3: Test Administration	This module covers security concerns and considerations during testing. What should test administrators do on-site? What student behaviors should you watch for?	February 8, 2019
Module 4: Incident Response	This module covers what to do if something goes wrong. Most problems can be prevented with preparation and monitoring, and most can be mitigated with a quick and careful response.	February 8, 2019

Before Testing

Security

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

- Secure materials are barcoded and recorded on the security checklists that accompany shipments. These materials must be returned to the scoring contractor. **NOTE:** Schools should expect to account for every secure item provided on the materials list.
- Test tickets used to log students into each online test are considered secure materials and must be treated as such. Test rosters, which automatically print along with test tickets, are also considered secure.
- Paper/Pencil answer documents are considered secure and must be handled and protected accordingly. All **UNUSED** ELA and mathematics answer documents must be returned to the scoring contractor in a non-scorable box. **UNUSED** science and social studies answer documents can be securely shredded.
- 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.
- All used scratch paper (including graph paper) must be collected and returned to the Building M-STEP Coordinator immediately after testing, for shredding. No used scratch or graph paper may be kept in the classroom. Used scratch paper must never be taken from one test session to another.

- **No test materials that contain test questions or student responses may be copied at any time or retained in the schools.**
- Using cameras or cell phones and posting pictures to social media sites is an enormous security risk. Therefore, photographs may not be taken at any time by students or personnel during testing. If students violate this policy, their tests will be marked “Prohibited Behavior”; no emergency tests will be permitted.

Materials Permitted or Required During Testing

MDE-APPROVED INSIGHT TOOLS POSTER

The MDE-approved **INSIGHT Tools** poster is the **ONLY** INSIGHT Tools poster that may be posted during testing. No other Tools poster or testing help/tips may be displayed at any time during testing.

Posters must not be within reach of students during testing – the poster is to be displayed in the classroom, but not placed at or on student desks or computers.

Any other use of these posters, or any other INSIGHT Tools poster, is prohibited.

CALCULATORS

For information on the state’s [Calculator Policy](#), see Appendix A of this manual. Specific directions related to the use of both handheld (paper/pencil) and embedded (online) calculators are also contained in the grade-level specific Test Administration Directions that are shipped to schools along with their other assessment materials.

Before Testing

NUMBER 2 PENCILS

To ensure responses are correctly captured by the scanning equipment, number 2 pencils are required for paper/pencil testing and are optional for online testing. If a different writing utensil is used on an answer document, it will be necessary to transcribe the answers onto a new answer document by following these steps:

- For your protection, have the District or Building M-STEP Coordinator file an Incident Report.
- Affix a new barcode label for the student to a new answer document and fill out the student name and date of birth, and the district/school fields.
- Have the student transcribe his/her answers onto the new answer document in a one-on-one proctored session.
- Write **“Do Not Score”** across the front page of the original answer document and place it in the orange Special Handling Envelope for return to the contractor.

Number 2 pencils should be made available to online test takers to use with scratch paper or graph paper.

HIGHLIGHTERS

- Highlighters are a universal tool.
- Highlighters are embedded in the online test engine (INSIGHT).
- Highlighters can be provided to paper/pencil testers and may be used **ONLY** in the test booklet (never on the student’s answer document).

If highlighters are used on a paper/pencil student answer document, follow these steps:

- For your protection, have the District or Building M-STEP Coordinator file an Incident Report.

- Affix a new barcode label for the student to a new answer document and fill out the student name and date of birth, and district/school fields.
- Have the student transcribe his/her answers onto a new answer document in a one-on-one proctored session.
- Write **“Do Not Score”** across the front page of the original answer document and place it in the orange Special Handling Envelope for return to the contractor.

ADDITIONAL PAPER

- Scratch paper is allowed for both the online and paper/pencil tests.
- Graph paper will be provided to online testers in grades 6–7 for the mathematics test. Paper/pencil testers may write on the graphs that are printed in their test booklets.
- The school may choose to provide additional graph paper to paper/pencil testers; however, no formulas, reference materials, or information of any kind can appear on that paper.
- Under no circumstances can used scratch paper, graph paper, or notes be taken from one test session or test part to another.
- All scratch paper and graph paper must be collected immediately after testing, returned to the Building Coordinator, and securely shredded.

For more detailed information on scratch paper, see the [Scratch Paper Policy](#) in Appendix B.

HEADPHONES

- Headphones are required for (1) ELA online listening items, (2) online testers who need text-to-speech accommodations, and (3) students using CDs or DVDs as an accommodation or support for paper/pencil science and social studies.

Before Testing

- Students may use their own headphones or earbuds, but Test Administrators should check them prior to testing to ensure they are working properly.

CDs/DVDs

- CD/DVD players may be used for students using CDs or DVDs as an accommodation or support for paper/pencil science and social studies.
- CD players may also be used for the listening part of the paper/pencil ELA test. A script of the listening part is also provided if the school prefers to have someone read that part of the ELA test aloud to students.
- Additional information about the use of CDs and DVDs can be found in the [Supports and Accommodations](#) section of this manual.

Software and Testing Devices

eDIRECT (HTTPS://MI.DRCDIRECT.COM)

eDIRECT is Data Recognition Corporation's (DRC's) custom-built web application. eDIRECT allows Michigan users to access training materials, download testing software, manage online test sessions, print test tickets, assign and manage online testing accommodations, and monitor testing progress. Each eDIRECT user will receive his/her own login information and password with specific permissions based on his/her role as entered in the OEAA Secure Site. Test administrators do not need access to eDIRECT. eDIRECT is used in connection with DRC's online test engine, INSIGHT.

INSIGHT AND TESTING SITE MANAGER/CENTRAL OFFICE

DRC's INSIGHT Online Learning System is software that provides a secure online testing environment. The software is available from eDIRECT and must

be installed on each device used for testing. In addition, a caching server (Testing Site Manager and/or Central Office) is needed to (1) allow the audio components of the test to function properly, and (2) ensure a smooth and secure testing environment. The caching server helps manage network traffic, connectivity, and bandwidth issues, so that students are not kicked out of the system during testing. The caching server also reduces bandwidth consumption and provides backup response storage in the event of network issues. See the **Technology User Guide** available in [eDIRECT](https://mi.drccdirect.com) (<https://mi.drccdirect.com>) for additional details.

SUPPORTED TESTING DEVICES

Students may test using the following devices:

- Windows-based desktops or laptops
- Mac-based desktops or laptops
- iPads
- Chromebooks, Chromeboxes, and Chromebases

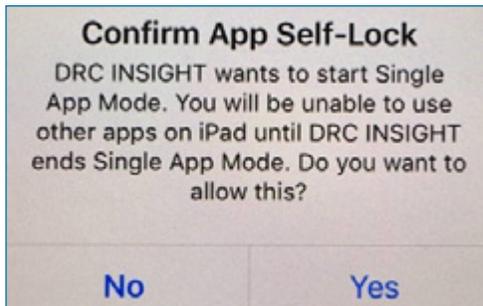
Refer to the **Technology User Guide** or "DRC INSIGHT System Requirements" available in [eDIRECT](https://mi.drccdirect.com) (<https://mi.drccdirect.com>) for more detailed information about supported devices and versions.

NOTE about Chromebooks: When testing on Chromebooks, the keyboard must be set to US Keyboard. If it is not set this way, the student will not be able to use quotation marks or apostrophes in text boxes.

- **BEFORE testing:** select 'Settings' then 'Keyboard Settings' and select US Keyboard
- **DURING testing:** click anywhere outside of the text box and press CTRL + SHIFT + SPACE BAR to select US Keyboard

NOTE about iPads: When testing on iPads, after logging in to the test, students will receive the following message:

Before Testing



The student or Test Administrator should select “Yes” to continue testing. Once “Yes” has been selected, the test Welcome page will appear.

TESTING DEVICES/OPERATING SYSTEMS NOT SUPPORTED

Thin Clients (for any test with audio) are **not** supported for Spring 2019 testing. Neither is Windows XP. Refer to the Technology User Guide for more detailed information on these devices.

Important Tasks Before Testing

The following tasks should be performed in the order listed.

1. ASSIGN ROLES FOR DISTRICT USERS

District M-STEP Coordinators will need to make sure all key personnel in the assessment process (Technology Coordinators, District Coordinators, and Building coordinators) have access to eDIRECT. Staff who need access to eDIRECT should request the access they need for eDIRECT through the OEAA Secure Site. Instructions on how to request access is available on the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining) under the **Security** section. Users with a role in the OEAA Secure Site for eDIRECT and with access to M-STEP will be loaded into eDIRECT. This is the only method to get access to eDIRECT.

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

Everyone, including Test Administrators, has access to the **Documents** section of [eDIRECT](https://mi.drceirect.com) (https://mi.drceirect.com) as this section does not require a login (click on All Applications → General Information → Documents).

2. PRE-IDENTIFY STUDENTS FOR TESTING

The Office of Educational Assessment and Accountability (OEAA) pre-identified students for the Spring 2019 M-STEP using the Fall 2018 MSDS General Collection and Student Record maintenance (SRM) files. Starting January 7, 2019, a Pre-ID Student Report can be generated from the OEAA Secure Site. Instructions on how to create a [Pre-ID Student Report](#) can be found on the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining). It is the responsibility of the district/school to review the report and take the following actions:

- Ensure that all students in grades 3–8 and 11 and the required grade 12 students are included in the Pre-ID Student Report.
- Remove, or unassign, students who have exited the school or are taking the MI-Access assessment (the state’s alternate assessment).

(NOTE: Students who are unassigned from testing are not removed from accountability calculations, just from testing. To remove a student from accountability calculations, the

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student must be exited in the MSDS in the Spring 2019 MSDS General Collection or an SRM collection.)

- Assign any new students to M-STEP testing if they have enrolled since the fall MSDS General Collection (student count day).

Barcode labels will be printed and shipped, along with the requested test materials, by the contractor for students who were pre-identified as M-STEP paper/pencil testers in the Secure Site by 5:00 PM, February 13, 2019. Schools administering the paper/pencil tests will be required to print barcode labels from the Secure Site for students pre-identified after that date.

3. ORDER TEST MATERIALS

It is up to the district to determine who will handle the placing of orders for paper/pencil test materials—either the District or the Building M-STEP coordinator.

Initial Materials Orders

All test materials orders are placed in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure) during a specific time frame. Initial material orders are created based on the number of students pre-identified to the M-STEP on the OEAA Secure Site, when their mode of testing is paper/pencil. Accommodated orders must be keyed in by the district or school on the Initial Material Order page.

To ensure that materials are ordered and shipped to the correct location, the person responsible for placing orders must verify on the Initial Order Screen in the Secure Site that the name and shipping address of the building or district M-STEP coordinator (depending on the shipping destination selected) is correct. If the information is incorrect, it must be updated in the EEM by the authorized district EEM user by no later than 5:00 PM on February 13, 2019. If you do not know who your district authorized EEM user is, you can find his/her name, email, and phone number on the District and Schools Contact page of the Secure Site.

Instructions for Initial Materials Orders can be found on the [Secure Site Training web page](http://www.michigan.gov/secaresitetraining) (www.michigan.gov/secaresitetraining). Click on “Initial Materials Order” under the **Material Orders** section.

Orders for Online Testers

Materials needed for online testing will automatically be sent to all schools; the schools do not need to take any action. It is important for M-STEP coordinators to view the instructions for Initial Material Orders on the [Secure Site Training web page](http://www.michigan.gov/secaresitetraining) (www.michigan.gov/secaresitetraining). This will ensure that you understand how this process works and you get the correct amount of materials. See the [List of Important Dates](#) in Appendix E of this manual for material ordering dates.

Additional Materials Orders

During the Additional Materials Order window, schools will have the opportunity to order additional standard and accommodated paper/pencil test materials, if necessary, from the Additional Material Order page of the Secure Site. See the [List of Important Dates](#) in Appendix E of this manual for dates when additional material orders can be placed. Instructions for placing an additional material order can be found on the [Secure Site Training web page](http://www.michigan.gov/secaresitetraining) (www.michigan.gov/secaresitetraining).

Supports and Accommodations

Some supports and accommodations for students require that they take paper/pencil versions of the tests. These tests must be specifically requested when ordering materials in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure).

4. LOAD STUDENTS IN EDIRECT

Students **cannot** be loaded directly into eDIRECT. Instead, follow the procedures established to pre-identify students in the Secure Site. Once they are entered there, it will take about one business day for them to be loaded into eDIRECT.

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NOTE: If a student is loaded into eDIRECT from the Secure Site, but then unassigned in the Secure Site, the student will NOT be removed from eDIRECT. Students can be removed from the test session in eDIRECT, but they cannot be removed from eDIRECT.

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

5. ASSIGN/EDIT TEST SESSIONS

There are two methods to assign test sessions for students testing online. Initially, this is done in the OEAA Secure Site. If students were not assigned to test sessions in the OEAA Secure Site before the posted deadline (see the [List of Important Dates](#) in Appendix E), those students can be placed directly into test sessions within eDIRECT. After this posted deadline, students must still be pre-identified on the OEAA Secure Site. They will then be transferred into eDIRECT, where schools will have to place students into test sessions.

- Schools administering assessments online can group students into online sessions on the Secure Site before the posted deadline (see the [List of Important Dates](#) in Appendix E). This is true for all students, whether they were pre-identified by the district/school or by the OEAA.
- Instructions for completing assigning test sessions in the Secure Site can be found on the [Secure Site Training web page](#) (www.michigan.gov/secaresitetraining). Click on “Creating Online Sessions” located under the **Quick Reference** section.
- After the posted deadline:
 - **pre-identified students** will be pulled into their online session groups from the Secure Site and automatically entered into eDIRECT
 - schools will need to place **new students** into a test session directly in eDIRECT

- pre-identified students will be available in eDIRECT within one business day, starting **March 8, 2019**

6. ASSIGN SUPPORTS AND ACCOMMODATIONS

The Spring 2019 M-STEP online assessments offer two kinds of supports and accommodations—embedded and non-embedded. Embedded supports and accommodations are those that are integrated into the online testing system.

NOTE: When assigning universal tools, designated supports, and accommodations, be sure to review the **Student Supports and Accommodations Tables** found in the [Supports and Accommodations Guidance Document](#) on the [M-STEP web page](#) (www.michigan.gov/mstep).

The embedded supports and accommodations need to be turned on in eDIRECT before the student’s test ticket is generated. Non-embedded supports and accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student.

For detailed information on assigning accommodations, refer to the **How to Assign and Mass-assign Student Supports and Accommodations** mini-module found in [eDIRECT](#) (<https://mi.drccedirect.com>). Go to All Applications → General Information → Documents → Document Type: Mini-Modules.

7. TRAINING REQUIREMENTS AND RESOURCES FOR STUDENTS

Online Student Tutorials

Online Student Tutorials are designed to be viewed with students in a classroom environment to provide an overview of the INSIGHT testing engine and tools. It is a companion activity that prepares students for the Online Tools Training (OTTs). The tutorials are not a substitute for the hands-on practice that the OTTs provide.

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The tutorials are available in two places.

- In [eDIRECT](https://mi.dracedirect.com) (https://mi.dracedirect.com), go to All Applications → General Information → Tutorials (a login is not needed).
- Open the INSIGHT testing engine and select the tutorial link at the bottom of the screen.

Online Tools Training (OTT) for Students

Online Tools Trainings (OTTs) allow students to see what different test items look like and to practice using the online testing tools. Before the testing software is installed, you must use the Google CHROME web browser to access the OTTs at the [OTT portal](https://wbte.dracedirect.com/MI/portals/mi/) (https://wbte.dracedirect.com/MI/portals/mi/). **Note:** If Chrome is not your default browser, you will need to copy and paste this url address into a CHROME web browser. You can access the OTTs through the testing software, once it is installed.

OTT resources include:

- all ELA, math, science, and social studies OTTs
- calculator practice module
- masking accommodation
- color choices/contrasting color/reverse contrast accommodations
- stacked Spanish translation accommodation (for mathematics)
- text-to-speech (TTS) accommodation
- Video Sign Language (VSL) accommodation

Providing students with ample practice opportunities will ensure they are familiar with the test content, item types, navigation strategies, and system tools on test day.

Paper/Pencil Sample Item Sets for Students

Sample Item Sets are not a practice test; they provide students practice opportunities (by grade and content area) to practice with the types of items and answer options they will encounter on

the paper/pencil M-STEP assessments. Answer keys for mathematics, science, and social studies are provided at the end of each document; answer keys for ELA are a separate document. Science also provides a separate sample item answer document.

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

8. CREATE TESTING SCHEDULES

Before testing begins, testing schedules must be developed for the school. The [Assessment Integrity Guide \(AIG\)](#) has been updated for the 2019 test administration, and testing schedules must be established and maintained on-site for three years. This requirement replaces the seating chart requirement. (Seating charts are no longer required for the M-STEP administration.)

Documentation of testing schedules must minimally include:

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

Detailed information and a sample test schedule are available in the AIG. See the AIG for more information.

To support the development of testing schedules, the OEAA has prepared estimates of the time it expects each test component to take, as shown

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in the tables below. **NOTE:** The overall time is the same for both online and paper/pencil tests, although the latter tests have different test sessions/parts.

M-STEP tests are untimed and student-paced. Therefore, students must be given as much time as they need to complete each session or part of the test. You may expect some students will complete the test in less time than estimated while others may require additional time. Be sure to plan for both contingencies. Schools should also consider the ages and needs of their students and schedule planned breaks as appropriate.

Estimated test session times do not include:

- travel to and from the testing room
- distribution and collection of test tickets, test booklets, answer documents, scratch paper, and when allowed, calculators
- signing into the test session
- review of online or paper/pencil test directions and paper/pencil ELA and mathematics sample items with students
- completion of the first page (demographic page) of the answer document

Spring 2019 Estimated Test Session Timings Grades 3–7					
Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
ELA Computer Adaptive	2:00	2:00	2:00	2:00	2:00
Mathematics Computer Adaptive	1:30	1:30	1:30	2:00	2:00
Science Field Test Part 1	NA	NA	0:45	NA	NA
Science Field Test Part 2			0:45		
Social Studies Part 1	NA	NA	0:30	NA	NA
Social Studies Part 2	NA	NA	0:30	NA	NA
Estimated Total Hours	3:30	3:30	6:00	4:00	4:00

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

Spring 2019 Estimated Test Session Timings Grade 8	
Subject	Grade 8
M-STEP Science Field Test Part 1	:45
M-STEP Science Field Test Part 2	:45
M-STEP Social Studies Part 1	:30
M-STEP Social Studies Part 2	:30
PSAT 8/9 (ELA and Mathematics)	2:40
Estimated Total Hours	5:10

NOTE: For grade 8, the PSAT will count toward ELA and mathematics accountability measures.

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9. TEST TICKET PRINTING

Each student will require a test ticket for every online test session. (Building Coordinators may want to print test tickets for each session on a different color paper to reduce potential confusion about which test tickets to use when.) Each test ticket has a username and a unique password.

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

Test Tickets by Grade

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

A test roster will print with each set of test tickets. If a roster is not desired, it is possible to print only the tickets by adjusting the print settings to leave off the first 1–2 pages of the document. Both the test tickets and test roster are secure materials.

Sample Test Tickets

Each test ticket will have a unique password. Following are examples of test tickets for a two-part test.

<p style="text-align: center;">M-STEP Spring 2019 Test Ticket G5 Social Studies Part 1</p> <p>Student Name: Delacruz, Juan J Date of Birth: 3/3/2012</p> <table border="1"><tr><td>Username: JDELACRUZ1 Password: ZM5XQYZ8</td></tr></table> <p>(Note: Username and password are not case sensitive) Accommodation: MSK Test Session: Sample Session</p>	Username: JDELACRUZ1 Password: ZM5XQYZ8
Username: JDELACRUZ1 Password: ZM5XQYZ8	

<p style="text-align: center;">M-STEP Spring 2019 Test Ticket G5 Social Studies Part 2</p> <p>Student Name: Delacruz, Juan J Date of Birth: 3/3/2012</p> <table border="1"><tr><td>Username: JDELACRUZ1 Password: ZM5XQYZ8</td></tr></table> <p>(Note: Username and password are not case sensitive) Accommodation: MSK Test Session: Sample Session</p>	Username: JDELACRUZ1 Password: ZM5XQYZ8
Username: JDELACRUZ1 Password: ZM5XQYZ8	

For detailed information on printing test tickets, refer to the **How to Create Test Sessions and Print Test Tickets** mini-module found in [eDIRECT](https://mi.drccedirect.com) (<https://mi.drccedirect.com>). Go to All Applications → General Information → Documents → Document Type: Mini Modules.

During Testing

Important Tasks During Testing

The following tasks should be performed in the order listed.

1. MANAGING STUDENT TEST TICKETS

Test tickets and rosters are secure materials. Once printed, they should be kept in a secure location until the test session is scheduled to begin. Test Administrators are instructed to distribute test tickets just prior to student login, and to collect test tickets after all students have logged in and begun testing.

Only one test ticket should be distributed at a time; students should not have access to any test ticket other than the test the student is currently taking.

After a testing session is complete, the Test Administrator should return all test tickets (and rosters, if printed) to the Building M-STEP Coordinator for:

- destruction (if all students finished the test)
- OR**
- secure storage (if students have not completed the test)

2. VERIFYING SUPPORTS AND ACCOMMODATIONS ON TEST TICKETS

For students with supports and accommodations, some of those supports/accommodations will be displayed at the bottom of their test ticket (see the bold text on the sample test ticket below).

<p>M-STEP Spring 2019</p> <p>Test Ticket G3 ELA</p> <p>Student Name: DelaCruz, Juan J Date of Birth: 3/3/2010</p> <p>Username: JDELACRUZ1 Password: ZM5XQYZ8</p> <p>(Note: Username and password are not case sensitive) Accommodation: MSK Test Session: Sample Session</p>

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

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

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

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Students or Test Administrators will be required to turn on some accommodations once the student has launched INSIGHT. Refer to the **M-STEP Online Test Directions** for more information about turning on universal tools, designated supports, and accommodations. These grade-specific documents are available in [eDIRECT](https://mi.dracedirect.com) (<https://mi.dracedirect.com>) and on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

3. MOVING ONLINE TESTERS TO A DIFFERENT TESTING DEVICE OR ROOM

There are two main reasons why it would be necessary to move an online tester from one computer to another during testing.

1. There are technology issues with the computer software or hardware that make it difficult and/or impossible for the student to continue testing on that computer.
2. The student requires additional time to complete the test and another location would be more suitable.

If a student needs to move from one computer to another after testing has begun, follow these steps.

1. Click on the "Pause" button and then click the "Exit" button (do not click "End Test").
2. Collect the student's test ticket and any used scratch paper, to bring to the new testing computer.
3. Escort the student to the new location (or computer).
4. Launch the testing software.
5. Hand the test ticket back to the student.
6. Observe the student entering his/her username and password.
7. The student will be required to view and click through the test directions.

8. The student will click "Start Test" and will be taken to the same question where he/ she left off prior to pausing.
9. Collect the student's test ticket.
10. Continue to monitor the test session with the normal security procedures.

4. MOVING PAPER/PENCIL TESTERS TO A DIFFERENT ROOM

Sometimes paper/pencil testers have to be moved to a different location during testing. This usually happens when one student takes longer than other students to complete the test. If this happens, put the student's answer document and any used scratch paper inside his/her test booklet, and move the student to a quiet location that is void of cluing materials (maps, equations, posters, etc.). The student must be accompanied by a Test Administrator or proctor until he/she finishes testing.

5. DURING A TEST SESSION

Detailed test directions are included in the M-STEP Online Test Directions and the M-STEP Paper/Pencil Test Administration Directions. Electronic copies of the M-STEP Online Test Directions and the Paper/Pencil Test Administration Directions can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) or [eDIRECT](https://mi.dracedirect.com) (<https://mi.dracedirect.com>). Printed copies of test directions are also included in the Initial Material Orders.

Test Administrators must have a printed copy of the test directions for the test being administered. Directions must be read and followed explicitly.

Ensuring Test Directions are read for each test administered

The MDE has received requests from schools to be allowed to administer more than one test at a time for mixed-age and/or mixed-content groups of students, while directions for one test are read. For example:

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- “Can we administer the 3rd and 4th grade mathematics M-STEP at the same time, reading the directions from one of the tests to all students?”
- “Can students be given test tickets for more than one test so they can move from one test to the next?”
- “Can students taking different tests be tested in the same room?”

The answer to all of these questions is based on the requirement stated below.

Directions must be read and followed explicitly.

Test Administrators **cannot** read directions for one grade of the mathematics test and presume that those directions will cover students taking a different grade of the mathematics test. There are slight, but important, differences in the directions for different grade and/or content area tests.

If the Test Administrator is able to ensure that the appropriate Test Directions are read to students for each test, while not disrupting testing of any other students, then testing in more than one grade or content area is allowable.

Per the Assessment Integrity Guide, noting the content area and grade is required on the Testing Schedule for each test session. When testing more than one grade or content area in a single test session, each assessment being administered to each student must be clearly documented in the Testing Schedule. In addition, a notation must be made on the Testing Schedule describing the steps taken to ensure all students are provided a quiet, distraction-free testing environment when more than one assessment is administered in the same room.

If students are resuming testing in a makeup or extended session and have already heard the test directions, then testing of multiple grades and content areas in the same room is allowed, since the students have already heard test directions read aloud.

Breaks During Testing

Breaks **are** allowed during M-STEP testing (online and paper/pencil). During online test sessions, breaks can be provided using the software’s “Pause” feature (do not click “Review/End Test”—that will cause the student’s responses to be submitted). Tests can be paused for up to 20 minutes. If the 20-minute limit expires, the student will need his/her test ticket to log back in.

If a student does not finish a single assessment on the same day in which it was started, the Test Administrator should collect the student’s test ticket and store it in a secure place for redistribution on the next testing day. All test tickets must be destroyed once the test is complete.

Paper/pencil testers are allowed to take breaks any time a “stop” sign appears in their test booklets. These signs appear at the end of each test part, which will be noted in the test directions. If one or more students leave the room, the Test Administrator must collect their answer documents and any used scratch paper, put them inside the students’ test booklets, and give the booklets back to the students when they return. Students may not return to an earlier part of their test booklet after a break is taken.

Testing Status

A student’s testing status can be checked in eDIRECT. For information on how to access the student test status, refer to the Checking Student Test Status mini-module in [eDIRECT](https://mi.drctedirect.com) (<https://mi.drctedirect.com>). Go to All Applications → General Information → Documents → Document Type: Mini-Modules. The following table defines the status notations that are used.

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

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Testing Irregularities

If any irregularities occur before, during, or after testing, they must be reported to the District M-STEP Coordinator and the OEAA, if appropriate, as soon as possible. See the [Incident Reporting Guide](#) in Appendix C for examples of what is considered an irregularity and what follow-up may be required.

Issues Specific to Online Testers

While reading test directions to online testers, it is very common for them to click ahead. Some students may reach the “Begin Test” button before they are directed to begin. In some cases, the student may even start taking the test. On a fixed-form test (that is, any grade and part of science or social studies, and some accommodated versions of ELA and mathematics), when the student realizes he or she has gone too far, there is a tendency to click “End Test” to get out of the test. If this happens, the test will become locked and it cannot be unlocked. This will result in the submission of a test with no responses. Therefore, before you begin reading the test directions, it may be helpful to remind students not to click ahead. If they do click the “Begin Test” button early, they should select the “Pause” button and wait for your directions.

On a Computer Adaptive Assessment (non-accommodated ELA and mathematics), if a student selects “Begin Test” before being directed to begin, the student should pause the test while the test directions are read. Once test directions are completed, the student can resume testing by selecting “Resume”. If the test has been paused for more than 20 minutes, the student will need to log in again using the original test ticket.

Internet Connectivity

Online testing requires a reliable connection to the internet. If a student’s computer loses contact with the caching server or DRC during computer adaptive testing, or if response caching is not enabled, testing will be paused while INSIGHT attempts to reconnect. If INSIGHT

cannot reconnect, the student will be logged out of the test. The student can log back in once the connection is restored, usually immediately. If student responses were being cached, responses may need to be pushed from the TSM to DRC, either manually or by an automatic process.

The connection is checked every 45 seconds or whenever an answer is selected. At most, one answer is lost to a lost connection (or up to 45 seconds of an essay). Testing resumes at the point where the connection was lost. Where available, wired connections usually have fewer disconnect “blips” than wireless connections. Work with the Building Coordinator and Technology Coordinator to resolve connectivity and other computer issues.

6. RESUMED TESTING

Resumed testing applies only to students testing with paper/pencil. (Online students who do not complete testing in the scheduled testing time may continue testing at a later time or date during the test window with their test ticket.)

For test security reasons, paper/pencil students are expected to complete all testing on the designated day, unless they are absent or provided the multiple-day testing designated support; this allows for **intentional** scheduling for some students who use additional supports. The paper/pencil tests are structured to allow ample time for all students to complete required testing in one day. It is incumbent upon the school staff to consider the needs of all students, including those who might require additional time, when building test schedules. The OEAA recommends that testing begins as early as feasible in the school day to accommodate students who need additional time.

Students may resume testing if:

- the student goes home sick
- the student is removed from school by a parent or guardian for an appointment

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When this happens, the following must be done.

- Flag the last item answered; the student may not go back to previously answered questions.
- Resume testing on a makeup day in a one-on-one proctored session.

7. VIDEO SURVEILLANCE CAMERAS

If a school has surveillance video cameras in the computer lab(s) or in any other room it will use for testing, a test security issue could be created. However, in the interest of student and staff safety, the use of surveillance cameras during testing is allowed. Cameras should be directed at equipment and test materials in such a way that test items or student responses are not compromised. Once testing is complete, any recordings made during test sessions must be deleted as soon as possible. The video recording of any test session or material cannot be archived.

8. ENDING A TEST SESSION

Online Testers

When students have completed their test, they should click “End Test” or “Exit” if taking a CAT. Students taking fixed-form tests will see the review screen after clicking “End Test.” Students should review any flags they selected on any items and ensure they have answered all questions. After viewing the review screen, students will click “End Test.” The next screen will give students an opportunity to return to the review screen or Submit the test. Clicking “Submit” ends the test and takes the student to the INSIGHT sign-in screen.

When taking a CAT test, students will work until they click “Next” on an item and receive a “Congratulations!” screen which shows they have completed the test. Students select “Exit” and return to the INSIGHT sign-in screen. At that point, the Test Administrator should see the desktop or home screen of the device.

If students are testing on devices they carry with them (commonly called 1:1 devices), Test Administrators need to check the devices to make sure the desktop or home screen is showing before students leave the testing room. This is the only way to be sure that students are not still logged into the testing software. (See the M-STEP Online Test Directions for more detailed information on ending online tests.)

Paper/Pencil Testers

All parts of the M-STEP test are untimed and student-paced. Therefore, students must be given as much time as needed during the same continuous session on the test date to complete each part of the test. If a test session time slot has ended but there are a few students who need more time to finish, their test materials may be collected and they may be escorted immediately to a different supervised location where they may complete their test.

For all other students who have finished testing, collect their test materials individually (do not have them pass their materials to the ends of rows or aisles). Verify that each student has returned both his/her answer document and test booklet, and then return the secure materials to the Building M-STEP Coordinator. See the **M-STEP Paper/Pencil Test Administration Directions** for more detailed information on ending paper/pencil tests.

After Testing

Important Tasks After Testing

The following tasks should be performed in the order listed. **Note:** This task list focuses primarily on the administration of the assessment; other accountability and reporting tasks to be done are not included here (watch the Spotlight for up-to-date information).

1. REPORTING DECISIONS

In some instances, District and/or Building M-STEP Coordinators may be called on to make two important decisions that will impact the reporting of results.

Research I and II Fields

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

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

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in the attainment of achievement objectives among those students who participated in reading program A vs. reading program B (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 distinct number, from 1 to 10.
- Districts may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be entered into the Secure Site through the end of Tested Roster or filled in on the student answer document.

Reporting Codes

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

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

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

2. CLEARING THE TESTING SITE MANAGER (TSM)

Once a testing session starts caching responses on the TSM, it will continue to do so until the student logs out. While there is no harm, it is not necessary to manually push student responses while students are testing. If a student cannot log back into a test because responses are waiting on the TSM, it is simplest to send all pending responses to DRC. Work with your Technology Coordinator to clear the TSM.

The TSM needs to be cleared of any stored responses at the end of each online testing window. If Technology Coordinators choose to, they may clear the TSM on a daily basis. Usually the TSM would only need to be cleared at the end of the day after all testing has been completed; however, if students are having problems logging into tests, the TSM may be cleared more frequently.

After Testing

3. MATERIALS HANDLING AND RETURN

All test materials must be managed in a specific way **after** each test window closes. In addition to online test tickets and rosters, this applies to paper/pencil used and unused test booklets (standard, braille, and enlarged print), used and unused answer documents (student-completed and adult-transcribed), CDs, DVDs, word-processed pages, scratch paper, graph paper, Listening Scripts, Listening CDs, Reader Scripts, etc. The table below shows what to do with each material once testing is complete.

How to Process Secure M-STEP Test Materials After Testing

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

* Can be returned with the scorable materials, or in a separate box as directed in [Instructions for Packing Non-scorable Materials for Return](#) on page 58 of this manual.

After Testing

How to Process Non-Secure M-STEP Test Materials After Testing

Non-Secure Test Materials	Return to M-STEP Contractor	Schools Keep	Schools Destroy
 Unused science and social studies answer documents			✓
 Unused orange Special Handling envelopes			✓
Test administration manuals		optional	
Test administration directions		optional	
Signed OEAA Assessment Security Compliance Forms		store at district for 3 years	
Testing Schedules		store at district for 3 years	

Return Tools

The M-STEP contractor has provided districts/schools with a number of tools for returning materials, including:

- Orange Special Handling Envelopes
- FedEx Express Airbills for shipping
- Blue scorable stickers for the outside of boxes containing scorable materials

NOTE: Districts and schools are encouraged to complete and return test materials as early as possible following each grade-specific testing window.

See the [List of Important Dates](#) in Appendix E of this manual for window dates. The M-STEP scoring contractor can then begin to scan and score student responses immediately. Fees are assessed for the late return of scorable materials.

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

Return Shipping Schedule

The [Materials Return Dates](#) on page 60 of this manual shows the dates by which answer documents must be returned for each testing window. It also shows the late fees and penalties that will be applied when materials are not returned promptly. Materials must be returned within three business days of the close of each testing window to avoid penalty. Answer documents returned after May 16, 2019 (for the grades 5, 8, and 11 window) and after June 6, 2019 (for the grades 3, 4, 6, 8 window) will not be scored.

OEAA Assessment Security Compliance Forms and Testing Schedules

Building M-STEP Coordinators must give their school's signed OEAA Assessment Security Compliance Forms and test schedules to the District M-STEP Coordinator, who will keep them on file for a minimum of three years. Do not return these documents to the M-STEP contractor.

After Testing

Preparing Answer Documents for Return

The Orange Special Handling Envelope

The orange Special Handling Envelope(s) is used for the following materials:

- damaged answer documents that are **not biohazards**
- responses on contaminated answer documents should be transcribed onto a new answer document; the contaminated answer document **must** be securely destroyed
 - Schools must submit an Incident Report when transcribing any answer document. See the [M-STEP Incident Reporting Guide](#) in Appendix C.
 - A bar code label must be printed and affixed to the new answer document, which will be returned with the scorable materials.
- used answer documents that the school has invalidated by printing “Do Not Score” prominently on the front page
- all word-processed pages and additional paper with complete student information inserted in each student’s answer document, for students who required these accommodations; see the [Word Processors](#) section in the **Supports and Accommodations** chapter of this manual

When preparing materials for return, set aside the completed orange Special Handling Envelope(s) with its contents. The envelope(s) must be placed at the top of Box 1 prior to the box being sealed and shipped.

The orange Special Handling Envelope only has to be returned if it is used. If the school does not have any items to be placed in the orange Special Handling Envelope, the envelope should be securely destroyed.

Organizing Answer Documents for Verification

Follow these steps for preparing M-STEP Answer Documents for return to the M-STEP contractor **at the end of each testing window**.

First, organize the answer documents into stacks for each grade level and subject being tested in your school. For example, at the end of the testing windows for grades 5 and 8, there will be discrete answer document stacks for grade 5 mathematics, ELA, science, and social studies, and discrete answer document stacks for grade 8 science and social studies.

If any students used an enlarged print or braille version of the test, a Test Administrator must transcribe their responses onto a regular answer document. Transcribed answer documents may be returned along with the other used answer documents.

Reviewing/Verifying Answer Documents

Once the answer documents are separated into stacks, review them using the following steps. Be sure to conduct this review for **each** stack of answer documents at the end of each grade-specific testing window.

For each stack, verify that:

- all answer documents are for the same grade level and same subject area
- all answer documents are for M-STEP (not MI-Access, ACT WorkKeys, SAT, or PSAT)
- only No. 2 pencils have been used
- no correction fluid, crayons, markers, highlighters, or colored pencils have been used
- any sticky notes, paper clips, rubber bands, staples, glue, or other extraneous materials have been removed from inside and outside the answer documents

All **used** answer documents for the grades tested in the particular test window will go into the scorable boxes.

After Testing

All **unused** ELA and mathematics answer documents will be **returned**, along with the secure test booklets, either in a scorable materials box or in a box affixed with a FedEx label and shipped back to the M-STEP scoring contractor; a non-scorable label is no longer needed in order to return nonscorable materials.

All **verified unused** science and social studies answer documents should be shredded, immediately following shipment of all other M-STEP materials.

Individual Answer Document Checks

Once all the answer documents are in stacks but **before** they are packed into scorable boxes, review each individual answer document to ensure that:

- the student information has been completed at the top of the answer document (student's legal name, teacher name, school name, district or PSA)
- the Student Birth Date field has been filled in accurately
- the Assessment Date and Test Form Number fields have been filled in accurately
- the Applicable School Use Only bubbles are correctly completed
- each answer document has an **undamaged** barcode label adhered carefully within the designated frame (a \$10 fee may be assessed for every answer document returned for scoring without a barcode label)
- the student name and school name on each barcode label matches the student information at the top of the answer document

It is **not** permissible for anyone to inspect answer documents for completion or to review student responses at this time. Test Administrators are responsible for ensuring that students have completed testing prior to the materials being collected from students and returned to the Building M-STEP Coordinator.

Packing Scorable and Non-scorable Materials for Return

Either the District M-STEP Coordinator or the School M-STEP Coordinator may return materials for scoring through FedEx Express shipping. Regardless of which coordinator is returning materials, the packing instructions are the same. Follow the instructions below when packing scorable materials.

It is **vital** that used answer documents be returned in boxes marked with a Blue Scorable Label. Failure to return answer documents properly can jeopardize a school's accountability calculations.

Instructions for Packing Scorable Materials for Return

1. Organize used answer documents by grade and then by subject area for the appropriate test window.
2. Pack used answer documents in boxes, using cushioning materials if needed to keep them secure. Schools should use the same boxes the materials were delivered in to ship the materials to M-STEP Scoring Services (the M-STEP scoring contractor). If these boxes are not available, use sturdy boxes to return the materials. **NOTE:** Do not use boxes that originally contained copy paper.
3. When returning multiple boxes of scorable materials, place the completed orange Special Handling Envelope (if used) on top of the contents of the first box.
4. **NOTE:** Used answer documents and other secure materials (e.g., test booklets) may be returned in the same box when **only one box** is being returned. When returning all materials in the same box, place the scorable materials and the Special Handling Envelope on the top and separate the scorable materials from the nonscorable materials with a sheet of paper. Place a Blue Scorable Label on the top of the box.

After Testing

5. Remove or black out any old shipping labels on the boxes, including the original shipping barcode, and seal the boxes with plastic shipping tape. Place three strips of tape on the top of each box and three strips of tape on the bottom.
6. Affix a Blue Scorable Label to the **top** of **all** boxes containing used answer documents.
7. In addition to the **blue Scorable label**, affix a FedEx Express Airbill to the first box of your scorable materials boxes. The FedEx Express driver will produce additional multiple-piece shipment labels and affix to them to the remaining boxes of scorable materials.

NOTE: Only **one** box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way, as this may affect FedEx processing and delay your shipment.

Instructions for Packing Non-scorable Materials for Return

1. Pack all used and unused test booklets, all unused ELA and mathematics answer documents, and any accommodated materials in the boxes, using cushioning materials to keep them secure. All CDs, DVDs, Reader Scripts, ELA Listening CDs, ELA Listening Scripts, Enlarged Print, and/or braille materials must be returned. Pack CDs and DVDs at the top of the box(es). It is preferable to use the same boxes that the materials originally came in to ship the materials to M-STEP Scoring Services (the M-STEP scoring contractor).
2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with plastic shipping tape. Place three strips of tape on the top of the boxes and three strips of tape on the bottom.
NOTE: Boxes that contain only nonscorable materials no longer need a nonscorable label.

NOTE: Only **one** box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way as this may affect FedEx processing and delay the shipment.

Reminder: Materials must be returned within three business days of the close of each testing window to avoid penalty. Answer documents returned after May 16, 2019 (for the grades 5, 8, and 11 window) and after June 6, 2019 (for the grades 3, 4, 6, 7 window) will not be scored.

Instructions for Returning All Materials via FedEx Express

1. Place the boxes where the FedEx driver normally delivers or picks up packages.
2. To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt ("Welcome to FedEx. In a few words, please tell me what you're calling about."), you can press 9 or say, "Premiere Customer Service Program."
3. When prompted, enter "999 999 933" as the nine-digit FedEx account number. You 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 M-STEP-specific questions than a regular Customer Service Representative, but either will be able to help you schedule your M-STEP pickup if you specify that you need to schedule a FedEx Express pickup for the M-STEP project.
4. Have the following information available when you call:
 - › your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your

After Testing

address information in their system; otherwise, this information will have to be provided)

- › the pickup date
- › the total number of boxes you are returning
- › the average box weight (you can use 30 pounds per box)

5. If you do not have enough Scorable Labels and/or FedEx Express Airbills, contact your District M-STEP Coordinator, who can order them on the Additional Materials Order page and select “ship to district.”

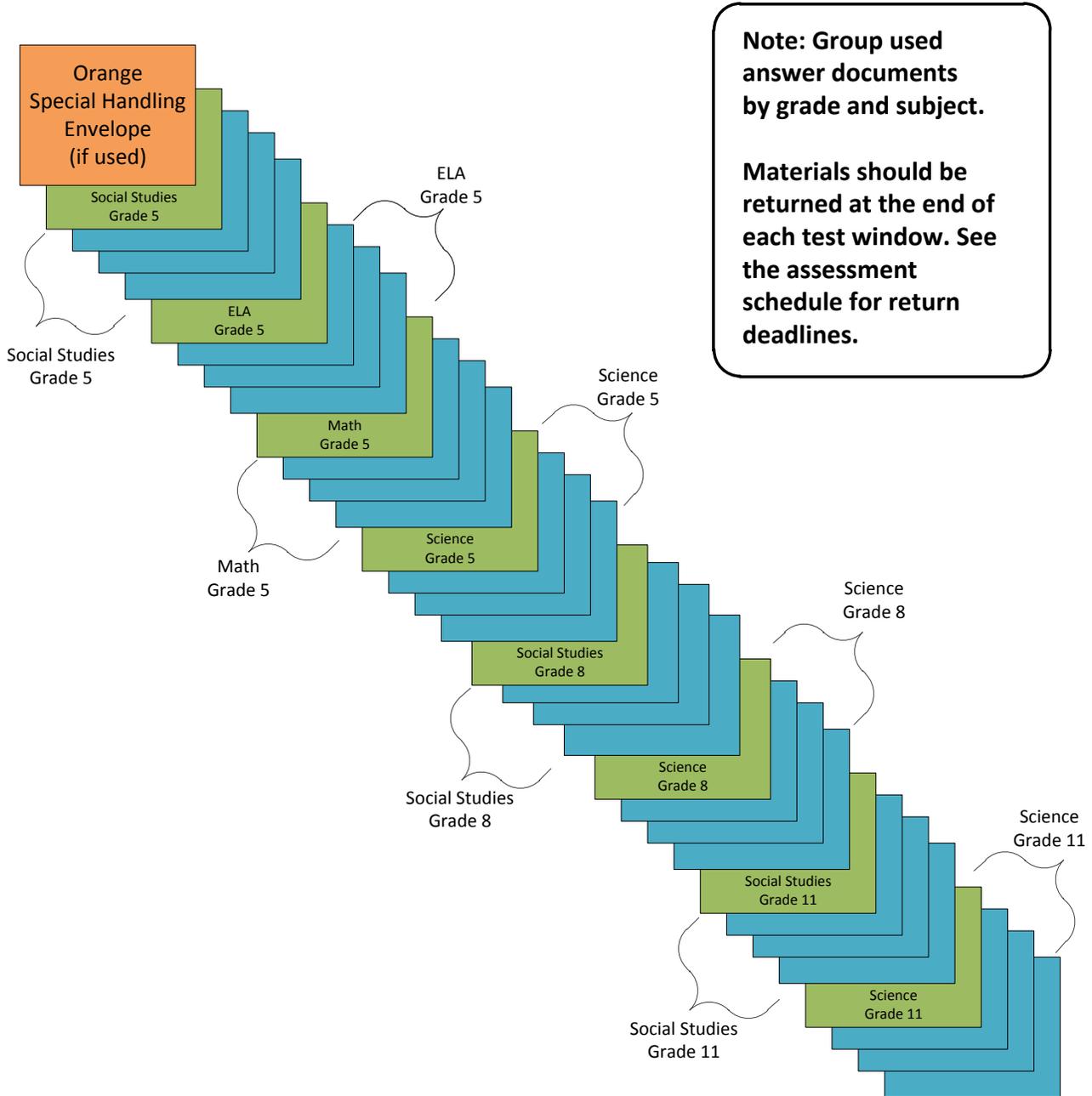
6. Any remaining Scorable Labels and FedEx Express Airbills can be used for other testing windows if needed. After returning all of your materials for this project, destroy any remaining FedEx Express Airbills, as these are year-specific.

Important: Keep the **sender’s copy** of the FedEx Express Airbill for each package so you can easily track your packages. If requested, the FedEx Express driver will supply small adhesive tracking labels. These labels will match the multiple-piece shipment labels on your packages.

Materials Return Dates				
Grades	Final date to ship without penalty and for inclusion in answer document verification	Shipping dates with \$250 late fee charge	Shipping dates with \$250 late fee and \$25 processing fee per answer document	Dates after which materials will NOT be scored
Grades 5, 8 and 11	May 1, 2019	May 2–8, 2019	May 9–15, 2019	May 16, 2019
Grades 3, 4, 6 and 7	May 22, 2019	May 23–29, 2019	May 30–June 5, 2019	June 6, 2019

After Testing

Diagram for Packing Scorable Materials



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

Appendix A: Calculator Policy

M-STEP Mathematics Calculator Policy

ONLINE AND PAPER/PENCIL TESTERS

Students in grades 3, 4, and 5 are **not** allowed to use a calculator on ANY item in the mathematics assessment, as the use of calculators at these grade levels changes the construct of the items and what they are intended to measure. All students must abide by this no-calculator-allowed policy, even students whose IEP or 504 Plan specifies otherwise. **The use of a calculator at grades 3, 4, or 5 is considered a nonstandard accommodation.** Nonstandard accommodations render the assessment invalid.

ONLINE TESTERS

Students in grades 6 and 7 will use the calculator embedded within the online delivery engine. The calculator will appear in the toolbar when items allow its use; it will not appear when items do not allow its use.

There are two types of embedded online calculators:

- Grade 6 – basic calculator
- Grade 7 – scientific calculator

The Office of Assessment and Accountability (OEAA) has developed resources for online testers to help prepare them for online testing. One of the resources is an online calculator practice tool. It is recommended that online testers visit the practice environment to see sample items and familiarize themselves with the online calculator tool. To practice using the M-STEP online calculators, go to the [OTT portal](https://wbte.drctdirect.com/MI/portals/mi/) (https://wbte.drctdirect.com/MI/portals/mi/) using the **Google Chrome web browser**.

PAPER/PENCIL TESTERS

Students in grades 6 and 7 will use a handheld calculator. The test booklets are divided into two parts. Part 1 of the paper/pencil mathematics assessment is considered non-calculator, and

students must not have a calculator within reach during this part of the test. Part 2 of the paper/pencil mathematics assessment allows the use of a calculator. Once students start Part 2, they are not allowed to return to the non-calculator items in Part 1. Since external handheld graphing calculators are programmable, there is a potential of a security breach. All programmable calculators must be set to TEST mode during the testing session.

Types of allowable handheld calculators:

- Grade 6 – basic
- Grade 7 – scientific

IMPORTANT NOTES

Alignment

The operational items on all of the assessments have been field tested and are aligned to Michigan's standards.

Fairness

The issue of fairness between online testers and paper/pencil testers with regard to calculator usage has been raised. The OEAA decided not to burden schools by requiring them to purchase calculators for a possible one-time use specifically for this assessment. Some schools may not have the grade-specific calculators for their paper/pencil testers to use. The OEAA has reviewed each mathematics item to determine if the use of an above-grade-level calculator would give those students using them an advantage. It was determined students will not be advantaged or disadvantaged based on using an above-grade calculator on the mathematics assessment.

Managing Online Testers and External Handheld Calculators

The OEAA prohibits online testers from using external handheld calculators instead of the embedded online calculator. The only online testers who may use an external calculator are those students whose IEP or Section 504 Plan specifies the use of a special adaptive calculator.

Appendix B: Scratch Paper Policy

M-STEP Scratch Paper Policy

Scratch paper is a universal tool that may be made available to students during testing. Used scratch paper is a **secure** material. District Coordinators should develop and disseminate procedures for the secure handling and disposal of used scratch paper.

TERMS

Graph Paper: blank, gridded paper provided by MDE for use in grades 6-7 mathematics

Scratch Paper: blank, lined, or unlined paper

Graph paper and scratch paper are separated into two types:

Unused Scratch/Graph Paper: scratch paper that does not include any student markings - unused scratch/ graph paper may include a student's name written on it

Used Scratch/Graph Paper: scratch/graph paper that includes any student markings beyond the student's name

ONLINE TESTERS: MATHEMATICS

Scratch paper is allowed in all test sessions. For students in grades 6-7, **blank** graph paper is required and is provided in the online initial material order. The grades 3-5 tests do not include items that require graph paper. Additional graph paper can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

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

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

Fresh scratch/graph paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for login, a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.

Students must write their names on the scratch paper. When students are given a break, the scratch paper must be collected and securely stored with test tickets until testing resumes.

If a student's name is clearly written on the used scratch paper, it can be returned to that student to use when resuming an in-progress test.

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

Scratch paper is allowed in all test sessions. For all grades this must be **blank** ruled or unruled paper.

Fresh scratch paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for login, a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.

Students must write their names on the scratch paper. When students are given a break, the scratch paper must be collected and securely stored with test tickets until testing resumes.

If a student's name is clearly written on the used scratch paper, it can be returned to that student to use when resuming an in-progress test.

PAPER/PENCIL TESTERS: MATHEMATICS

Scratch paper is allowed in all test sessions and test parts. For grades 3-5 this must be **blank** ruled or unruled, or (optionally) graph paper. Testers in grades 6-7 may be provided blank graph paper in place of blank ruled or unruled paper; however, students may also use the graphs in their test booklets to solve problems. Additional graph paper can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Appendix B: Scratch Paper Policy

Fresh scratch paper must be distributed with each part of a test and students must write their names on the scratch paper. After students encounter a “stop” sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.

Note: In order to prevent the use of an inappropriate writing utensil on the answer document, students should only have access to number 2 pencils during paper/pencil testing.

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

Scratch paper is allowed in all test sessions and test parts. For all grades this must be **blank** ruled or unruled paper.

Fresh scratch paper must be distributed with each part of a test and students must write their names on the scratch paper. After students encounter a “stop” sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are given a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.

Note: In order to prevent the use of an inappropriate writing utensil on the answer document, students should only have access to number 2 pencils during paper/pencil testing.

Mathematics: Online and Paper/Pencil

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

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

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

*Does not apply to English language arts.

M-STEP Incident Reporting Guide

If any testing irregularities occur before, during, or after testing, the District M-STEP Coordinator must report them to the Office of Educational Assessment and Accountability (OEAA) as soon as possible. This table identifies the incident categories and sub-categories that are used in the Secure Site Incident Reporting tool and provides sample scenarios for each category or sub-category.

You will find detailed information on how to access and use the Secure Site Incident Reporting tool [here](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) (http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf).

Incident Category: Test Not Completed				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Test submitted prior to completion	Student accidentally ends/ submits the test without answering all questions.	If 5 or fewer questions have been answered, contact the Call Center at 1-877-560-8378 Option 2. If more than 5 questions have been answered, an Incident Report is required.	N/A	Online: Required if more than 5 item responses Paper/ Pencil: N/A
Student became ill	Student becomes ill and goes home before finishing a test.	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.	Collect test materials and flag the last question answered. Resume testing in an individual one-on-one proctored makeup session. Students are not allowed to return to previously answered questions.	Online: Optional Paper/ Pencil: Required
Student was removed from school by parent/guardian	Student is removed from class by a parent or guardian during the test administration.	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.	Collect test materials and flag the last question answered. Resume testing in an individual one-on-one proctored makeup session. Students are not allowed to return to previously answered questions.	Online: No Incident Report Necessary Paper/ Pencil: Required

Appendix C: Incident Reporting Guide

Incident Category: Test Not Completed				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Student moved from school	Student transfers or moves from school with an incomplete content area test. NOTE: Be prepared to accept a phone call from student's receiving school requesting information on test completion and needed accommodations or designated supports.	Submit an incident report with request for test to be marked Do Not Score .	Mark the answer document Do Not Score and return it in the Special Handling Envelope.	Online: Required Paper/Pencil: Required
Do Not Score requested	Student has taken (or logged into) incorrect assessment (took M-STEP instead of MI-Access assessment.) NOTE: A student who begins a test and subsequently becomes ill does not meet the requirements for the test to be marked Do Not Score .	Submit incident report with request for the test to be marked Do Not Score .	N/A	Online: Required Paper/Pencil: N/A
Student does not complete test by end of day	Student does not complete testing by the end of the school day. NOTE: Testing must be completed by the end of the grade-level testing window. There are no exceptions.	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session. (Schools should consider the ages and needs of their students and schedule intentionally planned breaks as appropriate.)	With proper planning and scheduling, this should be avoided. <ul style="list-style-type: none"> Schedule all testing early in the day to allow students to complete required testing. The schedule must allow for students who require additional time. Consider the multiple day testing designated support—this is allowable as intentional scheduling for some students who use additional supports. Exceptions for individual students will be considered on a case-by-case basis. The required Incident Report must demonstrate student was provided ample time to complete the test. 	Online: No Incident Report necessary Paper/Pencil: Required

Appendix C: Incident Reporting Guide

Incident Category: Accommodation/Designated Support Issue				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Designated support/required accommodation not provided	Student is not provided appropriate designated support or accommodations.	<p>Test misadministration.</p> <p>Submit an Incident Report.</p> <p>New test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians.</p>	<p>Test misadministration.</p> <p>Submit an Incident Report.</p> <p>Emergency test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians.</p> <p>Original answer document must be marked Do Not Score and returned in the orange Special Handling Envelope.</p>	<p>Online: Required</p> <p>Paper/Pencil: Required</p>
Nonstandard designated support/accommodation provided	Nonstandard accommodation provided. See the "Nonstandard Accommodations" information on page 20 of this manual.	<p>The student's test is invalidated.</p> <p>Inform parents or guardians.</p> <p>Submit an Incident Report—working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student's school agree it is in the best interest of the student.</p> <p>Perform an internal investigation as needed and keep the resulting documentation on file as Nonstandard Accommodations may be appealed during the Answer Document Verification window.</p>	<p>Mark the student's test as Nonstandard Accommodation on the answer document and return with scorable materials. The student's test is invalidated.</p> <p>Inform the parent or guardian.</p> <p>Submit an Incident Report—working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student's parents and school agree it is in the best interest of the student.</p> <p>Perform an internal investigation as needed and keep the resulting documentation on file as Nonstandard Accommodations may be appealed during the Answer Document Verification window.</p>	<p>Online: Required</p> <p>Paper/Pencil: Required</p>

Appendix C: Incident Reporting Guide

Incident Category: Misadministration				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Wrong test administered	Student is administered the incorrect test (for example, an M-STEP test instead of a MI-Access test).	<p>Inform parents or guardians. Students must be assigned to the correct test in the Secure Site and the appropriate test must be given in order to be included in accountability calculations. Submit an Incident Report—the test will be marked Do Not Score.</p>	<p>Inform parents or guardians. Mark the answer document with Do Not Score and return in the orange Special Handling Envelope. Student must be given the correct test in order to be included in accountability calculations — material orders should be ordered on the Secure Site using the normal additional material order process.</p>	<p>Online: Required</p> <p>Paper/Pencil: Required</p>
Wrong test ticket used	Student is issued wrong test ticket and begins the test.	<p>Stop the test as soon as the error is identified. Pause and Exit the test (do not End the test) Submit an Incident Report.</p>	N/A	<p>Online: Required</p> <p>Paper/Pencil: N/A</p>
Part missed or not administered	Student is not administered one part of a test.	<p>If it is identified within the testing window for the grade, administer the test. If it is past the testing window for the grade, submit an Incident Report. The test may not be administered.</p>	<p>If it is identified on the day of the administration or within the makeup window for the subject and grade, administer the test. If it is not identified on the test day or within the makeup window for the subject and grade, submit an Incident Report. Important reminder: This is not permissible to inspect answer documents for completion or to review student responses at this time.</p>	<p>Online: Optional</p> <p>Paper/Pencil: Optional</p>

Incident Category: Misadministration

Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Wrong answer document used	Student uses wrong answer document when testing.	N/A	<p>If the wrong answer document is the correct grade and test, but has a wrong barcode label, then a new correct barcode label should be printed and affixed. An Incident Report is not required.</p> <p>If the answer document is the wrong grade and/or content, then mark the wrong answer document(s) used with Do Not Score and return in the orange Special Handling Envelope. Submit an Incident Report.</p> <p>(See Answer document transcription required/suggested Incident Sub-Category on page 74 of this manual.)</p>	<p>Online: N/A</p> <p>Paper/ Pencil: Optional</p>
Test not administered on scheduled day/time	Test is administered outside of scheduled testing window, or a paper/pencil test is administered in a day that is not assigned for the content/part or not administered during scheduled makeup dates.	N/A	<p>Mark student's answer document Do Not Score and return in the orange Special Handling Envelope. Submit an Incident Report.</p>	<p>Online: N/A</p> <p>Paper/ Pencil: Required</p>

Appendix C: Incident Reporting Guide

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

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

Incident Category: Prohibited Behavior

Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Electronics/ social media	Taking photos of test items, use of social media during testing.	<p>The student's test will be marked Prohibited Behavior and invalidated.</p> <p>Inform parents or guardians.</p> <p>Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window.</p> <p>Submit an Incident Report.</p>	<p>Inform parents or guardians.</p> <p>Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window.</p> <p>Submit an Incident Report.</p>	<p>Online: Required</p> <p>Paper/ Pencil: Required</p>
Other	<p>Disruptive behaviors impacting testing session/ completion, cheating, use of calculator (mathematics) or dictionary/thesaurus (ELA) during non-permitted section of the test.</p> <p>NOTE: The use of non-permitted tools results in test invalidation.</p>	<p>Students engaged in disruptive or egregious behavior must be removed from the testing room.</p> <p>Where feasible, students should be redirected and allowed to continue testing. Students engaged in prohibited behavior need not be removed from the testing room unless they are affecting other students.</p> <p>The student's test will be marked Prohibited Behavior and invalidated.</p> <p>Inform parents or guardians.</p> <p>Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window.</p> <p>Submit an Incident Report.</p>	<p>Students engaged in disruptive or egregious behavior must be removed from the testing room.</p> <p>Where feasible, students should be redirected and allowed to continue testing. Students engaged in prohibited behavior need not be removed from the testing room unless they are affecting other students.</p> <p>The student's test will be marked Prohibited Behavior and invalidated.</p> <p>Inform parents or guardians.</p> <p>Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window.</p> <p>Submit an Incident Report.</p>	<p>Online: Required</p> <p>Paper/ Pencil: Required</p>

Appendix C: Incident Reporting Guide

Incident Category: Technical Problems with Online Testing				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Repeated disconnections	Student(s) has repeated disconnections during testing session.	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/ Pencil: N/A
	Entire classroom has repeated disconnections during testing session.	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.		Online: Optional Paper/ Pencil: N/A
INSIGHT freezing, or not advancing	INSIGHT stops working and the student(s) cannot continue testing.	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/ Pencil: N/A
TSM error	TSM Connection Error—Could Not Register TSM	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/ Pencil: N/A
Item functionality	An item on the test is not functioning as expected. For example, the student believes the correct answer cannot be selected.	Instruct the student to answer as best they are able. Submit an Incident Report with the test and question number (if known), and computer used for testing (Windows PC, Mac, iPad, Chromebook).	N/A	Online: Required Paper/ Pencil: N/A

Incident Category: Technical Problems with Online Testing

Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Hardware failure	Power outage, internet connection interrupted through local error, stolen computers.	If the problem is with just one computer, move the student to another computer and resume testing. If the problem will be resolved in sufficient time to complete testing (restore power or internet connection), continue testing another time or day. If online testing becomes impossible, file an Incident Report.	N/A	Online: Required IF it is necessary to move to emergency paper forms; otherwise optional Paper/ Pencil: N/A
Other	Use this category if your technical problem does not conform to the listed technical issues.	Contact your local IT staff, or if further support is required, contact DRC Customer Support.	N/A	Online: Optional Paper/ Pencil: N/A

Appendix C: Incident Reporting Guide

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

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

Incident Category: Staff Unethical

Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	IR Required/Optional
Staff Unethical	<p>District administration or management company needs to report an incident involving inappropriate test administration practices of District/Building Coordinators or Building Administration.</p> <p>Note: When using this category, only the incident report submitter and anyone identified in the CC field of the report will receive notification of progress of this incident.</p>	<p>Required to Submit an Incident Report- In working with the OEAA the district may be able to quickly resolve issues.</p>	<p>Required to Submit an Incident Report- In working with the OEAA the district may be able to quickly resolve issues.</p>	<p>Online: Required</p> <p>Paper/ Pencil: Required</p>

Appendix D: eDIRECT User Guide

eDIRECT User Guide

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

The guide is divided into three main sections:

- **Working with eDIRECT** describes how to access and log into eDIRECT, as well as some of its more common menu functions and options
- **Test Setup** describes the test setup options for editing student information and test sessions
- **Checking Student Testing Status** describes the options for monitoring student testing status in eDIRECT

Access the full guide in [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>). Go to All Applications → General Information → Documents → Document Type: Manuals and Directions.

Appendix E: List of Important Dates



2019 M-STEP List of Important Dates

Start	End	Task/Activity	Mode
10/22/18	11/20/18	Online waiver window – request waiver to administer paper/pencil by 5:00 PM	PP
11/05/18	01/11/19	Off-site Test Administration Request (for building or district-wide requests)	Both
01/07/19	02/13/19	Pre-identification of students for barcode labels by 5:00 PM	PP
01/07/19	02/13/19	Initial Material Order window (all grades) by 5:00 PM	PP
01/07/19	02/25/19	Online test session setup in the Secure Site by 5:00 PM	OL
01/07/19	05/30/19	Pre-identification of students by 5:00 PM	Both
01/14/19	05/30/19	Off-site Test Administration Request (for individual students such as homebound or expelled with service students)	Both
01/14/19	03/07/19	Alternate Insight Availability Request	OL
03/05/19	03/05/19	Online District and Building Coordinator Training – eDIRECT & Test Setup at 10:00 AM – recording available 03/06/19	OL
03/08/19	05/31/19	eDIRECT available for online test administrative tasks	OL
03/25/19	03/27/19	Grades 5, 8, and 11 materials arrive in schools – alternate delivery date not requested	Both
04/01/19	04/03/19	Grades 5, 8, and 11 materials arrive in schools – alternate delivery date requested	Both
04/02/19	04/23/19	Grades 5, 8, and 11 Additional Material Order (closes at noon)	PP
04/08/19	05/10/19	Grades 5, 8, and 11 Online Test Administration	OL
04/09/19	04/09/19	Grade 5 ELA Day 1 Paper/Pencil Test Day	PP
04/10/19	04/10/19	Grade 5 ELA Day 2 Paper/Pencil Test Day	PP
04/10/19	TBD	Preliminary Reports (within 48 hours of online test completion)	OL
04/11/19	04/11/19	Grade 11 Science Field Test and Social Studies Test Day	PP
04/11/19	04/15/19	Grade 5 ELA Makeup	PP

Appendix E: List of Important Dates

Start	End	Task/Activity	Mode
04/12/19	04/26/19	Grade 11 Science and Social Studies Makeup	PP
04/15/19	04/18/19	Grades 3, 4, 6, and 7 materials arrive in schools – alternate delivery date not requested	Both
04/16/19	04/16/19	Grade 5 Mathematics Paper/Pencil Test Day	PP
04/17/19	04/17/19	Grades 5 and 8 Science Field Test Paper/Pencil Test Day	PP
04/18/19	04/18/19	Grades 5 and 8 Social Studies Paper/Pencil Test Day	PP
04/19/19	04/26/19	Grades 5 and 8 Makeup any content area	PP
04/22/19	04/24/19	Grades 3, 4, 6, and 7 materials arrive in schools – alternate delivery date requested	Both
04/23/19	05/14/19	Grades 3, 4, 6, and 7 Additional Material Order (closes at noon)	PP
04/29/19	05/31/19	Grades 3, 4, 6, and 7 Online Test Administration	OL
04/30/19	04/30/19	Grades 3, 4, 6, and 7 ELA Day 1 Paper/Pencil Test Day	PP
05/01/19	05/01/19	Grades 3, 4, 6, and 7 ELA Day 2 Paper/Pencil Test Day	PP
05/01/19	05/01/19	Grades 5, 8, and 11 Return of Materials Deadline	PP
05/02/19	05/06/19	Grades 3, 4, 6, and 7 ELA Makeup Days	PP
05/07/19	05/07/19	Grades 3, 4, 6, and 7 Mathematics Paper/Pencil Test Day	PP
05/08/19	05/17/19	Grades 3, 4, 6, and 7 Makeup any content area	PP
05/22/19	05/22/19	Grades 3, 4, 6, and 7 Return of Materials Deadline	PP
June 2019		Accountable Students Enrolled and Demographics – watch Spotlight for details	Both
June 2019		Answer Documents Received – watch Spotlight for details	Both
June 2019		Submitted Issues for Answer Documents – watch Spotlight for details	Both
June 2019		Students Not Tested – watch Spotlight for details	Both
TBD		Final Reports – watch Spotlight for details	Both

3/21/19 – Dates highlighted in green have been updated to reflect test window extensions.

Appendix F: Administration Resources

M-STEP Administration Resources

This appendix lists the resources available to help Assessment Coordinators with pre-administration, during-administration, and after-administration tasks for M-STEP. There are additional resources available on these web pages for other tasks.

[M-STEP WEB PAGE](http://www.michigan.gov/mstep)

(www.michigan.gov/mstep)

• **Current Assessment Administration**

- Off-Site Test Administration Request
- Guide to State Assessments
- M-STEP List of Important Dates
- MDE-Approved INSIGHT Tools Poster
- Assessment Integrity Guide
- Graph Paper, Grades 6-7
- Scratch Paper Policy
- Security Compliance Form
- Test Directions

• **Student Supports and Accommodations**

- Frequently Asked Questions
- Supports and Accommodations Guidance Document includes:
 - › Read-Aloud Guidelines
 - › Student Supports and Accommodations Table
 - › Scribing Protocol
 - › Braille Assessment Plan
- M-STEP Accommodations Worksheets
- M-STEP Multiplication Table

• **Content Specific Information**

- Sample Passage-based Writing Prompt Essay
- ELA – Test Overview

- ELA and Mathematics – Crosswalk Documents: Claims, Targets, and Standards
- Online Practice for M-STEP ELA, Math, Science, and Social Studies
- Michigan Academic Standards

• **Professional Development**

- Assessment Coordinator Training Guide ★
- Assessment Security Training Registration ★
- ELA – Navigating the Computer Adaptive Test
- Mathematics – Navigating the Computer Adaptive Test
- Test Administration Training Videos and PowerPoints
- Student Supports and Accommodations Webinar Links and PowerPoints

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

[DRC eDIRECT](https://mi.drctdirect.com)

(<https://mi.drctdirect.com>)

- **Documents** (From Michigan's eDIRECT page, go to All Applications → General Information → Documents)
 - Technology User Guide
 - eDIRECT User Guide
 - Accommodations: Adding, Editing, and Mass-Assigning
 - Checking Student Test Status
 - Creating Test Sessions in eDIRECT
- **Test Tutorials** (From Michigan's eDIRECT page, go to All Applications → General Information → Test Tutorials)
 - Michigan Online Assessment Student Tutorials (for students to use before testing to become familiar with the M-STEP online test)

Appendix F: Administration Resources

[MDE SECURE SITE TRAINING](http://www.michigan.gov/securerisetraining)

(www.michigan.gov/securerisetraining)

This site includes documents that provide directions for pre-identification of students, all materials ordering, Incident Reporting, Accountability-related tasks, and accessing student data score files and the Dynamic Score Reporting Site.

• **Security**

- Create a New User
- How do I get access to eDIRECT?
- Manage Access Requests
- Request Access to the Secure Site
- Secure Site Roles and Assessment Descriptions

• **Pre-Identification of Students**

- Early Roster
- Creating Online Sessions
- Mass Update Assessments
- MSDS Copy
- One Student at a Time/Student Search
- Pre-ID File Upload
- Pre-ID Student Report
- Pre-Identification for State Assessments Overview
- Reporting Code Labels

• **Material Ordering**

- Additional Material Orders
- Initial Material Orders

• **Miscellaneous Secure Site Functions**

- District and School Contacts
- Incident Reporting
- Online Waiver Request



Appendix G: Checklists

Before Testing Checklist

- Obtain OEAA Assessment Security Compliance Forms from all staff involved in M-STEP Testing
- Ensure software and testing devices are prepared for testing (see [page 42](#) of this manual)
- 1. [Assign Roles for District Users](#)
- 2. [Pre-Identify Students for Testing](#) (January 7 – February 13, 2019 for barcode labels)
- 3. [Order Test Materials](#)
- 4. [Load students in eDIRECT](#)
- 5. [Assign/Edit Test Sessions](#) (by **February 25, 2019** for online test session setup in the Secure Site)
- 6. [Assign Supports and Accommodations](#) (and be sure Test Administrators are aware of all designated supports and accommodations for students in each test session)
- 7. [Watch the District/Building Coordinator Online Training](#) (Live **March 5, 2019**) or a recording of the training (posted by **March 6**) in [eDIRECT](#) (<https://mi.drctedirect.com>) under All Applications → General Information → Documents → Document type: Training Presentations & FAQs and on the [M-STEP web page](#) (www.michigan.gov/mstep)
- Other staff training opportunities:
 - Assessment Coordinator Training Guide
 - Read/review Manuals
 - Read/review Test Directions
- Prepare students for testing:
 - Review Tutorials
 - Practice with OTTs
- 8. [Create Testing Schedules](#) (see AIG for required components)
- 9. [Print Test Tickets and Rosters](#)
- Submit any Off-Site Testing Requests (as appropriate)

Appendix G: Checklists

During Testing Checklist

- Ensure no academic posters are visible in any testing room (vocabulary lists, maps, etc.) See AIG for more information.
- Print and post INSIGHT Tools Poster (optional)
- 1. [Manage handling of secure materials](#), including: test tickets and rosters, scratch paper, test booklets, and answer documents
- 2. [Verify Supports and Accommodations are assigned](#) and Test Administrators are aware of all Supports and Accommodations in each test session
- 3. [During a Test Session](#)
Providing test directions to test administrators, breaks during testing, testing status, testing irregularities, and other test session tasks.
- 4. [Resumed Testing: Monitor testing completion in eDIRECT](#) (**NOTE:** ONLY students who are assigned to test sessions appear on this screen; if a student is not assigned to a test session but MDE expects that student to test, the student will NOT appear on this screen)
- 5. If [Video Surveillance Cameras](#) exist in any testing room, ensure the test session is deleted as soon as possible after testing is completed

After Testing Checklist

- 1. [Assign Research/Reporting Codes](#)
- 2. [Clear the TSM](#)
- 3. Return materials to M-STEP Contractor/Destroy secure materials not returned (see the [Materials Handling and Return](#) section for detailed instructions and deadlines)

Accountability Tasks (watch Spotlight for these dates):

- Accountable Students Enrolled and Demographics
- Answer Documents Received
- Submitted Issues for Answer Documents
- Students Not Tested

Appendix H: Change Log

3/21/19 – Test Window Extension updates

- page 7: Updated Testing Schedule
- page 76: Updated M-STEP List of Important Dates

NOTE: Because the assessment testing windows have been extended this year, all the dates included in this document are superseded by the dates listed in the Updated Testing Schedule and Updated M-STEP List of Important Dates.

3/21/19 – page 62: Added “Mathematics” to Calculator Policy title.

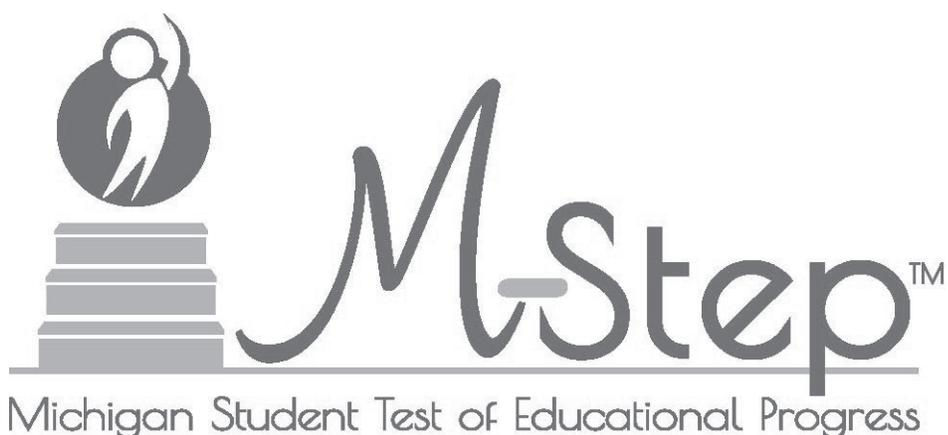
4/3/19 – page 56: Last row of table changed to Testing schedules.



M-STEP Test Administration Manual
Spring 2019

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

Appendix A.3 M-STEP Test Administration Directions – Grade 5 Online



M-STEP Online Test Directions Grade 5

Michigan Student Test of Educational Progress

Spring 2019

Michigan Department of Education
Office of Educational Assessment and Accountability

INTRODUCTION	1
Using this Manual	1
Online Assessments Covered in Manual	1
Key	2
Online Tools Training (OTT) and Student Tutorials	2
BEFORE TESTING	3
Test Materials Needed for M-STEP	3
Before Testing Checklist	4
DURING TESTING	6
Permitted Items in Testing Room	6
Procedures for Testing Breaks, Interruptions, or Pauses	6
Test Directions—Introduction—All M-STEP Grade 5 Assessments	7
Test Directions—Test Sign-In	9
Test Directions—Welcome Screen	11
Test Directions—System Check and Test Security	14
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Test Directions for Grade 5 ELA CAT Assessment	18
Answering Questions—ELA CAT	18
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Tools—ELA CAT	20
Helpful Testing Hints—ELA CAT	21
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Test Directions for Grade 5 ELA Accommodated Assessments	24
Answering Questions—ELA Accommodated	24
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Completing the Test—ELA Accommodated	28
Test Directions for Grade 5 Math CAT	30
Answering Questions—Math CAT	30
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Helpful Testing Hints—Math CAT	33
Completing the Test—Math CAT	34

Test Directions for Grade 5 Math Accommodated Assessments	36
Answering Questions—Math Accommodated	36
Navigation—Math Accommodated	37
Tools—Math Accommodated	38
Helpful Testing Hints—Math Accommodated	39
Completing the Test—Math Accommodated	40
Test Directions for Grade 5 Social Studies Assessments	42
Answering Questions—Social Studies	42
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Helpful Testing Hints—Social Studies	45
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Test Directions for Grade 5 Science Field Test	48
Answering Science Questions	48
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Helpful Testing Hints—Science Field Test	51
Completing the Test—Science Field Test	52
Monitoring During Testing	54
Testing Irregularities	54
AFTER TESTING	55
Completing the Test Session	55
Exiting the Test Engine	55

USING THIS MANUAL

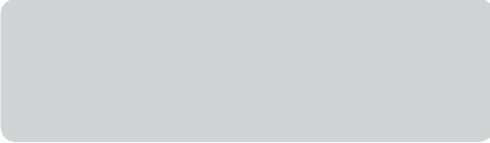
- This manual is intended to be read ***in addition*** to the M-STEP Test Administration Manual (TAM). This document is available electronically at <https://mi.drcedirect.com> by selecting **All Applications, General Information**, and then **Documents**.
- This manual is also intended to be an instruction manual for test administration. Additional important information can be found in the M-STEP TAM.
- It is expected that you will read this manual in its entirety PRIOR TO your first testing day.

ONLINE ASSESSMENTS COVERED IN MANUAL

These test directions apply to the following Grade 5 assessments:

- English Language Arts Computer Adaptive Test (CAT)
- English Language Arts Computer Adaptive Test (CAT) with Text-to-Speech (TTS) enabled
- English Language Arts—Video Sign Language (VSL) and Closed Captioning (CCAPTION) fixed form
- Math Computer Adaptive Test (CAT)
- Math Computer Adaptive Test (CAT) with Text-to-Speech (TTS) enabled
- Math—Stacked Spanish (ST) fixed form
- Math—Video Sign Language (VSL) fixed form
- Social Studies
- Social Studies with Text-to-Speech (TTS) enabled
- Science Field Test
- Science Field Test with Text-to-Speech (TTS) enabled

KEY

Icons	Descriptions
 	Speak the words in the gray box.
 	This is a tip to help with a smooth testing experience.
 	Information specific to Chromebooks

ONLINE TOOLS TRAINING (OTT) AND STUDENT TUTORIALS

The Online Tools Training (OTT) is an essential part of the testing process, particularly for schools that are new to online testing. For detailed instructions on how to administer OTTs, please refer to the Student Tutorials found on eDIRECT (<https://mi.drceirect.com>) or INSIGHT. The Student Tutorials should be used to familiarize students with the functions and tools of the testing system. Additionally, the M-STEP TAM will provide more information about using OTTs as well as accessing and using the Student Tutorials.

TEST MATERIALS NEEDED FOR M-STEP

Materials Needed by Test Administrator	Materials Needed by Students
This booklet	Test ticket
Class set of test tickets for the test session being administered	Testing device
	Pencil (optional—needed if scratch paper is used)
	Headphones for ELA listening or the TTS designated support
	Blank scratch paper (optional—universal tool)

BEFORE TESTING CHECKLIST

- Read this entire document prior to testing
- Ensure INSIGHT software is installed on all testing devices
- Ensure you know how to launch INSIGHT on the type of device students will be using to test
- Ensure students have practiced using the OTT and viewed student tutorials
- Ensure student's accommodations (if applicable) have been set
- Read the M-STEP Test Administration Manual (posted online at <https://mi.drctdirect.com>)
- Clearly understand the scheduled testing time, including breaks
- Prepare the classroom for testing:
 - Remove or cover all classroom instructional materials that may affect the validity of the assessment. **Do not display** vocabulary words and/or definitions, examples of problems or answers, or tips on how to write responses and/or solve problems.
 - Ensure student testing devices are positioned in such a way that students cannot easily read another student's screen or interact with one another.
 - If using portable testing devices, such as a laptop, iPad, or Chromebook, ensure the devices are connected to a power source (preferred) or fully charged.
 - Check to make sure there are no test tickets or scratch paper left over from another testing session. If found, please return to the Building Test Coordinator.
 - Verify the assessment room will be free of distractions for the duration of the test session.
- Obtain a student test ticket for each student who will be testing. Test tickets are secure materials and should be securely stored until you are ready to pass them out. Students will require a separate ticket for each part of the test. See chart below on number of test tickets needed for each assessment.

Assessment	Number of Test Tickets Required
ELA	One
Math	One
Social Studies	Two
Science Field Test	Two

- Make note on the test roster of the test tickets you are distributing. Use the test roster to verify you have collected all tickets after students have signed in.



Take a few minutes to review all the parts of this document you will need to read aloud during testing. Use sticky notes or sticky flags to give yourself a quick reference to the next set of directions to read.



CHROMEBOOK: *If your students are testing on a Chromebook, there are a few additional tasks you'll need to be aware of. It is important to review the information on page 9 BEFORE the first day of testing to ensure a smooth testing experience.*

PERMITTED ITEMS IN TESTING ROOM

Students may only have required testing materials and any accommodations specified in the student's IEP, Section 504 Plan, and EL instruction documentation at their work spaces during testing.

Item	Permitted?
Pencil	YES – If students are provided scratch paper as a universal tool.
Highlighter	NO – A highlighting function is included within the test engine.
Additional paper (provided by School/District)	YES – Blank scratch paper is <i>allowed</i> for ELA, Social Studies, the Science Field Test, and Math as a universal tool.
CD and DVD Players	NO – Not needed for online testing.
Headphones (provided by School/District)	YES – For tests with an audio component (ELA does have a listening component for each grade) or students using the TTS designated support. NO – For tests that do not have an audio component or students not using the TTS designated support.
Non-academic reading material	YES – Non-academic reading material is allowed for student use AFTER testing is completed. Electronic formats are NOT allowed. Reading material must be a traditional book or magazine. Reading material must be kept off work surface until the test has been submitted.

It is particularly important to understand the difference between helping students understand test directions and online tools and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved universal tools, designated supports, or accommodation, test administrators and proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words, reading any part of the test aloud to students, or manipulating tools. These activities are not appropriate and will result in test scores being invalidated.

PROCEDURES FOR TESTING BREAKS, INTERRUPTIONS, OR PAUSES

If a student needs to pause their 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, select the Pause button, select the Exit button, and then select the “Yes, Exit” button on the pop-up screen. The student will need their test ticket to log in again. The test will remain “In Progress.”

TEST DIRECTIONS—INTRODUCTION—ALL M-STEP GRADE 5 ASSESSMENTS

1. **The Introduction section of Online Test Directions is the same for all online tests. Please insert the test name in the appropriate blank as you read the directions to students. Page 17 lists pages for subject-specific directions that are read after the Introduction.**
2. Make sure that each student is sitting at a separate testing device and that each device is turned on and the desktop/home screen is visible.
3. Make sure that no student is in possession of a cell phone, camera, or other personal electronic device. Any electronic devices must be powered off and stored away from the students' work area at all times during a test session.
4. All tools may not be available for every assessment.

Instruct students that they should not open anything on their computers until they are told to do so. The device desktop/home screen should be visible until you instruct students to open INSIGHT. Distribute and ensure students have all allowed test materials.



Make note on the test roster of the test tickets you are distributing. Use the test roster to verify you have collected all tickets after students have signed in.

SAY:

Welcome to the M-STEP (Please Insert Name of Test) _____. We are now ready to begin. It is important that you give this test your best effort so that you can show yourself, your teachers, and your parents what you know and can do. Please carefully follow these directions. Do not select anything on your computer until I tell you to do so.

I will now pass out your test ticket.

If your school is using scratch paper as a universal tool, read the following section:

SAY:

I will now pass out scratch paper for you to use during your test.

If headphones are needed, read the following section:

SAY:

I will now pass out headphones to use during your test.

SAY:

Each of you now has a test ticket. Check to make certain that your name and correct date of birth appear on the test ticket and it has the correct name of the assessment (Name of assessment) _____. Raise your hand if your test ticket does not have your name, your correct date of birth, or the correct assessment name on it.

Correct any ticket distribution errors. If a test ticket contains incorrect student information, please report the issue to your Building Assessment Coordinator immediately.

<p>M-STEP Spring 2019 Test Ticket - G5 SS - part 1</p> <p>Student Name: Anderson, Abigail A. Date of Birth: 11/11/2000</p> <table border="1"><tr><td>Username: AANDERSON1 Password: 234K79HQ</td></tr></table> <p><small>(Note: Username and password are not case sensitive.) Universal Tools - Designated Supports - Accommodations: MSK Test Session: gr 5 ss</small></p>	Username: AANDERSON1 Password: 234K79HQ
Username: AANDERSON1 Password: 234K79HQ	

Tip!

A list of accommodations and the abbreviations used are available in the M-STEP Test Administration Manual (TAM).

TEST DIRECTIONS—TEST SIGN-IN

SAY:

Now we are ready to begin. First, launch INSIGHT on your computer (or iPad). You should see the Michigan Department of Education screen with a picture for M-STEP, a picture for MI-Access, and a picture for Early Literacy and Mathematics. Is there anyone who does not see this screen?

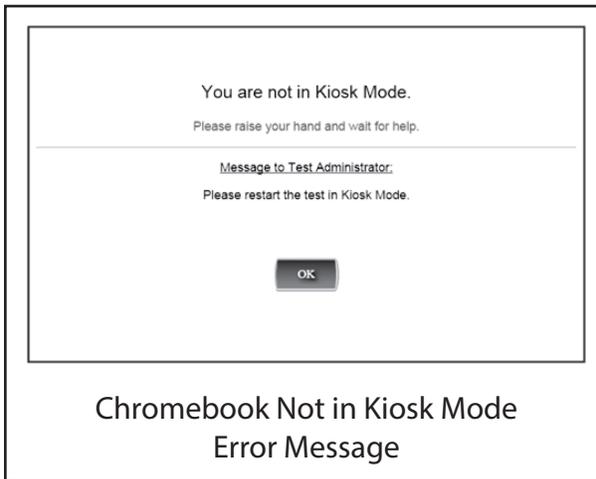


Pause to assist students if necessary. If a student receives an error message, note the content of the error message and contact the M-STEP Technology Coordinator or M-STEP Building Assessment Coordinator. It is acceptable to move the student to another computer.



CHROMEBOOK: Students can NOT be logged in to a Google account. As a guest, they should be directed to launch INSIGHT by selecting “apps” from the taskbar. This will launch INSIGHT in “kiosk mode.” If the app is launched while signed in to a Google account, they will receive an error.

Login steps are the same as for the desktop/laptop version, except that students will use their finger to move the cursor (instead of a mouse). Please remember that students should be using an external keyboard, and if they’ve already been taught, they can use the “tab” key to move the cursor between fields.



When all students are ready,

SAY:

On the left-hand side of the screen, under M-STEP, select Test Sign In. You should then see the sign-in screen appear. Is there anyone who does not see the sign-in screen?



Pause to assist students if necessary.

TEST DIRECTIONS—WELCOME SCREEN

When all students are ready,

SAY:

You may now enter your Username and Password in the spaces provided on the screen. Your Username and Password are found on your test ticket. If you need assistance, please raise your hand. When you have finished entering your Username and Password, select the Sign In button in the middle of the screen.

Please do not go ahead. We will do several screens together to review sign-in, navigation, and available tools.

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student and to each grade/content/part; Usernames and Passwords are **not** case sensitive. The student's date of birth should be used to verify that the correct test ticket is given to a student.

Tip!

*If a student receives an "invalid login," select the "back" button in the bottom left corner of the sign-in screen. Select Test Sign In below the M-STEP icon (be sure you are **not** selecting below the MI-Access or Early Literacy and Mathematics icons) and try again. Verify correct Username and Password have been entered.*

When all students are ready,

SAY:

When you have selected the Sign In button, a welcome screen with your name opens. Is there anyone who does not see the welcome screen with your name?

Pause to assist students as necessary.

Welcome Training Student!
Before you begin testing, please confirm your profile information is correct:

Test Name: Grade 3
Test Session: Student's Session

Your State Student ID (UIC) is: 1234567890
Your District Student ID is: 9876543210

If the above information is correct, please select **Continue**.
If any of the above information is not correct, please raise your hand and notify your Assessment Administrator.

Continue

Exit

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Welcome Screen with No Accommodations

When all students are ready,

SAY:

Look at the information on the welcome screen and make sure that the following facts about you are correct:

- **Your first name, middle initial (if available), and last name**
- **Your test name**
- **Your test session**
- **Your State Student ID (also called your UIC)**
- **Your district student ID (if available)**

TIP!

*This screen is the first opportunity to turn on the color accommodations for **students with vision impairments that require one or more of these accommodations**. Color Choices (CC) and Contrasting Color (CTC) are available using the Options button when assigned in eDIRECT by the Building Assessment Coordinator. You may need to assist these students.*

Welcome Training Student!
Before you begin testing, please confirm your profile information is correct:

Test Name: Grade 4
Test Session: Student's Session

Your State Student ID (UIC) is: 1234567890
Your District Student ID is: 9876543210

If the above information is correct, please select **Continue**.

If any of the above information is not correct, or if Color Chooser is not available when the Options button is clicked, please raise your hand and notify your Assessment Administrator.

Color Choices
Contrasting Color
Options
Continue
Exit

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Welcome Screen with
Color Chooser Option

SAY:

If the information about you is correct, select the Continue button. If the information is not correct, raise your hand.

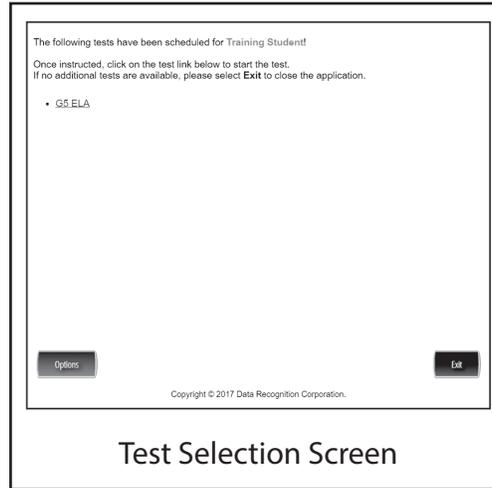
Pause to assist students as necessary.

When students are ready,

SAY:

After you have selected the Continue button, the test selection screen will open. Is there anyone who does not see the test selection screen?

Pause to assist students as necessary.



When all students are ready,

SAY:

We are now ready to begin the test. Use your pointer to select (test name). Once you have selected the test name, the test directions screen should open. Is there anyone who does not see the test directions screen?

TEST DIRECTIONS—SYSTEM CHECK AND TEST SECURITY

SAY:

I will now read the Test Directions. Read the Test Directions silently as I read them aloud. Use the Next button to move to the next page to follow along.

Read Aloud this section for the ELA M-STEP CAT ONLY

SAY:

You will need to listen to some information in order to answer a few of the questions on this test. To check that the sound on your computer works, follow these steps:

1. Select Play Audio.
2. If you hear “If you can hear my voice, select The Sound is Working button,” select The Sound is Working button.
3. If you do not hear “If you can hear my voice, select The Sound is Working button,” select Try Again or raise your hand and ask for help.

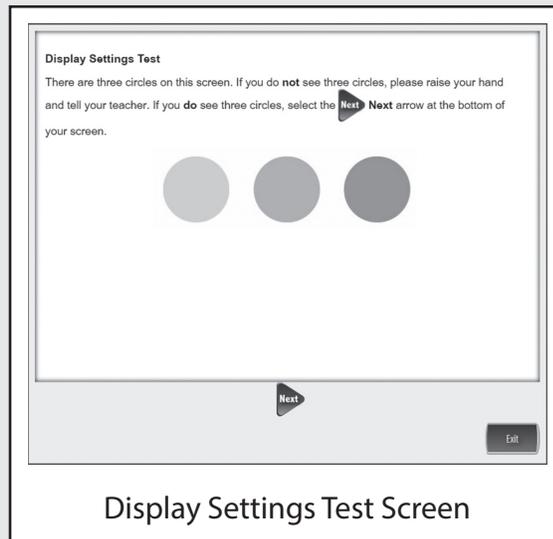
Instruct students to wait for you to go on. Pause to assist any students who do not hear the voice. When students are ready,

(Read Aloud for ALL ASSESSMENTS)

SAY:

You should now be on the Display Settings Test screen.

There are three circles on this screen. If you do not see three circles, please raise your hand and tell your teacher.



If a student’s screen does not show the three circles, have the student exit the test and move the student to an open workstation if available. Contact the Building Assessment Coordinator regarding the computer.

Note: For students taking the Math Accommodated Stacked Spanish (ST) form, the Spanish test directions will appear first, followed by the English version.

When students are ready,

SAY:

If you do see three circles, select the Next arrow at the bottom of your screen.

Check monitors to confirm that all students are now on the "Test Security" page.

SAY:

You should now be on the Test Security screen.

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. In order for the results to be valid, you must not:

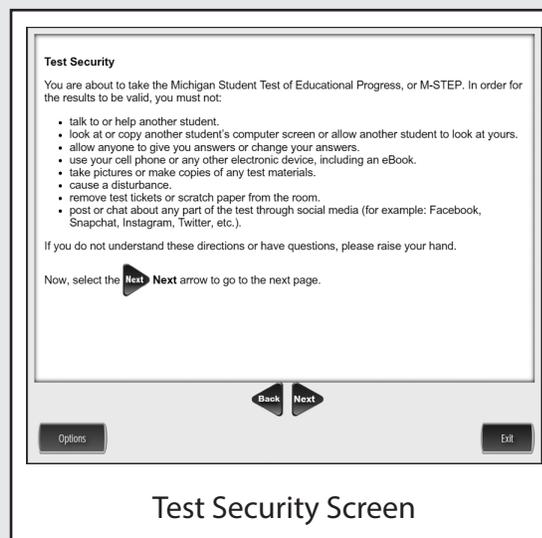
- **talk to or help another student.**
- **look at or copy another student's computer screen or allow another student to look at yours.**
- **allow anyone to give you answers or change your answers.**
- **use your cell phone or any other electronic device, including an eBook.**
- **take pictures or make copies of any test materials.**
- **cause a disturbance.**
- **remove test tickets or scratch paper from the room.**
- **post or chat about any part of the test through social media (for example: Facebook, Snapchat, Instagram, Twitter, etc.).**

If you do not understand these directions or have questions, please raise your hand.

Pause for questions.

SAY:

Now, select the Next arrow to go to the next page.



TEST DIRECTIONS—INTRODUCTION

Check monitors to confirm that all students are on the Introduction page.

SAY:

Read these directions carefully before beginning. To look at these directions again, select the Help button and choose the Test Directions tab. Now, select the Next arrow to go to the next page.



For the remainder of the test directions, the directions differ depending on which assessments you are administering. Please be sure you read the correct directions for the specific test you are administering based on the chart below. The “Use These Pages” column indicates the pages in the manual where you should continue reading test directions for your specific test.

Assessment	Specific Test to Administer	Use These Pages
ELA CAT	<ul style="list-style-type: none"> ➤ English Language Computer Adaptive Test (CAT) ➤ English Language Arts Computer Adaptive Test (CAT) with Text-to-Speech (TTS) enabled 	Use Pages 18 to 23
ELA Accommodated Forms	<ul style="list-style-type: none"> ➤ English Language Arts—Video Sign Language (VSL) and Closed Captioning (CCAPTION) fixed form 	Use Pages 24 to 29
Math CAT	<ul style="list-style-type: none"> ➤ Math Computer Adaptive Test (CAT) ➤ Math Computer Adaptive Test (CAT) with Text-to-Speech (TTS) enabled 	Use Pages 30 to 35
Math Accommodated Forms	<ul style="list-style-type: none"> ➤ Math—Stacked Spanish (ST) fixed form ➤ Math—Video Sign Language (VSL) fixed form 	Use Pages 36 to 41
Social Studies	<ul style="list-style-type: none"> ➤ Social Studies ➤ Social Studies with Text-to-Speech (TTS) enabled 	Use Pages 42 to 47
Science Field Test	<ul style="list-style-type: none"> ➤ Science Field Test ➤ Science Field Test with Text-to-Speech (TTS) enabled 	Use Page 48 to 53

TEST DIRECTIONS FOR GRADE 5 ELA CAT ASSESSMENT

ANSWERING QUESTIONS—ELA CAT

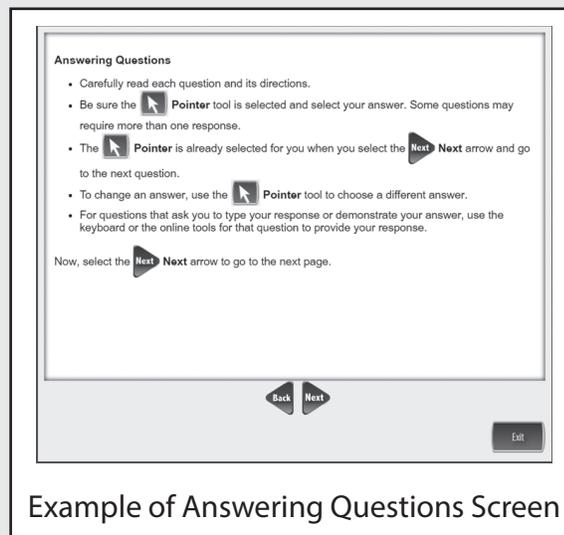
Be sure you have completed the directions on pages 7–16 before you start this section.

SAY:

You should now be on the Answering Questions screen.

- Carefully read each question and its directions.
- Be sure the Pointer tool is selected and select your answer. Some questions may require more than one response.
- The Pointer is already selected for you when you select the Next arrow and go to the next question.
- To change an answer, use the Pointer tool to choose a different answer.
- For questions that ask you to type your response or demonstrate your answer, use the keyboard or the online tools for that question to provide your response.

Now, select the Next arrow to go to the next page.



Example of Answering Questions Screen

NAVIGATION—ELA CAT

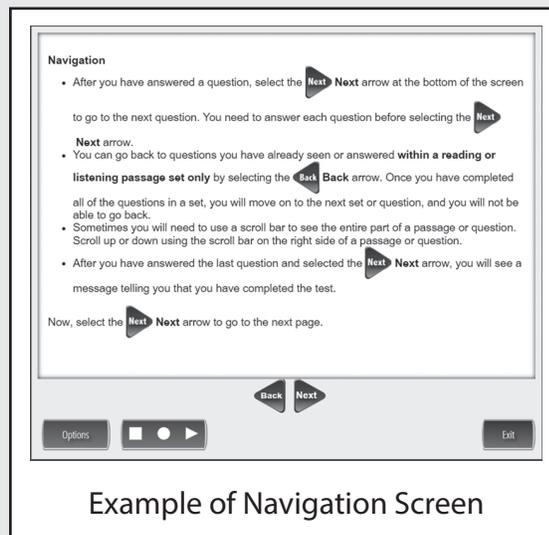
Check monitors to confirm that all students are on the Navigation page.

SAY:

You should now be on the Navigation screen.

- After you have answered a question, select the **Next** arrow at the bottom of the screen to go to the next question. You need to answer each question before selecting the **Next** arrow.
- You can go back to questions you have already seen or answered within a reading or listening passage set only by selecting the **Back** arrow. Once you have completed all of the questions in a set, you will move on to the next set or question, and you will not be able to go back.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- After you have answered the last question and selected the **Next** arrow, you will see a message telling you that you have completed the test.

Now, select the **Next** arrow to go to the next page.



Check monitors to confirm that all students are on the Tools page.

TOOLS—ELA CAT

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

Pointer: Use the pointer tool to choose an answer.

Cross-Off: Use the cross-off tool to mark answers that you believe are NOT correct.

Highlighter: Use the highlighter tool to highlight important information.

Magnifier: Use the magnifier tool to enlarge the information on the screen.

Line Guide: Use the line guide tool to help you track a single line of text as you are reading.

Now, select the Next arrow to go to the next page.

Sticky Notes: Use the sticky note tool to type notes on the screen.

Help: Use the help button to find more information, such as instructions on how to use the tools.

Eraser: Use the eraser button to reset your answer and start the question over.

Writing Tools: Use the writing tools to help you with written responses.



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—ELA CAT

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

SAY:

Now, select the Next arrow to go to the next page.

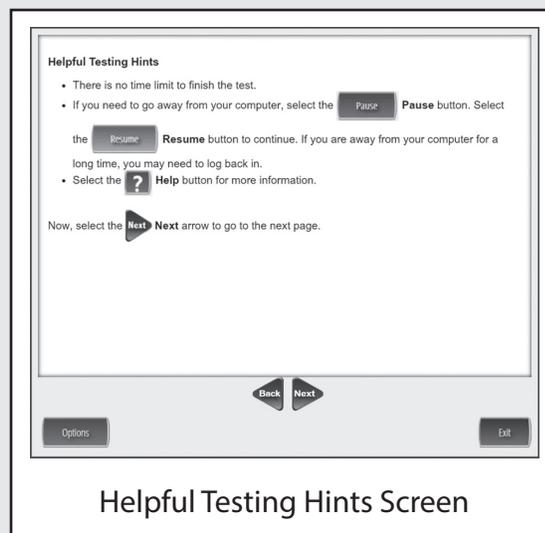
Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for a long time, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



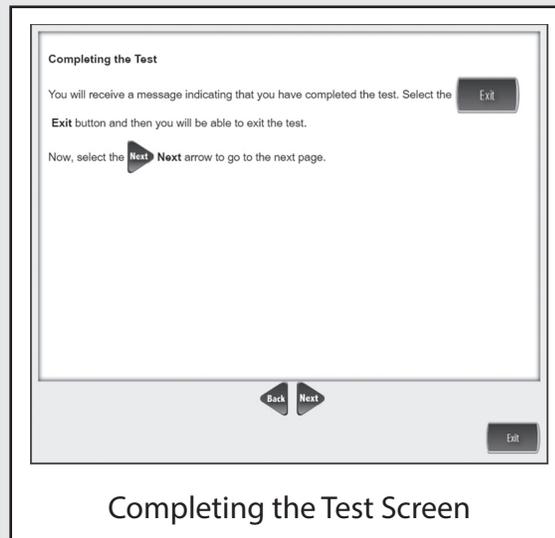
COMPLETING THE TEST—ELA CAT

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

You will receive a message indicating that you have completed the test. Select the Exit button and then you will be able to exit the test.

Now, select the Next arrow to go to the next page.



SAY:

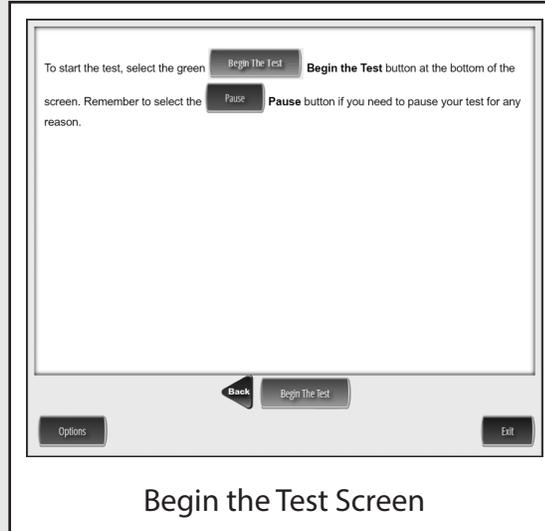
Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green **Begin the Test** button at the bottom of the screen. Remember to select the **Pause** button if you need to pause your test for any reason.



You may begin.



Remind students using TTS to put their headphones on and be sure they are working properly.

Turn to page 54 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 5 ELA ACCOMMODATED ASSESSMENTS

ANSWERING QUESTIONS—ELA ACCOMMODATED

ELA Accommodated forms include: **Video Sign Language (VSL)** and **Closed Captioning (CCAPTION)**.

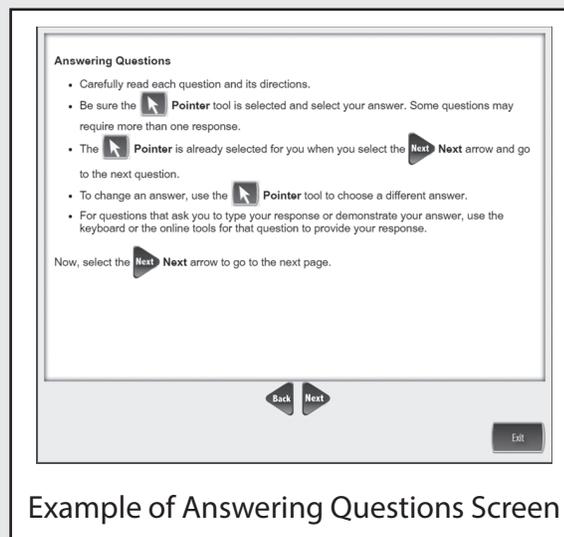
Be sure you have completed the directions on pages 7–16 before you start this section.

SAY:

You should now be on the Answering Questions screen.

- Carefully read each question and its directions.
- Be sure the **Pointer** tool is selected and select your answer. Some questions may require more than one response.
- The **Pointer** is already selected for you when you select the **Next** arrow and go to the next question.
- To change an answer, use the **Pointer** tool to choose a different answer.
- For questions that ask you to type your response or demonstrate your answer, use the keyboard or the online tools for that question to provide your response.

Now, select the **Next** arrow to go to the next page.



Example of Answering Questions Screen

NAVIGATION—ELA ACCOMMODATED

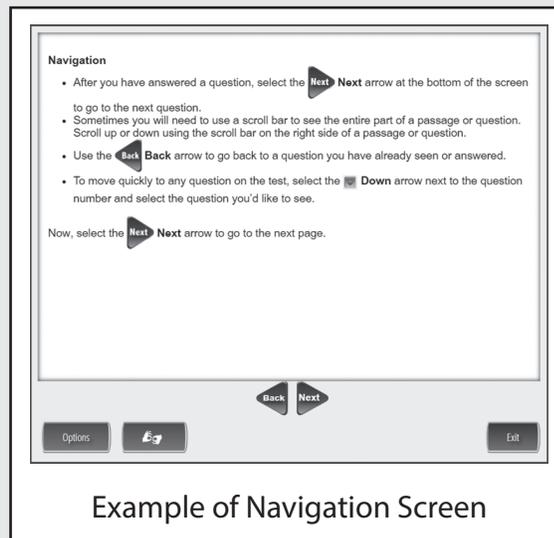
Check monitors to confirm that all students are on the Navigation page.

SAY:

You should now be on the Navigation screen.

- **After you have answered a question, select the Next arrow at the bottom of the screen to go to the next question.**
- **Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.**
- **Use the Back arrow to go back to a question you have already seen or answered.**
- **To move quickly to any question on the test, select the Down arrow next to the question number and select the question you'd like to see.**

Now, select the Next arrow to go to the next page.



Example of Navigation Screen

Check monitors to confirm that all students are on the Tools page.

TOOLS—ELA ACCOMMODATED

SAY:

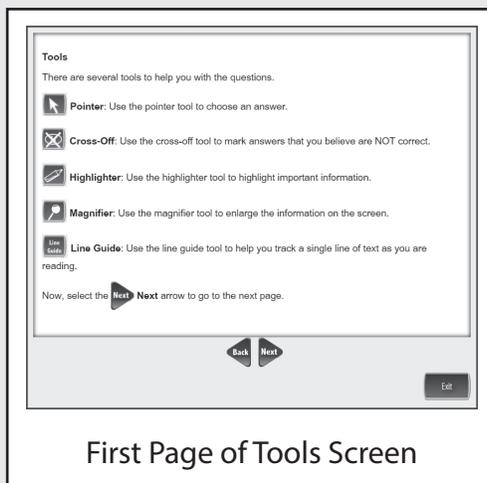
You should now be on the Tools screen.
There are several tools to help you with the questions.

SAY:

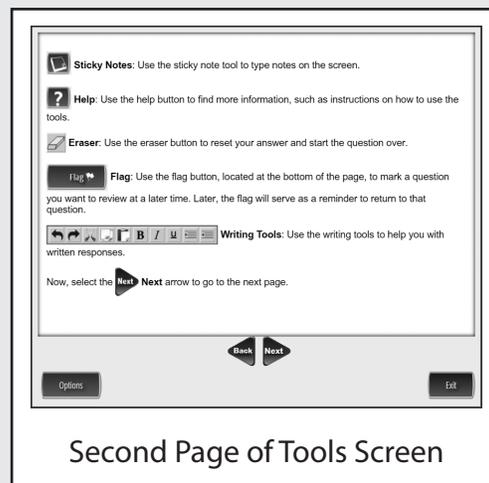
- Pointer:** Use the pointer tool to choose an answer.
- Cross-Off:** Use the cross-off tool to mark answers that you believe are NOT correct.
- Highlighter:** Use the highlighter tool to highlight important information.
- Magnifier:** Use the magnifier tool to enlarge the information on the screen.
- Line Guide:** Use the line guide tool to help you track a single line of text as you are reading.

Now, select the Next arrow to go to the next page.

- Sticky Notes:** Use the sticky note tool to type notes on the screen.
- Help:** Use the help button to find more information, such as instructions on how to use the tools.
- Eraser:** Use the eraser button to reset your answer and start the question over.
- Flag:** Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.
- Writing Tools:** Use the writing tools to help you with written responses.



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—ELA ACCOMMODATED

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

SAY:

Now, select the Next arrow to go to the next page.

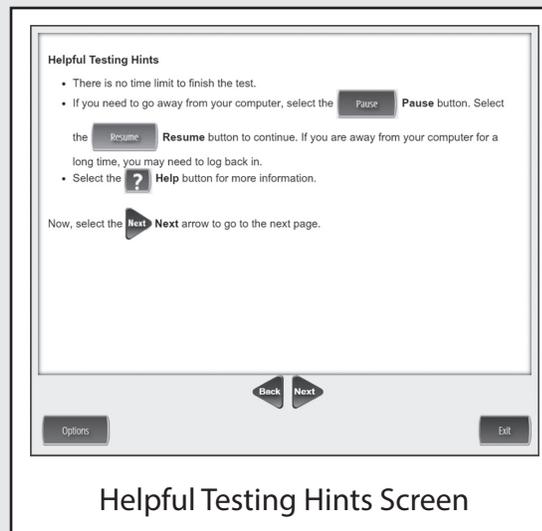
Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for a long time, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



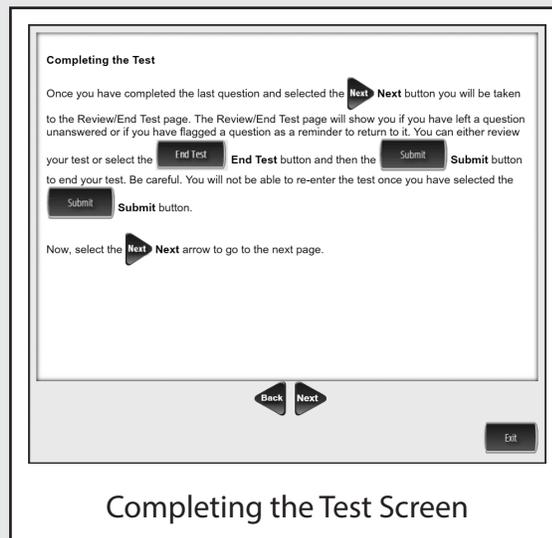
COMPLETING THE TEST—ELA ACCOMMODATED

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to it. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



SAY:

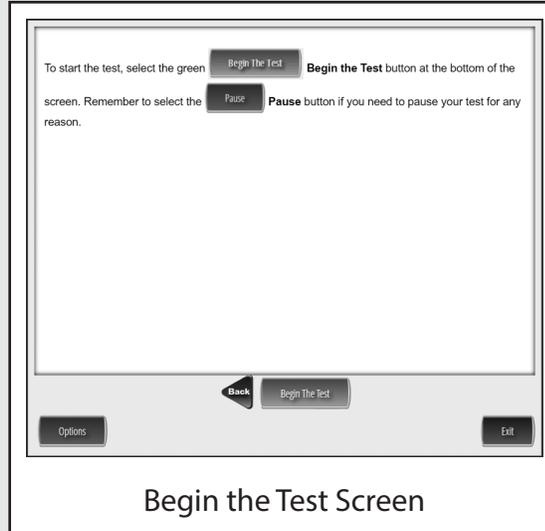
Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green **Begin the Test** button at the bottom of the screen. Remember to select the **Pause** button if you need to pause your test for any reason.



You may begin.

Turn to page 54 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 5 MATH CAT

ANSWERING QUESTIONS—MATH CAT

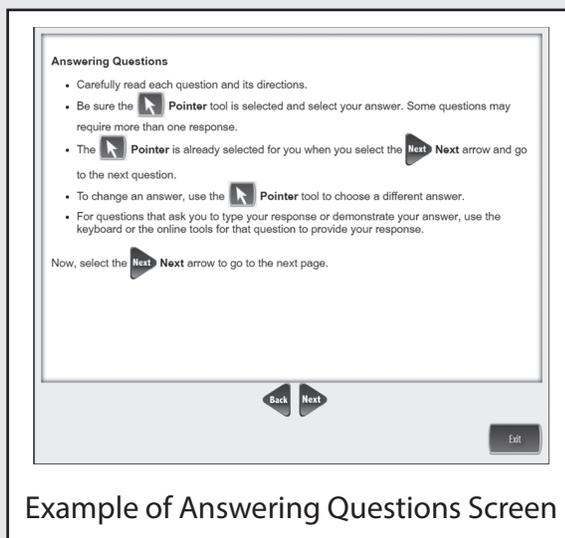
Be sure you have completed the directions on pages 7–16 before you start this section.

SAY:

You should now be on the Answering Questions screen.

- Carefully read each question and its directions.
- Be sure the **Pointer** tool is selected and select your answer. Some questions may require more than one response.
- The **Pointer** is already selected for you when you select the **Next** arrow and go to the next question.
- To change an answer, use the **Pointer** tool to choose a different answer.
- For questions that ask you to type your response or demonstrate your answer, use the keyboard or the online tools for that question to provide your response.

Now, select the **Next** arrow to go to the next page.



Example of Answering Questions Screen

NAVIGATION—MATH CAT

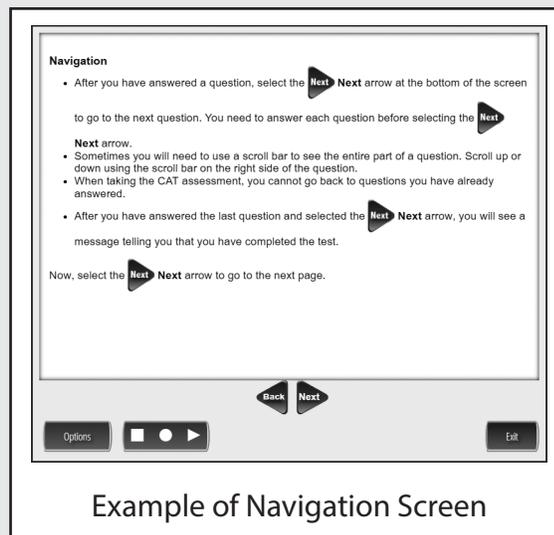
Check monitors to confirm that all students are on the Navigation page.

SAY:

You should now be on the Navigation screen.

- After you have answered a question, select the **Next** arrow at the bottom of the screen to go to the next question. You need to answer each question before selecting the **Next** arrow.
- Sometimes you will need to use a scroll bar to see the entire part of a question. Scroll up or down using the scroll bar on the right side of the question.
- When taking the CAT assessment, you cannot go back to questions you have already answered.
- After you have answered the last question and selected the **Next** arrow, you will see a message telling you that you have completed the test.

Now, select the **Next** arrow to go to the next page.



Example of Navigation Screen

Check monitors to confirm that all students are on the Tools page.

TOOLS—MATH CAT

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

Pointer: Use the pointer tool to choose an answer.

Cross-Off: Use the cross-off tool to mark answers that you believe are NOT correct.

Highlighter: Use the highlighter tool to highlight important information.

Magnifier: Use the magnifier tool to enlarge the information on the screen.

Line Guide: Use the line guide tool to help you track a single line of text as you are reading.

Now, select the Next arrow to go to the next page.

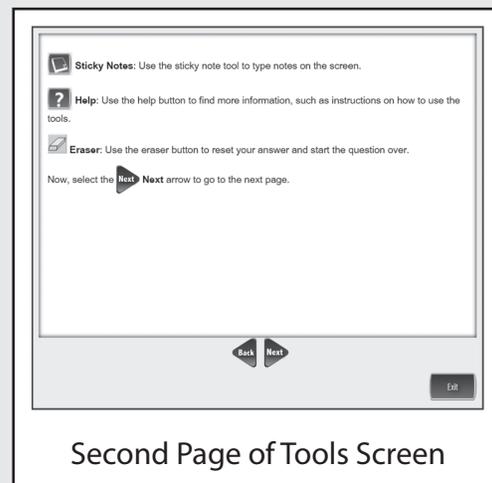
Sticky Notes: Use the sticky note tool to type notes on the screen.

Help: Use the help button to find more information, such as instructions on how to use the tools.

Eraser: Use the eraser button to reset your answer and start the question over.



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—MATH CAT

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

SAY:

Now, select the Next arrow to go to the next page.

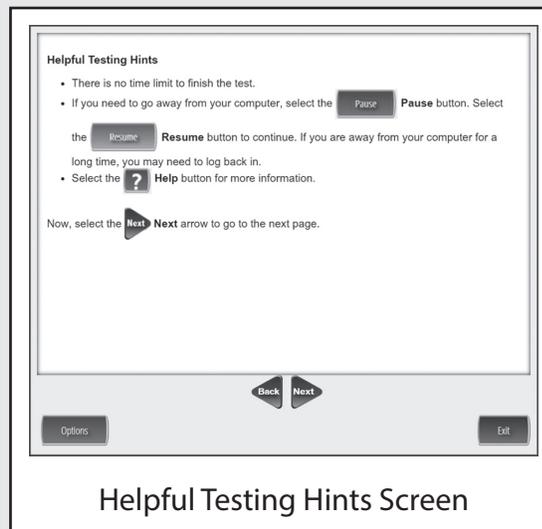
Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for a long time, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



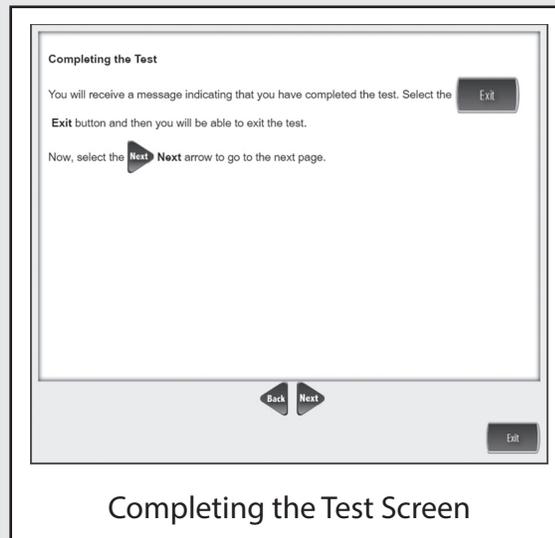
COMPLETING THE TEST—MATH CAT

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

You will receive a message indicating that you have completed the test. Select the Exit button and then you will be able to exit the test.

Now, select the Next arrow to go to the next page.



SAY:

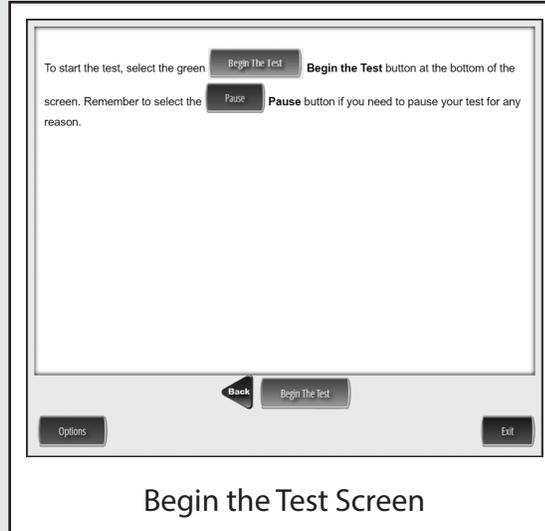
Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green **Begin the Test** button at the bottom of the screen. Remember to select the **Pause** button if you need to pause your test for any reason.



You may begin.



Remind students using TTS to put their headphones on and be sure they are working properly.

Turn to page 54 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 5 MATH ACCOMMODATED ASSESSMENTS**ANSWERING QUESTIONS—MATH ACCOMMODATED**

Math Accommodated forms include: **Stacked Spanish (ST)** and **Video Sign Language (VSL)**.

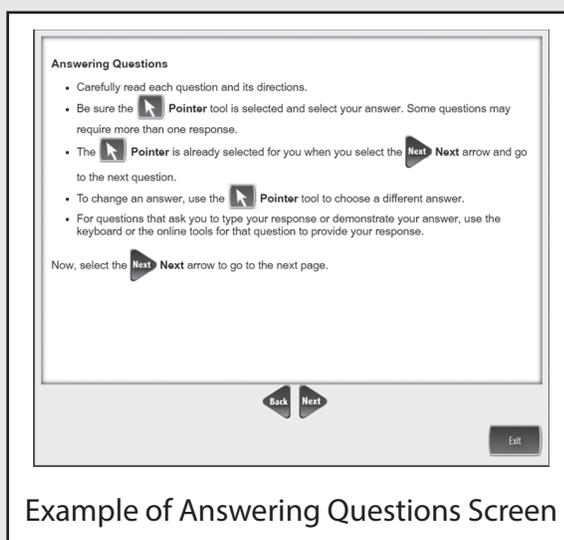
Be sure you have completed the directions on pages 7–16 before you start this section.

SAY:

You should now be on the Answering Questions screen.

- Carefully read each question and its directions.
- Be sure the **Pointer** tool is selected and select your answer. Some questions may require more than one response.
- The **Pointer** is already selected for you when you select the **Next** arrow and go to the next question.
- To change an answer, use the **Pointer** tool to choose a different answer.
- For questions that ask you to type your response or demonstrate your answer, use the keyboard or the online tools for that question to provide your response.

Now, select the **Next** arrow to go to the next page.



Example of Answering Questions Screen

NAVIGATION—MATH ACCOMMODATED

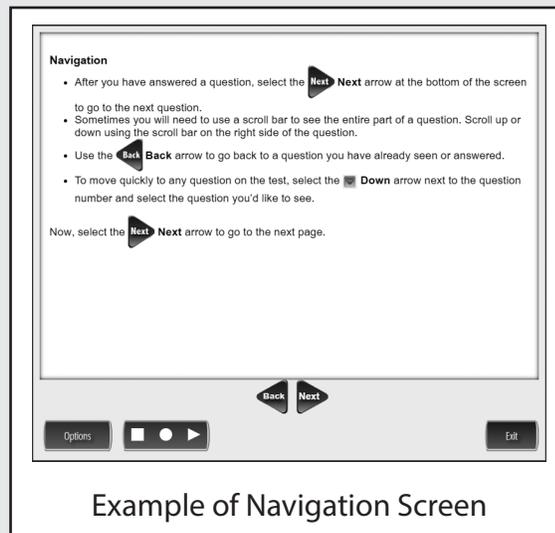
Check monitors to confirm that all students are on the Navigation page.

SAY:

You should now be on the Navigation screen.

- After you have answered a question, select the **Next** arrow at the bottom of the screen to go to the next question.
- Sometimes you will need to use a scroll bar to see the entire part of a question. Scroll up or down using the scroll bar on the right side of the question.
- Use the **Back** arrow to go back to a question you have already seen or answered.
- To move quickly to any question on the test, select the **Down** arrow next to the question number and select the question you'd like to see.

Now, select the **Next** arrow to go to the next page.



Check monitors to confirm that all students are on the Tools page.

TOOLS—MATH ACCOMMODATED

SAY:

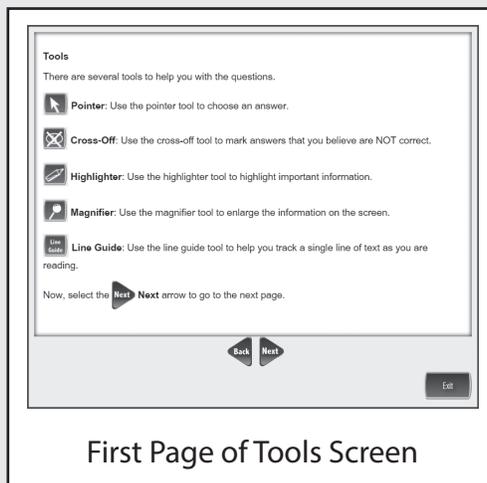
You should now be on the Tools screen.
There are several tools to help you with the questions.

SAY:

- Pointer:** Use the pointer tool to choose an answer.
- Cross-Off:** Use the cross-off tool to mark answers that you believe are NOT correct.
- Highlighter:** Use the highlighter tool to highlight important information.
- Magnifier:** Use the magnifier tool to enlarge the information on the screen.
- Line Guide:** Use the line guide tool to help you track a single line of text as you are reading.

Now, select the Next arrow to go to the next page.

- Sticky Notes:** Use the sticky note tool to type notes on the screen.
- Help:** Use the help button to find more information, such as instructions on how to use the tools.
- Eraser:** Use the eraser button to reset your answer and start the question over.
- Flag:** Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—MATH ACCOMMODATED

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

SAY:

Now, select the Next arrow to go to the next page.

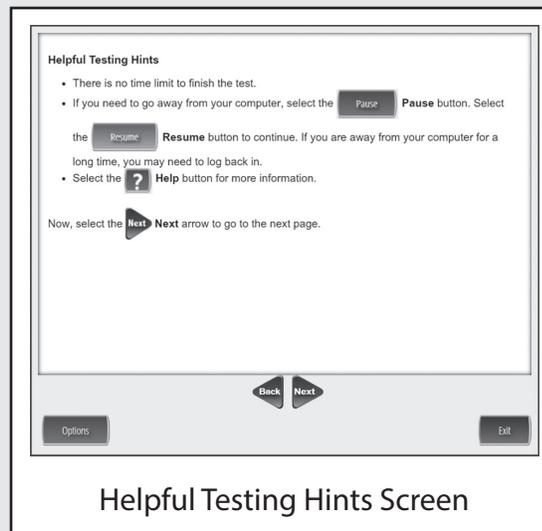
Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for a long time, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



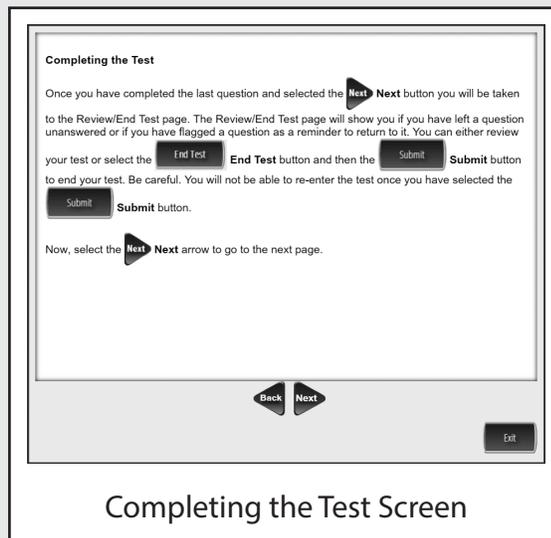
COMPLETING THE TEST—MATH ACCOMMODATED

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to it. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



SAY:

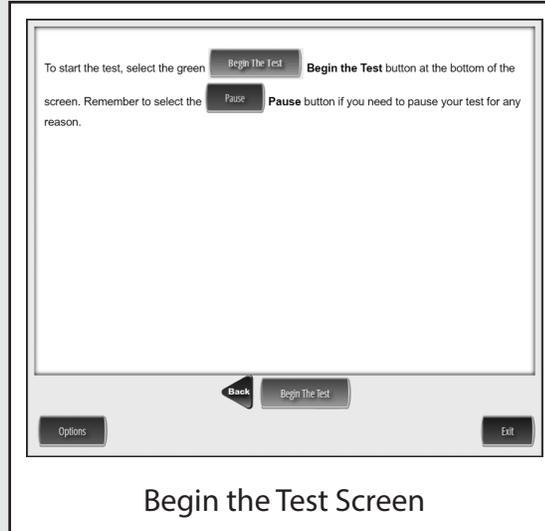
Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green **Begin the Test** button at the bottom of the screen. Remember to select the **Pause** button if you need to pause your test for any reason.



You may begin.



Tip!

Remind students using TTS to put their headphones on and be sure they are working properly.

Turn to page 54 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 5 SOCIAL STUDIES ASSESSMENTS

ANSWERING QUESTIONS—SOCIAL STUDIES

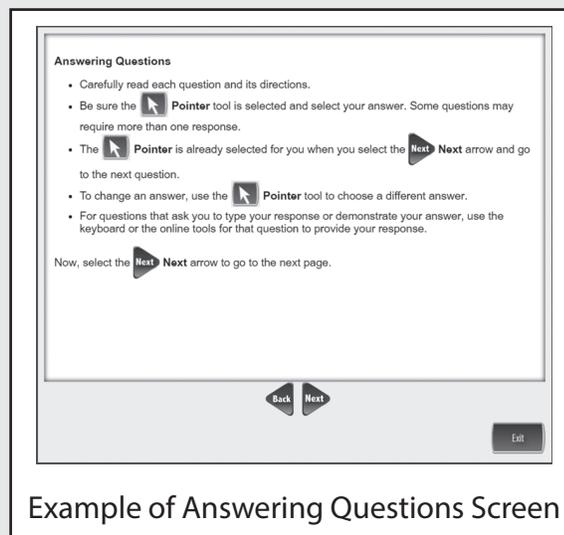
Be sure you have completed the directions on pages 7–16 before you start this section.

SAY:

You should now be on the Answering Questions screen.

- Carefully read each question and its directions.
- Be sure the Pointer tool is selected and select your answer. Some questions may require more than one response.
- The Pointer is already selected for you when you select the Next arrow and go to the next question.
- To change an answer, use the Pointer tool to choose a different answer.
- For questions that ask you to type your response or demonstrate your answer, use the keyboard or the online tools for that question to provide your response.

Now, select the Next arrow to go to the next page.



Example of Answering Questions Screen

NAVIGATION—SOCIAL STUDIES

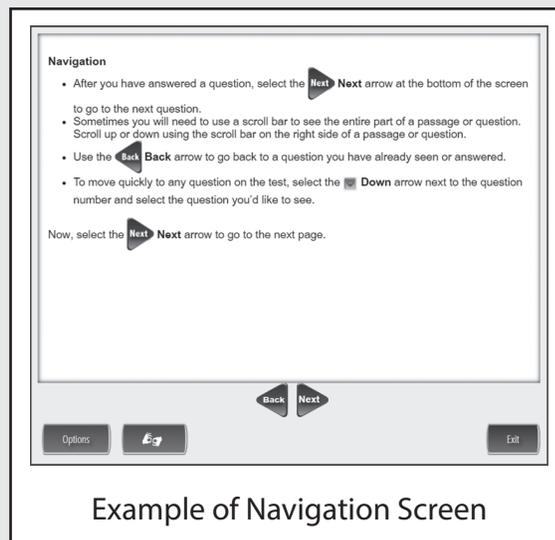
Check monitors to confirm that all students are on the Navigation page.

SAY:

You should now be on the Navigation screen.

- After you have answered a question, select the **Next** arrow at the bottom of the screen to go to the next question.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- Use the **Back** arrow to go back to a question you have already seen or answered.
- To move quickly to any question on the test, select the **Down** arrow next to the question number and select the question you'd like to see.

Now, select the **Next** arrow to go to the next page.



Check monitors to confirm that all students are on the Tools page.

TOOLS—SOCIAL STUDIES

SAY:

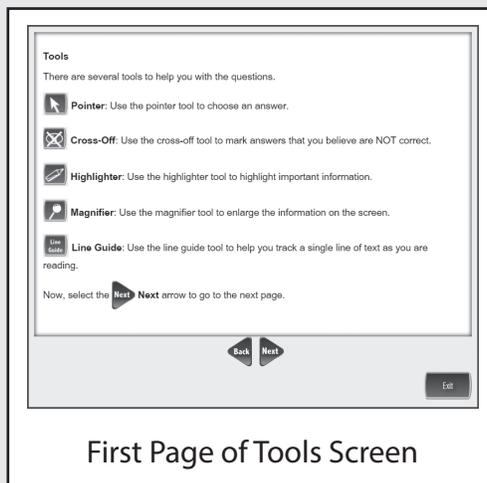
You should now be on the Tools screen.
There are several tools to help you with the questions.

SAY:

- Pointer:** Use the pointer tool to choose an answer.
- Cross-Off:** Use the cross-off tool to mark answers that you believe are NOT correct.
- Highlighter:** Use the highlighter tool to highlight important information.
- Magnifier:** Use the magnifier tool to enlarge the information on the screen.
- Line Guide:** Use the line guide tool to help you track a single line of text as you are reading.

Now, select the Next arrow to go to the next page.

- Sticky Notes:** Use the sticky note tool to type notes on the screen.
- Help:** Use the help button to find more information, such as instructions on how to use the tools.
- Eraser:** Use the eraser button to reset your answer and start the question over.
- Flag:** Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—SOCIAL STUDIES

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

SAY:

Now, select the Next arrow to go to the next page.

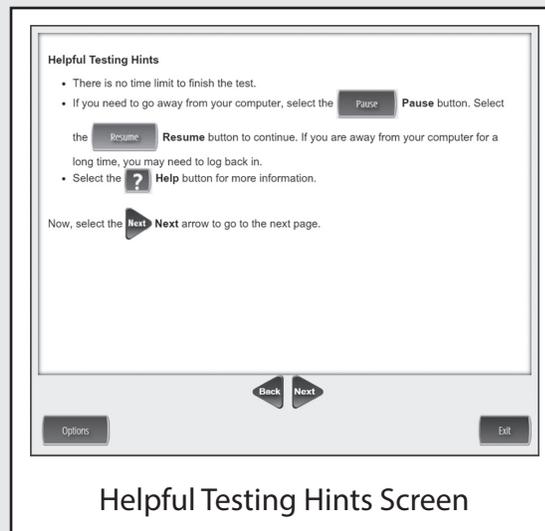
Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for a long time, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



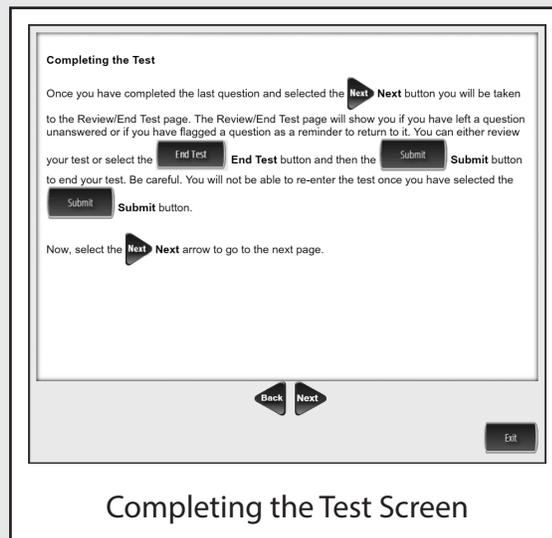
COMPLETING THE TEST—SOCIAL STUDIES

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to it. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



SAY:

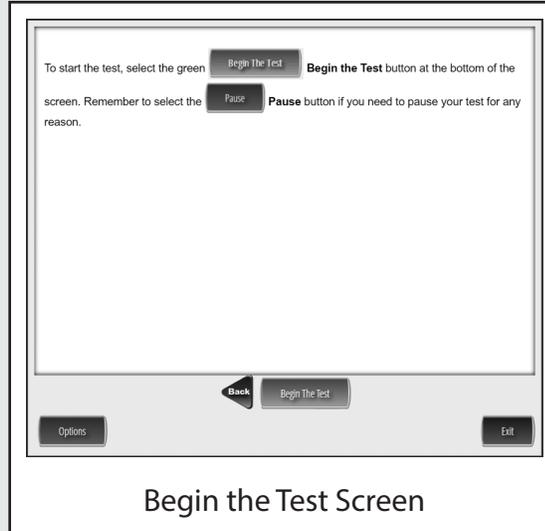
Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green **Begin the Test** button at the bottom of the screen. Remember to select the **Pause** button if you need to pause your test for any reason.



You may begin.

Tip!

Remind students using TTS to put their headphones on and be sure they are working properly.

Turn to page 54 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 5 SCIENCE FIELD TEST

ANSWERING SCIENCE QUESTIONS

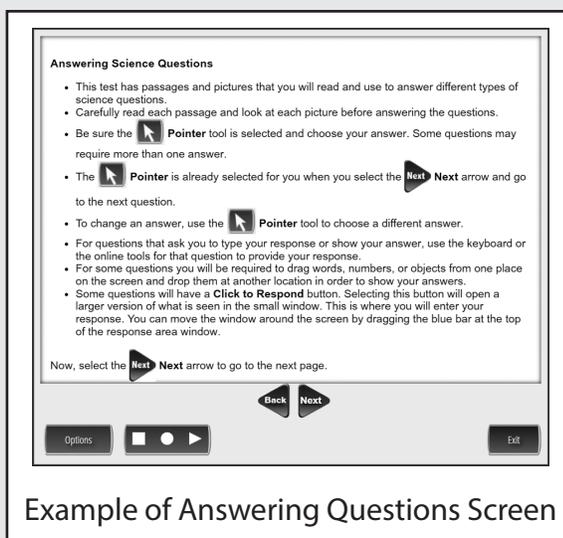
Be sure you have completed the directions on pages 7–16 before you start this section.

SAY:

You should now be on the Answering Science Questions screen.

- This test has passages and pictures that you will read and use to answer different types of science questions.
- Carefully read each passage and look at each picture before answering the questions.
- Be sure the Pointer tool is selected and choose your answer. Some questions may require more than one answer.
- The Pointer is already selected for you when you select the Next arrow and go to the next question.
- To change an answer, use the Pointer tool to choose a different answer.
- For questions that ask you to type your response or show your answer, use the keyboard or the online tools for that question to provide your response.
- For some questions you will be required to drag words, numbers, or objects from one place on the screen and drop them at another location in order to show your answers.
- Some questions will have a Click to Respond button. Selecting this button will open a larger version of what is seen in the small window. This is where you will enter your response. You can move the window around the screen by dragging the blue bar at the top of the response area window.

Now, select the Next arrow to go to the next page.



Example of Answering Questions Screen

NAVIGATION—SCIENCE FIELD TEST

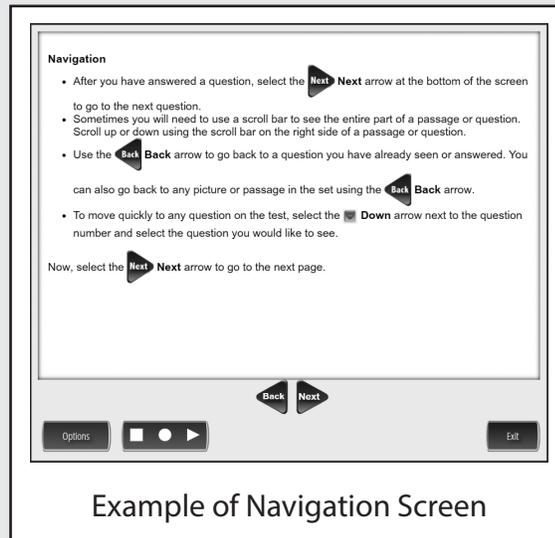
Check monitors to confirm that all students are on the Navigation page.

SAY:

You should now be on the Navigation screen.

- After you have answered a question, select the **Next** arrow at the bottom of the screen to go to the next question.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- Use the **Back** arrow to go back to a question you have already seen or answered. You can also go back to any picture or passage in the set using the **Back** arrow.
- To move quickly to any question on the test, select the **Down** arrow next to the question number and select the question you would like to see.

Now, select the **Next** arrow to go to the next page.



Check monitors to confirm that all students are on the Tools page.

TOOLS—SCIENCE FIELD TEST

SAY:

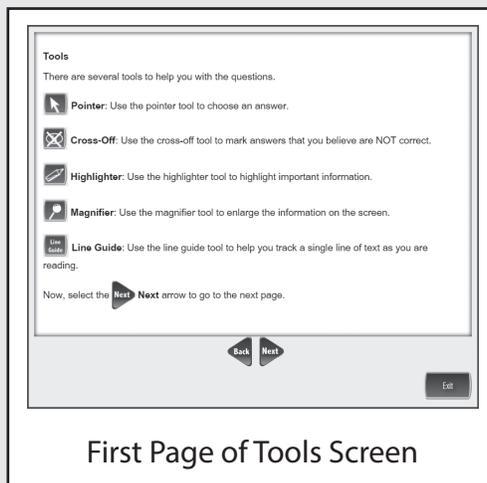
You should now be on the Tools screen.
There are several tools to help you with the questions.

SAY:

- Pointer:** Use the pointer tool to choose an answer.
- Cross-Off:** Use the cross-off tool to mark answers that you believe are NOT correct.
- Highlighter:** Use the highlighter tool to highlight important information.
- Magnifier:** Use the magnifier tool to enlarge the information on the screen.
- Line Guide:** Use the line guide tool to help you track a single line of text as you are reading.

Now, select the Next arrow to go to the next page.

- Sticky Notes:** Use the sticky note tool to type notes on the screen.
- Help:** Use the help button to find more information, such as instructions on how to use the tools.
- Eraser:** Use the eraser button to reset your answer and start the question over.
- Flag:** Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—SCIENCE FIELD TEST

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

SAY:

Now, select the Next arrow to go to the next page.

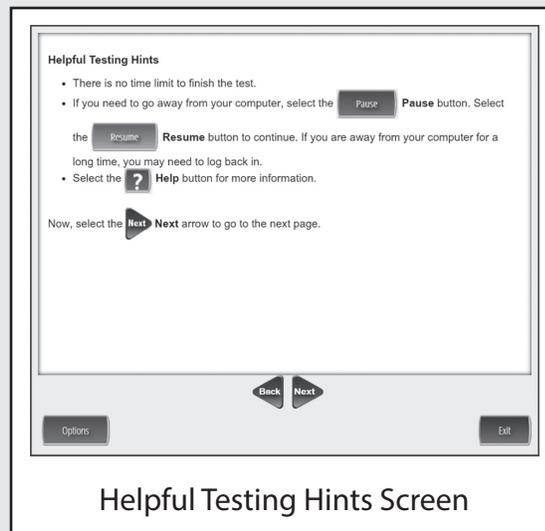
Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for a long time, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



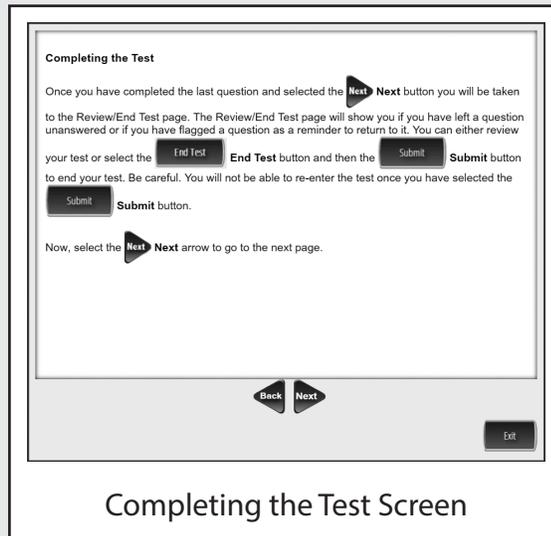
COMPLETING THE TEST—SCIENCE FIELD TEST

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to it. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



SAY:

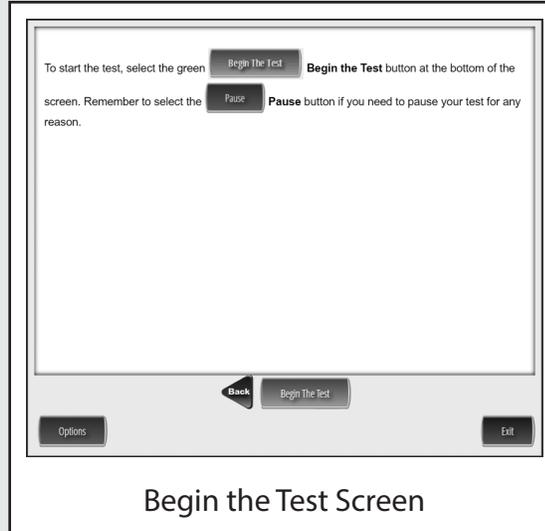
Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green **Begin the Test** button at the bottom of the screen. Remember to select the **Pause** button if you need to pause your test for any reason.



You may begin.



Remind students using TTS to put their headphones on and be sure they are working properly.

Turn to page 54 for the Monitoring During Testing instructions.

MONITORING DURING TESTING

Collect and recount all student test tickets after students have logged in. Ensure the number of tickets matches the number noted from before testing. Student test tickets are considered secure material. Save these tickets in case a student is logged off and needs it again. Each individual test session requires a different test ticket. **Test tickets must be returned to the Building Test Coordinator with all secure materials at the end of each testing session.**

As students are working, move around the room to ensure students are working on the correct part. If a student has selected an incorrect part, select the Pause button, the Exit button, and then the “Yes, Exit” button to return to the test sign-in screen; **do not select the “Review/End Test” button.**

Maintain a secure and distraction-free test environment.

TESTING IRREGULARITIES

Please refer to the M-STEP Test Administration Manual.

COMPLETING THE TEST SESSION

Collect and recount test tickets. Students who have completed their test will not need these test tickets again, and tickets must be returned to the Building Assessment Coordinator. If students have NOT completed their test, return test tickets to the Building Assessment Coordinator for secure storage until testing can resume. A new test ticket can be printed by the Building Coordinator, if necessary.

EXITING THE TEST ENGINE

Students using a desktop, laptop, iPad, or Chromebook can simply exit INSIGHT once they have finished. Ensure you can see the desktop or home screen of every testing device before a student is dismissed. This is particularly important for 1:1 devices that stay with the student (such as a Chromebook, laptop, or iPad).

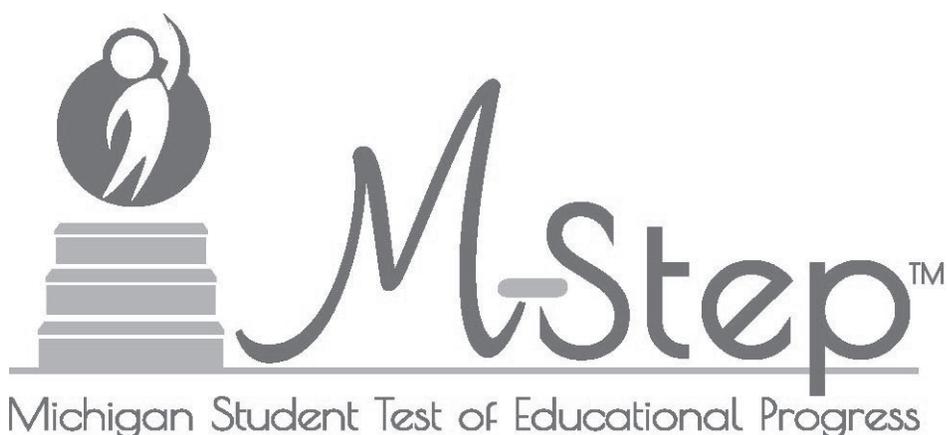


Office of Educational Assessment and Accountability (OEAA)

E-mail: mde-oeaa@michigan.gov

Phone: 877-560-8378

Appendix A.4 M-STEP Test Administration Directions – Grade 11 Online



M-STEP Online Test Directions Grade 11

Michigan Student Test of Educational Progress

Spring 2019

Michigan Department of Education
Office of Educational Assessment and Accountability

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USING THIS MANUAL

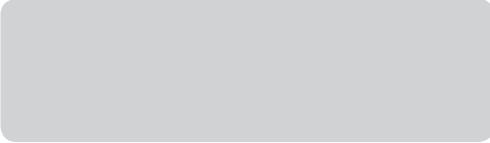
- This manual is intended to be read ***in addition*** to the M-STEP Test Administration Manual (TAM). This document is available electronically at <https://mi.drctdirect.com> by selecting **All Applications, General Information**, and then **Documents**.
- This manual is also intended to be an instruction manual for test administration. Additional important information can be found in the M-STEP TAM.
- It is expected that you will read this manual in its entirety PRIOR TO your first testing day.

ONLINE ASSESSMENTS COVERED IN MANUAL

These test directions apply to the following Grade 11 assessments:

- Social Studies
- Social Studies with Text-to-Speech (TTS) enabled
- Science Field Test
- Science Field Test with Text-to-Speech (TTS) enabled

KEY

Icons	Descriptions
 	<p>Speak the words in the gray box.</p>
 	<p>This is a tip to help with a smooth testing experience.</p>
 	<p>Information specific to Chromebooks</p>

ONLINE TOOLS TRAINING (OTT) AND STUDENT TUTORIALS

The Online Tools Training (OTT) is an essential part of the testing process, particularly for schools that are new to online testing. For detailed instructions on how to administer OTTs, please refer to the Student Tutorials found on eDIRECT (<https://mi.drctdirect.com>) or INSIGHT. The Student Tutorials should be used to familiarize students with the functions and tools of the testing system. Additionally, the M-STEP TAM will provide more information about using OTTs as well as accessing and using the Student Tutorials.

TEST MATERIALS NEEDED FOR M-STEP

Materials Needed by Test Administrator	Materials Needed by Students
This booklet	Test ticket
Class set of test tickets for the test session being administered	Testing device
	Pencil (optional—needed if scratch paper is used)
	Headphones for TTS designated support
	Blank scratch paper (optional—universal tool)

BEFORE TESTING CHECKLIST

- Read this entire document prior to testing
- Ensure INSIGHT software is installed on all testing devices
- Ensure you know how to launch INSIGHT on the type of device students will be using to test
- Ensure students have practiced using the OTT and viewed student tutorials
- Ensure student's accommodations (if applicable) have been set
- Read the M-STEP Test Administration Manual (posted online at <https://mi.drctdirect.com>)
- Clearly understand the scheduled testing time, including breaks
- Prepare the classroom for testing:
 - Remove or cover all classroom instructional materials that may affect the validity of the assessment. **Do not display** vocabulary words and/or definitions, examples of problems or answers, or tips on how to write responses and/or solve problems.
 - Ensure student testing devices are positioned in such a way that students cannot easily read another student's screen or interact with one another.
 - If using portable testing devices, such as a laptop, iPad, or Chromebook, ensure the devices are connected to a power source (preferred) or fully charged.
 - Check to make sure there are no test tickets or scratch paper left over from another testing session. If found, please return to the Building Test Coordinator.
 - Verify the assessment room will be free of distractions for the duration of the test session.
- Obtain a student test ticket for each student who will be testing. Test tickets are secure materials and should be securely stored until you are ready to pass them out. Students will require a separate ticket for each part of the test. See chart below on number of test tickets needed for each assessment.

Assessment	Number of Test Tickets Required
Social Studies	One
Science Field Test	One

- Make note on the test roster of the test tickets you are distributing. Use the test roster to verify you have collected all tickets after students have signed in.



Take a few minutes to review all the parts of this document you will need to read aloud during testing. Use sticky notes or sticky flags to give yourself a quick reference to the next set of directions to read.



CHROMEBOOK: *If your students are testing on a Chromebook, there are a few additional tasks you'll need to be aware of. It is important to review the information on page 9 BEFORE the first day of testing to ensure a smooth testing experience.*

PERMITTED ITEMS IN TESTING ROOM

Students may only have required testing materials and any accommodations specified in the student's IEP, Section 504 Plan, and EL instruction documentation at their work spaces during testing.

Item	Permitted?
Pencil	YES – If students are provided scratch paper as a universal tool.
Highlighter	NO – A highlighting function is included within the test engine.
Additional paper (provided by School/District)	YES – Blank scratch paper is <i>allowed</i> for Social Studies and the Science Field Test as a universal tool.
CD and DVD Players	NO – Not needed for online testing.
Headphones (provided by School/District)	YES – For students using the TTS designated support. NO – For students not using the TTS designated support.
Non-academic reading material	YES – Non-academic reading material is allowed for student use AFTER testing is completed. Electronic formats are NOT allowed. Reading material must be a traditional book or magazine. Reading material must be kept off work surface until the test has been submitted.

It is particularly important to understand the difference between helping students understand test directions and online tools and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved universal tools, designated supports, or accommodation, test administrators and proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words, reading any part of the test aloud to students, or manipulating tools. These activities are not appropriate and will result in test scores being invalidated.

PROCEDURES FOR TESTING BREAKS, INTERRUPTIONS, OR PAUSES

If a student needs to pause their 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, select the Pause button, select the Exit button, and then select the "Yes, Exit" button on the pop-up screen. The student will need their test ticket to log in again. The test will remain "In Progress."

TEST DIRECTIONS—INTRODUCTION—ALL M-STEP GRADE 11 ASSESSMENTS

1. **The Introduction section of Online Test Directions is the same for all online tests. Please insert the test name in the appropriate blank as you read the directions to students. Page 17 lists pages for subject-specific directions that are read after the Introduction.**
2. Make sure that each student is sitting at a separate testing device and that each device is turned on and the desktop/home screen is visible.
3. Make sure that no student is in possession of a cell phone, camera, or other personal electronic device. Any electronic devices must be powered off and stored away from the students' work area at all times during a test session.
4. All tools may not be available for every assessment. For example, the Periodic Table of the Elements will only be provided for the Science test.

Instruct students that they should not open anything on their computers until they are told to do so. The device desktop/home screen should be visible until you instruct students to open INSIGHT. Distribute and ensure students have all allowed test materials.



Make note on the test roster of the test tickets you are distributing. Use the test roster to verify you have collected all tickets after students have signed in.

SAY:

Welcome to the M-STEP (Please Insert Name of Test) _____. We are now ready to begin. It is important that you give this test your best effort so that you can show yourself, your teachers, and your parents what you know and can do. Please carefully follow these directions. Do not select anything on your computer until I tell you to do so.

I will now pass out your test ticket.

If your school is using scratch paper as a universal tool, read the following section:

SAY:

I will now pass out scratch paper for you to use during your test.

If headphones are needed, read the following section:

SAY:

I will now pass out headphones to use during your test.

SAY:

Each of you now has a test ticket. Check to make certain that your name and correct date of birth appear on the test ticket and it has the correct name of the assessment (Name of assessment) _____. Raise your hand if your test ticket does not have your name, your correct date of birth, or the correct assessment name on it.

Correct any ticket distribution errors. If a test ticket contains incorrect student information, please report the issue to your Building Assessment Coordinator immediately.

<p>M-STEP Spring 2019 Test Ticket - G11 SS</p> <p>Student Name: Anderson, Abigail A. Date of Birth: 11/11/2000</p> <table border="1"><tr><td>Username: AANDERSON1 Password: 234K79HQ</td></tr></table> <p><small>(Note: Username and password are not case sensitive.) Universal Tools - Designated Supports - Accommodations: MSK Test Session: gr 11 ss</small></p>	Username: AANDERSON1 Password: 234K79HQ
Username: AANDERSON1 Password: 234K79HQ	

Tip!

A list of accommodations and the abbreviations used are available in the M-STEP Test Administration Manual (TAM).

TEST DIRECTIONS—TEST SIGN-IN

SAY:

Now we are ready to begin. First, launch INSIGHT on your computer (or iPad). You should see the Michigan Department of Education screen with a picture for M-STEP, a picture for MI-Access, and a picture for Early Literacy and Mathematics. Is there anyone who does not see this screen?

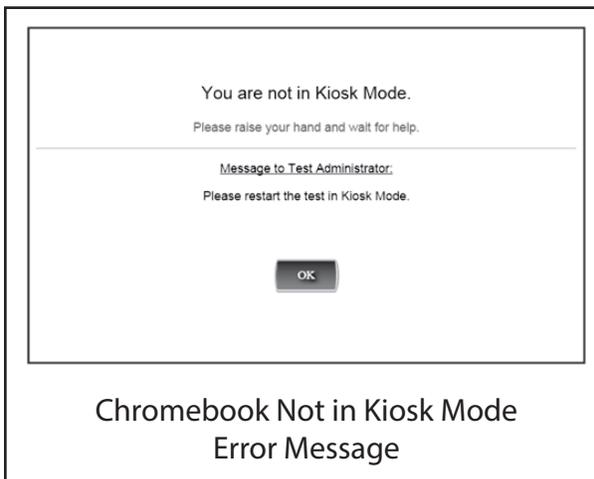


Pause to assist students if necessary. If a student receives an error message, note the content of the error message and contact the M-STEP Technology Coordinator or M-STEP Building Assessment Coordinator. It is acceptable to move the student to another computer.



CHROMEBOOK: Students can NOT be logged in to a Google account. As a guest, they should be directed to launch INSIGHT by selecting “apps” from the taskbar. This will launch INSIGHT in “kiosk mode.” If the app is launched while signed in to a Google account, they will receive an error.

Login steps are the same as for the desktop/laptop version, except that students will use their finger to move the cursor (instead of a mouse). Please remember that students should be using an external keyboard, and if they’ve already been taught, they can use the “tab” key to move the cursor between fields.



When all students are ready,

SAY:

On the left-hand side of the screen, under M-STEP, select Test Sign In. You should then see the sign-in screen appear. Is there anyone who does not see the sign-in screen?



Pause to assist students if necessary.

TEST DIRECTIONS—WELCOME SCREEN

When all students are ready,

SAY:

You may now enter your Username and Password in the spaces provided on the screen. Your Username and Password are found on your test ticket. If you need assistance, please raise your hand. When you have finished entering your Username and Password, select the Sign In button in the middle of the screen.

Please do not go ahead. We will do several screens together to review sign-in, navigation, and available tools.

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student and to each grade/content/part; Usernames and Passwords are **not** case sensitive. The student's date of birth should be used to verify that the correct test ticket is given to a student.

Tip!

*If a student receives an "invalid login," select the "back" button in the bottom left corner of the sign-in screen. Select Test Sign In below the M-STEP icon (be sure you are **not** selecting below the MI-Access or Early Literacy and Mathematics icons) and try again. Verify correct Username and Password have been entered.*

When all students are ready,

SAY:

When you have selected the Sign In button, a welcome screen with your name opens. Is there anyone who does not see the welcome screen with your name?

Pause to assist students as necessary.

Welcome Training Student!
Before you begin testing, please confirm your profile information is correct:

Test Name: Grade 3
Test Session: Student's Session

Your State Student ID (UIC) is: 1234567890
Your District Student ID is: 9876543210

If the above information is correct, please select **Continue**.
If any of the above information is not correct, please raise your hand and notify your Assessment Administrator.

Continue

Exit

Copyright © 2016 Data Recognition Corporation.

Welcome Screen with No Accommodations

When all students are ready,

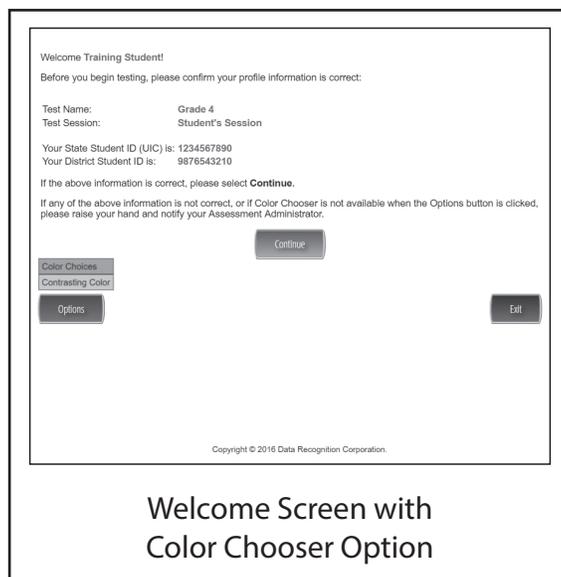
SAY:

Look at the information on the welcome screen and make sure that the following facts about you are correct:

- **Your first name, middle initial (if available), and last name**
- **Your test name**
- **Your test session**
- **Your State Student ID (also called your UIC)**
- **Your district student ID (if available)**



*This screen is the first opportunity to turn on the color accommodations for **students with vision impairments that require one or more of these accommodations**. Color Choices (CC) and Contrasting Color (CTC) are available using the Options button when assigned in eDIRECT by the Building Assessment Coordinator. You may need to assist these students.*



SAY:

If the information about you is correct, select the Continue button. If the information is not correct, raise your hand.

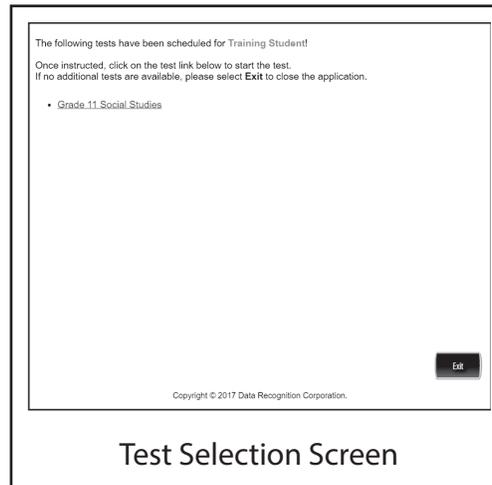
Pause to assist students as necessary.

When students are ready,

SAY:

After you have selected the Continue button, the test selection screen will open. Is there anyone who does not see the test selection screen?

Pause to assist students as necessary.



When all students are ready,

SAY:

We are now ready to begin the test. Use your pointer to select (test name). Once you have selected the test name, the test directions screen should open. Is there anyone who does not see the test directions screen?

TEST DIRECTIONS—SYSTEM CHECK AND TEST SECURITY

SAY:

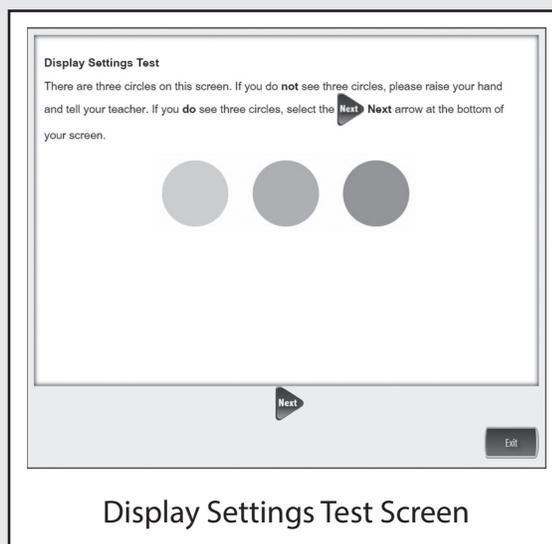
I will now read the Test Directions. Read the Test Directions silently as I read them aloud. Use the Next button to move to the next page to follow along.

(Read Aloud for ALL ASSESSMENTS)

SAY:

You should now be on the Display Settings Test screen.

There are three circles on this screen. If you do not see three circles, please raise your hand and tell your teacher.



If a student's screen does not show the three circles, have the student exit the test and move the student to an open workstation if available. Contact the Building Assessment Coordinator regarding the computer.

When students are ready,

SAY:

If you do see three circles, select the Next arrow at the bottom of your screen.

Check monitors to confirm that all students are now on the "Test Security" page.

SAY:

You should now be on the Test Security screen.

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. In order for the results to be valid, you must not:

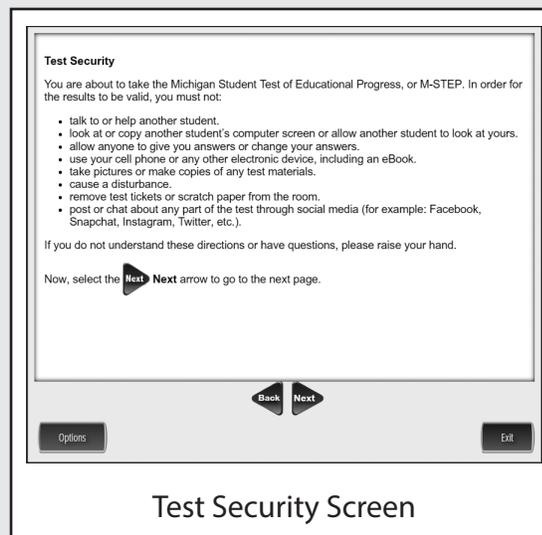
- talk to or help another student.
- look at or copy another student's computer screen or allow another student to look at yours.
- allow anyone to give you answers or change your answers.
- use your cell phone or any other electronic device, including an eBook.
- take pictures or make copies of any test materials.
- cause a disturbance.
- remove test tickets or scratch paper from the room.
- post or chat about any part of the test through social media (for example: Facebook, Snapchat, Instagram, Twitter, etc.).

If you do not understand these directions or have questions, please raise your hand.

Pause for questions.

SAY:

Now, select the Next arrow to go to the next page.



TEST DIRECTIONS—INTRODUCTION

Check monitors to confirm that all students are on the Introduction page.

SAY:

Read these directions carefully before beginning. To look at these directions again, select the Help button and choose the Test Directions tab. Now, select the Next arrow to go to the next page.



For the remainder of the test directions, the directions differ depending on which assessments you are administering. Please be sure you read the correct directions for the specific test you are administering based on the chart below. The “Use These Pages” column indicates the pages in the manual where you should continue reading test directions for your specific test.

Assessment	Specific Test to Administer	Use These Pages
Social Studies	➤ Social Studies	Use Pages 18 to 23
	➤ Social Studies with Text-to-Speech (TTS) enabled	
Science Field Test	➤ Science Field Test	Use Pages 24 to 29
	➤ Science Field Test with Text-to-Speech (TTS) enabled	

TEST DIRECTIONS FOR GRADE 11 SOCIAL STUDIES

ANSWERING QUESTIONS—SOCIAL STUDIES

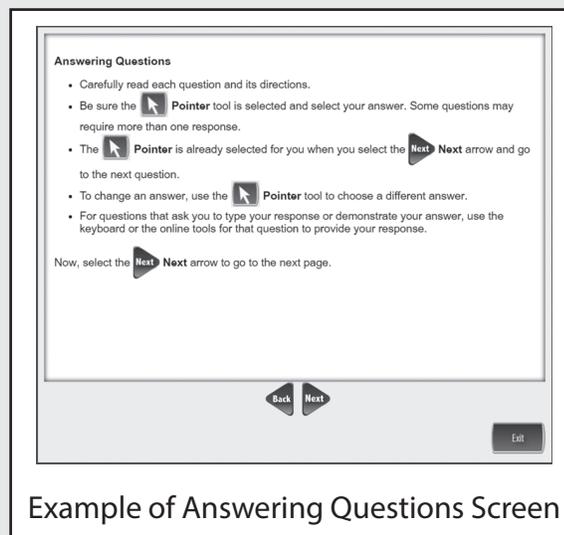
Be sure you have completed the directions on pages 7–16 before you start this section.

SAY:

You should now be on the Answering Questions screen.

- Carefully read each question and its directions.
- Be sure the Pointer tool is selected and select your answer. Some questions may require more than one response.
- The Pointer is already selected for you when you select the Next arrow and go to the next question.
- To change an answer, use the Pointer tool to choose a different answer.
- For questions that ask you to type your response or demonstrate your answer, use the keyboard or the online tools for that question to provide your response.

Now, select the Next arrow to go to the next page.



Example of Answering Questions Screen

NAVIGATION—SOCIAL STUDIES

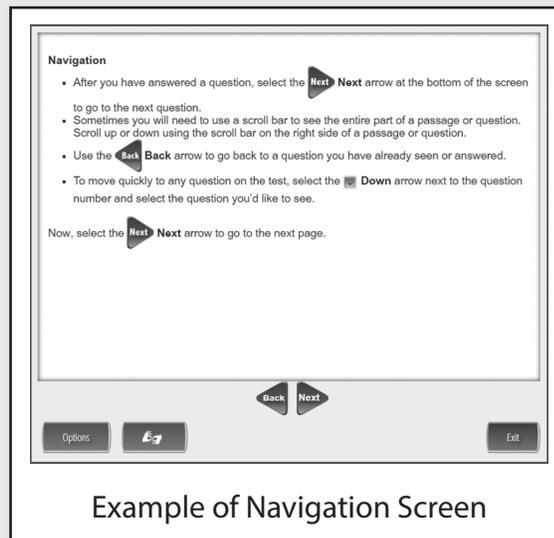
Check monitors to confirm that all students are on the Navigation page.

SAY:

You should now be on the Navigation screen.

- After you have answered a question, select the **Next** arrow at the bottom of the screen to go to the next question.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- Use the **Back** arrow to go back to a question you have already seen or answered.
- To move quickly to any question on the test, select the **Down** arrow next to the question number and select the question you'd like to see.

Now, select the **Next** arrow to go to the next page.



Example of Navigation Screen

Check monitors to confirm that all students are on the Tools page.

TOOLS—SOCIAL STUDIES

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

Pointer: Use the pointer tool to choose an answer.

Cross-Off: Use the cross-off tool to mark answers that you believe are NOT correct.

Highlighter: Use the highlighter tool to highlight important information.

Magnifier: Use the magnifier tool to enlarge the information on the screen.

Line Guide: Use the line guide tool to help you track a single line of text as you are reading.

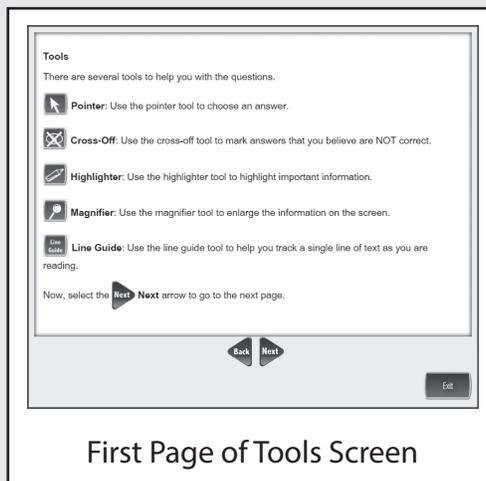
Now, select the Next arrow to go to the next page.

Sticky Notes: Use the sticky note tool to type notes on the screen.

Help: Use the help button to find more information, such as instructions on how to use the tools.

Eraser: Use the eraser button to reset your answer and start the question over.

Flag: Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—SOCIAL STUDIES

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

SAY:

Now, select the Next arrow to go to the next page.

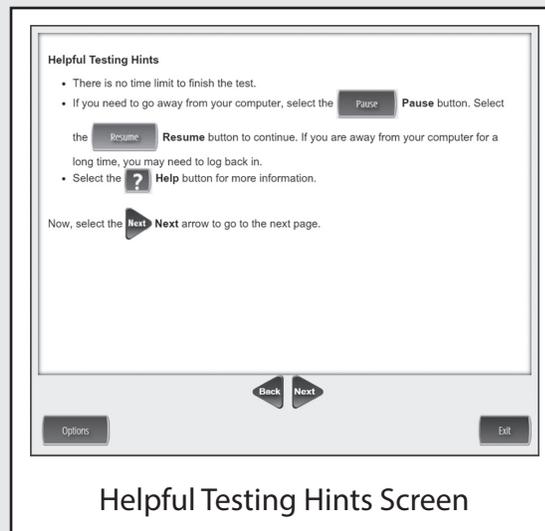
Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for a long time, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



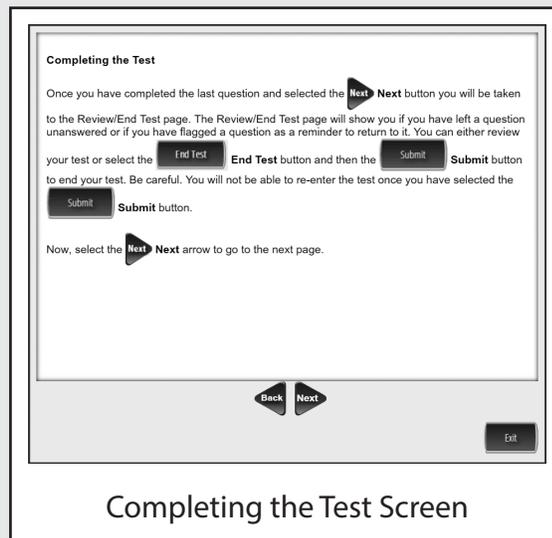
COMPLETING THE TEST—SOCIAL STUDIES

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to it. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



SAY:

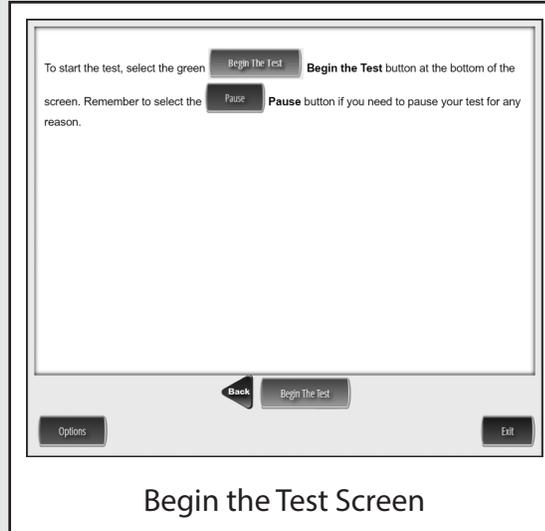
Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green **Begin the Test** button at the bottom of the screen. Remember to select the **Pause** button if you need to pause your test for any reason.



You may begin.

Tip!

Remind students using TTS to put their headphones on and be sure they are working properly.

Turn to page 30 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 11 SCIENCE FIELD TEST

ANSWERING SCIENCE QUESTIONS

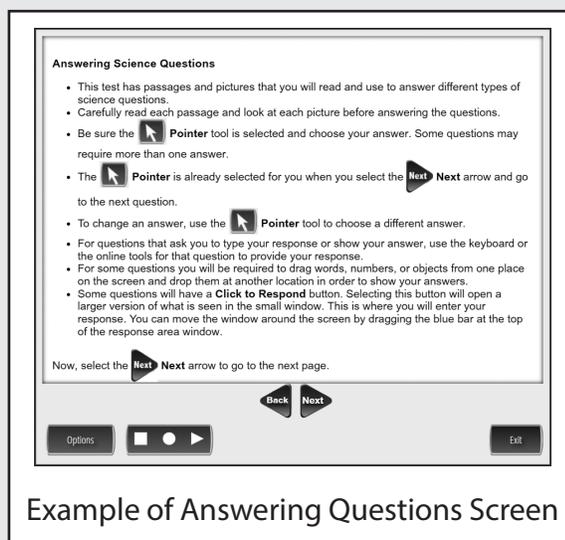
Be sure you have completed the directions on pages 7–16 before you start this section.

SAY:

You should now be on the Answering Science Questions screen.

- This test has passages and pictures that you will read and use to answer different types of science questions.
- Carefully read each passage and look at each picture before answering the questions.
- Be sure the Pointer tool is selected and choose your answer. Some questions may require more than one answer.
- The Pointer is already selected for you when you select the Next arrow and go to the next question.
- To change an answer, use the Pointer tool to choose a different answer.
- For questions that ask you to type your response or show your answer, use the keyboard or the online tools for that question to provide your response.
- For some questions you will be required to drag words, numbers, or objects from one place on the screen and drop them at another location in order to show your answers.
- Some questions will have a Click to Respond button. Selecting this button will open a larger version of what is seen in the small window. This is where you will enter your response. You can move the window around the screen by dragging the blue bar at the top of the response area window.

Now, select the Next arrow to go to the next page.



Example of Answering Questions Screen

NAVIGATION—SCIENCE FIELD TEST

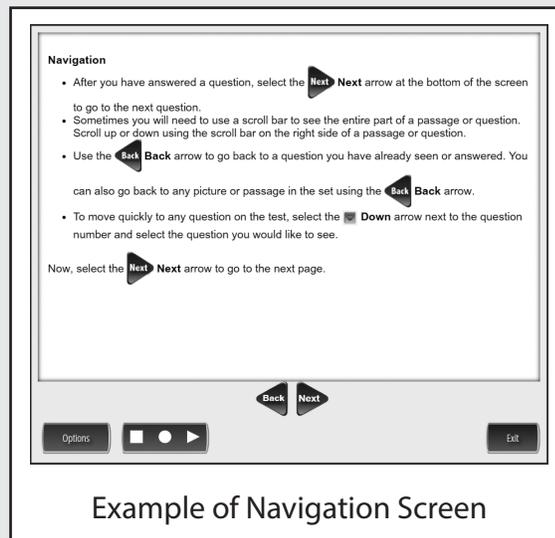
Check monitors to confirm that all students are on the Navigation page.

SAY:

You should now be on the Navigation screen.

- After you have answered a question, select the **Next** arrow at the bottom of the screen to go to the next question.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- Use the **Back** arrow to go back to a question you have already seen or answered. You can also go back to any picture or passage in the set using the **Back** arrow.
- To move quickly to any question on the test, select the **Down** arrow next to the question number and select the question you would like to see.

Now, select the **Next** arrow to go to the next page.



Check monitors to confirm that all students are on the Tools page.

TOOLS—SCIENCE FIELD TEST

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

Pointer: Use the pointer tool to choose an answer.

Cross-Off: Use the cross-off tool to mark answers that you believe are NOT correct.

Highlighter: Use the highlighter tool to highlight important information.

Magnifier: Use the magnifier tool to enlarge the information on the screen.

Line Guide: Use the line guide tool to help you track a single line of text as you are reading.

Now, select the Next arrow to go to the next page.

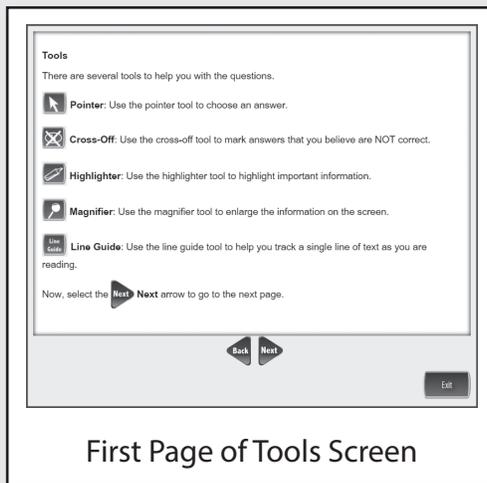
Sticky Notes: Use the sticky note tool to type notes on the screen.

Help: Use the help button to find more information, such as instructions on how to use the tools.

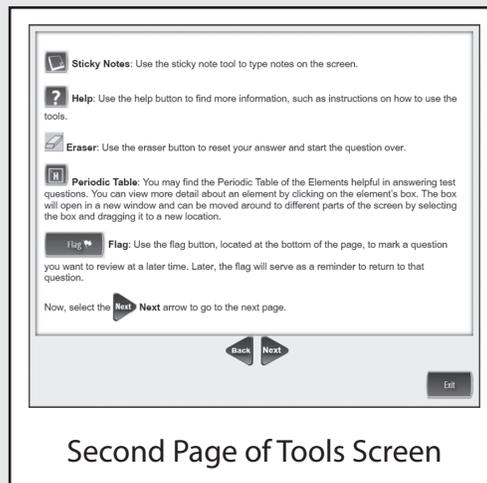
Eraser: Use the eraser button to reset your answer and start the question over.

Periodic Table: You may find the Periodic Table of the Elements helpful in answering test questions. You can view more detail about an element by clicking on the element's box. The box will open in a new window and can be moved around to different parts of the screen by selecting the box and dragging it to a new location.

Flag: Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—SCIENCE FIELD TEST

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

SAY:

Now, select the Next arrow to go to the next page.

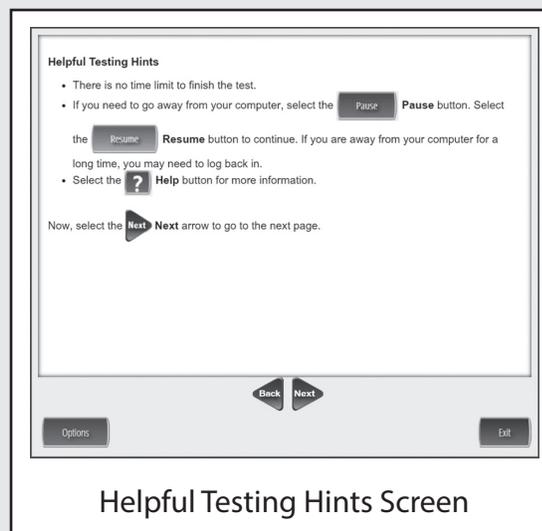
Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for a long time, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



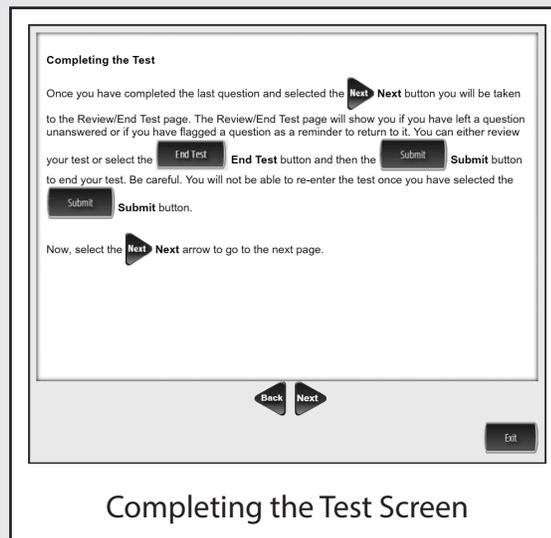
COMPLETING THE TEST—SCIENCE FIELD TEST

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to it. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



SAY:

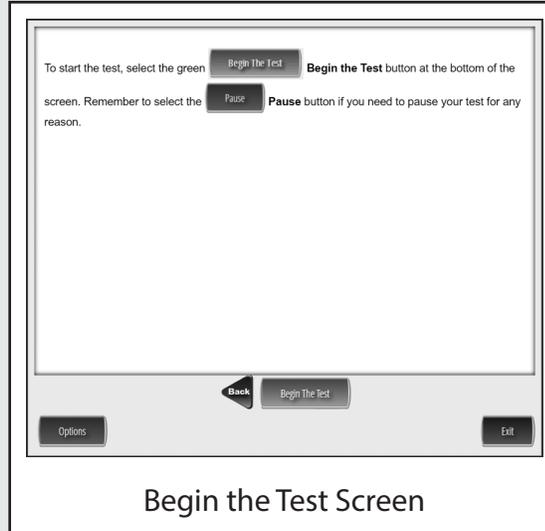
Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green **Begin the Test** button at the bottom of the screen. Remember to select the **Pause** button if you need to pause your test for any reason.



You may begin.



Remind students using TTS to put their headphones on and be sure they are working properly.

Turn to page 30 for the Monitoring During Testing instructions.

MONITORING DURING TESTING

Collect and recount all student test tickets after students have logged in. Ensure the number of tickets matches the number noted from before testing. Student test tickets are considered secure material. Save these tickets in case a student is logged off and needs it again. Each individual test session requires a different test ticket. **Test tickets must be returned to the Building Test Coordinator with all secure materials at the end of each testing session.**

As students are working, move around the room to ensure students are working on the correct part. If a student has selected an incorrect part, select the Pause button, the Exit button, and then the “Yes, Exit” button to return to the test sign-in screen; **do not select the “Review/End Test” button.**

Maintain a secure and distraction-free test environment.

TESTING IRREGULARITIES

Please refer to the M-STEP Test Administration Manual.

COMPLETING THE TEST SESSION

Collect and recount test tickets. Students who have completed their test will not need these test tickets again, and tickets must be returned to the Building Assessment Coordinator. If students have NOT completed their test, return test tickets to the Building Assessment Coordinator for secure storage until testing can resume. A new test ticket can be printed by the Building Coordinator, if necessary.

EXITING THE TEST ENGINE

Students using a desktop, laptop, iPad, or Chromebook can simply exit INSIGHT once they have finished. Ensure you can see the desktop or home screen of every testing device before a student is dismissed. This is particularly important for 1:1 devices that stay with the student (such as a Chromebook, laptop, or iPad).



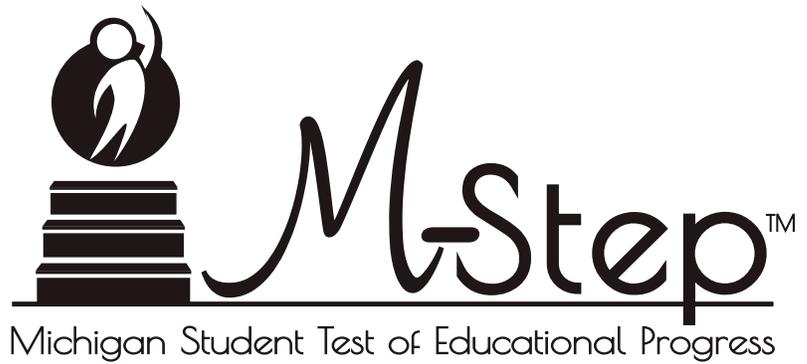
Office of Educational Assessment and Accountability (OEAA)

E-mail: mde-oeaa@michigan.gov

Phone: 877-560-8378

Appendix A.5 M-STEP Test Administration Directions – Grade 8 Paper

3rd
4th
5th
6th
7th
8th



***2019 Paper/Pencil
Test
Administration
Directions***

Paper/Pencil Test Dates

Grade 8

April 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 PSAT 8/9	10 Makeup – PSAT 8/9	11	12	13
14	15 Makeup – PSAT 8/9	16	17 SCIENCE	18 SOCIAL STUDIES	19 Makeup Science and Social Studies	20
21	22	23 Makeup PSAT 8/9	24 Makeup PSAT 8/9	25	26	27
28	29	30	1	2	3	4

Paper/Pencil Test Session Information

Science

- The Science paper/pencil test includes Parts 1 and 2.
- Breaks may be administered between parts.

Social Studies

- The Social Studies paper/pencil test includes Parts 1 and 2.
- Breaks may be administered between parts.

Spring 2019, Grade 8 Estimated Test Times (in hours and minutes)

Science	Day 1: Part 1	0:45
	Day 1: Part 2	0:45
Social Studies	Day 1: Part 1	0:30
	Day 1: Part 2	0:30
Total Time Required		2:30

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PART 1: Introduction

This manual provides an overview of the M-STEP paper and pencil test administration. Use this document to familiarize yourself with what your students will experience when participating in the M-STEP assessments, how to prepare for the assessment, and general rules for testing. Test Administrators (TAs) and Proctors should become familiar with this document well in advance of the first test administration date in order to prepare properly for each administration.

The *M-STEP, MI-Access, and WIDA Student Supports and Accommodations Table* (at www.michigan.gov/MSTEP) provides guidance regarding specific accessibility resources available for this administration and should be reviewed in advance of the test administration sessions.

ENSURING TEST SECURITY

The security of the summative assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of summative assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident by the District Assessment Coordinator in the Secure Site Incident Reporting Tool to ensure the validity of the test results. (See the M-STEP TAM Appendix C for more information.)

Establishing Appropriate Testing Conditions

Building Assessment Coordinators (BCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of students in each testing grade and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment. Establish procedures to maintain a quiet, distraction-free testing environment throughout the test session, recognizing that some students will finish more quickly than others. Students are expected to remain in the testing room until the end of the session. Students may store personal non-content related paper reading material securely off the work surface for use after test materials have been collected. E-readers and other electronic forms of reading materials are not allowed.

Table 1, on pages 2-3, describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Food, Drink, Snacks

Students are not allowed to have food, drinks, or snacks on their desk or table during the test. If a student must have any of these items due to medical reasons during the test, the items must be stored away from the test surface (under seats, on the floor, etc.).

Table 1: Requirements of the Test Environment

Before Testing	
Requirement	Description
Instructional materials removed or covered	Instructional materials must be removed or covered, including, but not limited to: information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to view each other's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
During Testing	
Requirement	Description
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, tablets, smart watches and other wireless devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources that are permitted for each specific test (or portion of a test).
Access to assessments	Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Based on the item type, trained Test Administrators (TAs) may also have limited exposure to items in the course of properly administering the assessments. However, no test items may be actively reviewed or analyzed by TAs or by other trained staff.
No answer key development	No form or type of answer key may be developed for test items.

Table 1: Requirements of the Test Environment

During and After Testing	
Requirement	Description
No access to responses	District Assessment Coordinators (DCs), Building Assessment Coordinators (BCs), TAs, and other staff are not permitted to review student responses.
No copies of test materials	No copies of the test items or stimuli may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media, and websites.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DCs, BCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of clarifying test directions.
All test materials must remain secure at all times	Test booklets and answer documents, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
After Testing	
Requirement	Description
No test materials used for instructions	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Scratch paper must be securely collected at the end of each test session and then immediately shredded to maintain test security.

Verifying Student Information

TAs should verify student information upon completion of each M-STEP assessment. However, it is important for anyone with access to this information to remember that students' personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or shredded. Personal information includes any information that could potentially identify a student, including student name, state student identification number, and birthdate.

Pre-Identification Label Directions

Before testing, apply pre-ID labels to the Student Answer Documents.

Every Student Answer Document must have the correct barcode label affixed before being returned to the scoring contractor.

TEST ADMINISTRATOR NOTE: In addition to applying the pre-ID labels to the Student Answer Documents, the Codes in the Accommodations/ Supports section of the Student Data Grid on the Answer Document cover should be completed by a Test Administrator or Building Assessment Coordinator, ONLY. This can be done before or after testing. Follow the directions that begin on page 5 for pre-bubbling specific sections of the Student Data Grid.

PART 2: Student Data Grid Information and Administration Directions

Directions for Completing the Student Demographic Page

Use the following information and script to assist students in completing the Student Data Grid on the front cover of each Student Answer Document at the start of EVERY test administration. Repeat these directions and script for all subjects.

Please remember that the script must be followed exactly and used each time a test is administered.

All directions that a TA needs to read to students are indicated by the word “[SAY]” and are in gray boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. (All other information is for the Test Administrator and should not be read to the students.) If the TA makes a mistake in reading a direction, the TA should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

Administration Directions for Completing the Student Data Grid

(Follow this script to begin every test administration.)

The following directions and script must be followed exactly at the beginning of each assessment.

NOTE TO ADMINISTRATORS: Non-personal information the students will be entering on the Student Data Grid at the start of testing may be posted so that all students can see it (e.g., on a whiteboard, smartboard, etc.) prior to the start of test administration. This information can include:

- Teacher Name
- School Name
- District Name (leave blank for non-public schools)
- Assessment Date (today’s date)
- Form Number*

*Standard forms are Form 1. Emergency forms are Form 2. For all subjects, the Braille forms are Form 88. Note that form numbers always appear on the front cover of the Test Booklet.

WHEN YOU ARE READY TO BEGIN:

Distribute test materials to students. Remind students not to open their test booklets until told to do so and to put away all materials that may not be used during the test. Scratch paper is allowed as a universal tool for students who need it. Test booklets are designed to have ample space for note-taking. If used, blank scratch paper must be distributed at the start of each test session or part, collected at the end of each part, and securely returned to the Building Assessment Coordinator for shredding. Scratch paper must be treated at all times as a secure material.

Make sure each student has his or her own Answer Document before the test begins. If a student’s name is misspelled on the Answer Document, corrections can be made at a later date prior to the return of materials to the scoring contractor. Immediately notify the school M-STEP coordinator, who can help you resolve this problem after the test is completed.

Please read aloud the directions in gray blocks preceded by the word **[SAY]** for students.

[SAY] Do not open your test booklet until told to do so.

During this test, you must turn off and put away all electronic devices, including cell phones, tablets, smart watches and other wireless devices. The only items you may have on your desk or table are the materials necessary for the test.

All answers must be marked in your answer document using a No. 2 pencil only.

[SAY] Make sure that you have a 2019 M-STEP (*insert grade and subject*) Test Booklet.

Write your name on the line labeled "Student Name" on the front cover of your test booklet.

Pause.

[SAY] Please look at your Answer Document. Please make sure you have **your** own Answer Document. The box at the top of the page should contain a label with your name and other information.

Raise your hand if your name does not appear in this box or if the label is missing.

Every Student Answer Document must have the correct barcode label affixed before being returned to the scoring contractor.

[SAY] Please follow these steps to complete the Student Data Grid.

Turn to the front cover of your answer document.

Write your name on the line that says, "Student Name."

Write (*insert teacher name*) on the line that says "Teacher Name."

Write (*insert school name*) on the line that says "School."

Write (*insert district name*) on the line that says "District."

Non-public schools may leave "District" blank.

Pause.

[SAY] Find the section labeled "Birth Date." In the column under "Month," fill in the bubble next to the month in which you were born.

Pause.

[SAY] In the space labeled "Day," print the digits of the day on which you were born. If there is only one digit in your day of birth, print a zero before the numeral. For example, if your day of birth is the seventh, you would print the digits zero and seven.

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[SAY] In the two columns below "Day," fill in the bubbles for the digits of the day on which you were born. Fill in only one bubble in each column.

Pause.

[SAY] In the space labeled "Year," print the last two digits of the year in which you were born.

In the two columns below "Year," fill in the bubbles for the last two digits of the year in which you were born. Fill in only one bubble in each column.

Pause.

To ensure accurate student identification, the "Birth Date" section must be completed correctly. Make sure each student has filled in the correct bubbles for the month, day, and year of birth.

[SAY] Next, find the section labeled "Assessment Date."

In the first column, fill in the bubble next to the current month.

The next two spaces are for today's date. Write the numbers for today's date in the spaces provided. If there is only one digit in today's date, print a zero before the numeral. For example, if the date is the seventh, you would print the digits zero and seven.

[SAY] In the two columns below today's date, fill in the bubbles for the numerals of the date. Fill in only one bubble in each column.

[SAY] The year is already filled in for you.

Pause to allow students to finish.

[SAY] Now find the section labeled "Form." Then check the front cover of your Test Booklet to find the correct form number. Please bubble in that form number.

Check to make sure all students have bubbled the correct form number. It is critical that the correct form number is bubbled on the answer document in order to ensure the student's test is scored properly.

When the students have completed the Student Data Grid, turn to the appropriate page in this document for subject-specific test directions, and continue with test administration.

PART 3: General Science Field Test Administration Information

This *M-STEP Grade 8 Test Administration Directions* document contains grade-specific test administration procedures and valuable tips and instructions. It is important that Test Administrators review this entire document before administering the science field test.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, Test Administrators and Proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students. These activities are not appropriate and will result in test scores being invalidated.

Student Participation

All students enrolled in grades 5, 8, and 11 are required to participate in the M-STEP Science Field Test except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

Participation of Students with Disabilities and/or English Learners

All students, including students with disabilities, English Learners (ELs), and English Learners (ELs) with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Please note, there is ample room in the test booklet for problem-solving and note-taking activities.

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/Pencil Assessment

Test booklets, used answer documents, used scratch paper, and accommodated versions of the test are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may write in their test booklets. If used, scratch paper must be collected upon completion of each part and immediately returned to the Building Assessment Coordinator for shredding. Any materials or resources not listed above are not allowed unless specified as an assessment accommodation.

Students are **not** allowed to use dictionaries or other reference materials during any part of this test.



Testing Times

The “Spring 2019 Estimated Test Times” table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed**.

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents and scratch paper if used
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions with students

Part 1 of the test should be administered before Part 2. However, when students miss a test session(s) or Part(s), students should take the remaining Part(s) with the class, and complete the missed Part(s) in a makeup session. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

PART 4: Administering the M-STEP Science Field Test

Grade 8, Day 1: Part 1

You must follow the Student Data Grid Administration directions and script (pages 5-7), and have students complete that process before administering this subject-specific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script:

[SAY] Now you will be taking the M-STEP Science Field Test.

Turn to page 3 in your answer document.

Open your test booklet to page 3.

Read the directions silently as I read them aloud.

DIRECTIONS:

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. You have been given a test booklet and answer document.

In order for the results to be valid, you must **NOT**:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet or answer document from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

[SAY] If you do not understand these requirements, please raise your hand.

Pause to answer any questions, then continue.

[SAY] PART 1 DIRECTIONS:

You will be taking Part 1 of the Science M-STEP. This part includes passages and pictures that you will read and use to answer different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Carefully read each passage and look at each picture before answering the questions that follow. Mark your answers in Part 1 of your **Answer Document** with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A Periodic Table of the Elements has been provided for your reference on the next page.

When you come to the **STOP** sign, you have finished Part 1. If you finish early, you may go back and check your work. Check to make sure that you have answered every question.

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.

Do you have any questions?

Pause to answer any questions, then continue.



[SAY] Make sure you are on page 3 in your answer document.

You may turn the page in your test booklet and begin.

When the students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

Grade 8, Day 1: Part 2

Be sure that each student has his or her own test booklet and answer document, a sharpened No. 2 pencil with an eraser, and, if used, a fresh sheet of blank scratch paper. Students will record their answers in their answer document.

[SAY] Turn to the front cover of your answer document. Make sure you have the answer document with **your** name on it and not another student's answer document. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer document.

[SAY] Now you will be taking Part 2 of the M-STEP Science Field Test.

Turn to page 6 in your answer document.

Turn to page 43 in your test booklet.

Read the directions silently as I read them aloud.

PART 2 DIRECTIONS:

You will be taking Part 2 of the Science M-STEP. This part includes passages and pictures that you will read and use to answer different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Carefully read each passage and look at each picture before answering the questions that follow. Mark your answers in Part 2 of your **Answer Document** with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

[SAY] A Periodic Table of the Elements has been provided for your reference on the next page.

When you come to the **STOP** sign, you have finished the test. If you finish early, you may go back and check your work in Part 2 only. Check to make sure that you have answered every question.

Do you have any questions?

Pause to answer any questions, then continue.

[SAY] Make sure you are on page 6 in your answer document.

You may turn the page in your test booklet and begin.

When the students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

Please refer to the "After Testing" chapter on page 21 for specific instructions about assembly and return of materials.

PART 5: General Social Studies Test Administration Information

This *M-STEP Grade 8 Test Administration Directions* document contains grade-specific test administration procedures and valuable tips and instructions. It is important that Test Administrators review this entire document before administering the social studies test.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, Test Administrators and Proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students. These activities are not appropriate and will result in test scores being invalidated.

Student Participation

All students enrolled in grades 5, 8, and 11 are required to participate in the M-STEP Social Studies Summative Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

Participation of Students with Disabilities and/or English Learners

All students, including students with disabilities, English Learners (ELs), and English Learners (ELs) with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Please note, there is ample room in the test booklet for problem-solving and note-taking activities. If used, a fresh blank piece of scratch paper is required for each part of the test.

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/Pencil Assessment

Test booklets, used answer documents, used scratch paper, and accommodated versions of the test are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may write in their test booklets. If used, scratch paper must be collected upon completion of each part and immediately returned to the Building Assessment Coordinator for shredding. Any materials or resources not listed above are not allowed unless specified as an assessment accommodation.

Students are **not** allowed to use dictionaries or other reference materials during any part of this test.

Students may not return to any previously completed part of the test.

Testing Times

The “Spring 2019 Estimated Test Times” table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed**.

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents and scratch paper if used
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions and sample items with students

Part 1 of the test should be administered before Part 2. However, when students miss a test session(s) or Part(s), students should take the remaining Part(s) with the class, and complete the missed Part(s) in a makeup session. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

Students are expected to complete all test parts assigned to a test day on that day. **Breaks** may be provided between parts, but all test materials must be **securely collected, handled and stored before students can be excused** for any breaks or split test sittings.

PART 6: Administering the M-STEP Social Studies Summative Assessment

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Grade 8, Day 1: Part 1

You must follow the Student Data Grid Administration directions and script (pages 5-7), and have students complete that process before administering this subject-specific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script:

[SAY] Now you will be taking Part 1 of the M-STEP Social Studies Summative Assessment.

Turn to page 2 in your answer document.

Open your test booklet to page 3.

Read the directions silently as I read them aloud.

PART 1

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. You have been given a test booklet and answer document.

In order for the results to be valid, you must **NOT**:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet or answer document from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

[SAY] TEST DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions may include a passage, map, or other social studies-related information. Use that information with what you know to answer the questions.

You must mark all of your answers in Part 1 of your **Answer Document** with a number 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

- A** logging
- B** trapping
- C** growing potatoes and apples
- D** growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

[SAY] Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 1 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

If you do not understand these directions, please raise your hand.

Pause to answer any questions, then continue.

[SAY] You may turn the page in your test booklet and begin.

When the students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

Grade 8, Day 1: Part 2

Be sure that each student has his or her own test booklet and answer document, a sharpened No. 2 pencil with an eraser, and, if used, a fresh sheet of blank scratch paper. Students will record their answers in their answer document.

[SAY] Turn to the front cover of your answer document. Make sure you have the answer document with **your** name on it and not another student's answer document. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer document.

[SAY] Now you will be taking Part 2 of the M-STEP Social Studies Summative Assessment.

Turn to page 2 in your answer document.

Turn to page 17 in your test booklet.

Read the directions silently as I read them aloud.

PART 2 TEST DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions may include a passage, map, or other social studies-related information. Use that information with what you know to answer the questions.

You must mark all of your answers in Part 2 of your **Answer Document** with a number 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

[SAY] Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

- A** logging
- B** trapping
- C** growing potatoes and apples
- D** growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 2 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

If you do not understand these directions, please raise your hand.

Pause to answer any questions, then continue.

[SAY] You may turn the page in your test booklet and begin.

When the students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

Please refer to the "After Testing" chapter on page 21 for specific instructions about assembly and return of materials.

PART 7: After Testing

Assemble Materials for Return

After testing has been completed, prepare materials to be returned to the Building Assessment Coordinator.

Check to make sure that all Student Answer Documents have been removed from inside the test booklets. In addition, make sure that no scratch paper was left inside the answer documents. Remove any extraneous material.

Only one answer document per student/content area may be submitted. If multiple answer documents for any student are identified, please ensure that all responses are transcribed into a single answer document.

Make sure that responses for students taking the Braille version of the test have been transferred to standard answer documents with Form 88 bubbled on the front.

Checklist for Test Administrators

1. Remember to affix the student bar code label, complete the requested information on the front of each Student Answer Document, and return all Test Booklets and Answer Documents to the Building Assessment Coordinator.
2. Bundle all unused materials together and return them to your Building Assessment Coordinator.
3. Bundle together all of the scratch paper, and any L1 Glossary Reference Sheets and return to the Building Assessment Coordinator. This material is to be securely handled and destroyed. Do **NOT** dispose of the scratch paper or glossaries by placing it in the trash. This material must be securely destroyed.

3rd
4th
5th
6th
7th
8th



***M-STEP 2019 Paper/Pencil
Summative Assessment
Administration Directions***

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

Appendix A.6 Student Supports and Accommodations Table

Supports and Accommodations Guidance Document

Universal Tools • Designated Supports • Accommodations

M-STEP

MI-Access

WIDA

PSAT

SAT

ACT WorkKeys

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Introduction



This guidance document provides the vast majority of all information related to making decisions for any student about appropriate universal tools, designated supports, and accommodations for assessments; the documents also provide specific guidelines for the use of many of these accessibility options. This document is a must-have for any educator looking for more information about options and requirements for state summative assessment accessibility options.

Legislation

The Every Student Succeeds Act (ESSA) 2015 and additional legislation and guidance from the United States Department of Education requires that all English Learners (ELs) and Students with Disabilities (SWDs) take assessments that measure their English language acquisition and/or their content knowledge in the core subject areas of mathematics, English language arts (ELA), science, and social studies. The federal legislation not only includes these testing requirements, but also aims to ensure equal access to these assessments, by requiring states to offer appropriate supports and accommodations that do not violate the constructs of the assessments for the inclusion of the widest possible range of students.

Title III

Title III of the Every Student Succeeds Act (ESSA) 2015 mandates that all ELs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to ESSA, ELs are required to participate in statewide assessments that measure students' English language and academic progress. Educators must ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of the students. For ELs, supports and accommodations

are provided during instruction and on assessments to guarantee equal access to grade-level content.

IDEA Description

The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997 and 2004. It is designed to protect the rights of SWDs by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to SWDs, but also to provide additional special education services and procedural safeguards for these students.

Special education services are individualized to meet the unique needs of SWDs and are provided in the least restrictive environment. Special education may include individual or small group instruction, curriculum or teaching modifications, assistive technology, and transition services; other specialized services include physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Program (IEP), specifically tailored to the unique needs of each student.

Michigan's Conceptual Model for Assessment Supports

Michigan meets these legislative requirements by offering a wide array of supports and accommodations for students across all of its assessments. The conceptual model for understanding Michigan's assessment supports and accommodations is now broken down into three levels:

- Universal Tools – available for all students
- Designated Supports – available when indicated by an adult or team
- Accommodations – available as needed; requires documentation by an IEP or section 504 plan

This model portrays the additive and sequentially inclusive nature of these three aspects. Universal Tools are available to all students, including those receiving Designated Supports and those receiving Accommodations. Designated Supports are available only to students who an adult or team has indicated has need for these accommodations; these supports are available as well for students for whom the need is documented. Accommodations are available only to those students who have documentation of the need through a formal plan (i.e., IEP or 504). These students also may use designated supports and universal tools. Universal Tools and Designated Supports are not intended to limit what is included in a student’s IEP or section 504 plan. Such plans outline student need and how those needs are met. If a student, based on need, requires any support (Universal Tool, Designated Support, or Accommodation), it should be listed on the student’s plan, so the student is assured of receiving such support or accommodation.

It’s important to note that something designated as a “universal tool” for one content area (for example, a calculator) may be designated as an “accommodation” for another content area. Similarly, a designated support may also be an accommodation, depending on the content target (for example, use of a scribe). This approach is consistent with the emphasis that Michigan’s assessment programs have placed on the validity of assessment results coupled with access. Allowable universal tools, designated supports, and accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the guidelines in this document.

Selecting Appropriate Universal Tools, Designated Supports, and Accommodations

Making Decisions on an Individual Student Basis

For all students, the selection of appropriate universal tools, designated supports, and accommodations must be done for students’ experience in the classroom as well as for the assessment. The tools, designated supports, and accommodations used on the assessments should be ones the student is already familiar with using or are

used during regular instruction. A mismatch in the types of supports offered can cause significant difficulties for students at the time of testing and potentially could negatively impact students’ test scores. For example, if a student is given the opportunity to take a mathematics assessment in Spanish but does not have sufficient literacy skills in the Spanish language, the student may struggle more than if he or she had taken the English version of the assessment. It would also be inappropriate for districts to make blanket decisions about assessment supports for particular student groups. Again, because all students have different needs, this could have a similar negative impact on test scores.

Making Team-Based Decisions

Considerations for English Learners (ELs)

Although there is no mandatory planning document for EL students’ needs, the act of planning needed supports for an assessment is certainly necessary. Michigan strongly recommends the following individuals be included in when decisions are made about supports EL students may need:

- General education teachers (mathematics, science, etc.)
- Language educators (ESL/bilingual teachers, etc.)
- School and district staff such as counselors, reading specialists, school administrators
- Parents or guardians
- Students

It is particularly important for general education teachers to work with English as a Second Language staff to meet the linguistic needs of this student group.

To ensure that ELs are receiving appropriate accommodations for the classroom and the assessment, school personnel should consider the following when making decisions:

- Student characteristics such as:
 - » oral English language proficiency level
 - » English language proficiency literacy level
 - » formal education experiences
 - » native language literacy skills

- » current language of instruction
- Instructional tasks expected of students to demonstrate proficiency in grade level content in state standards
- Appropriateness of accommodations for particular content areas

Considerations for Students with Disabilities (SWDs)

For SWDs, it is important for IEP teams to identify what tools, supports, and accommodations are necessary to address a specific student need, and to document those supports and accommodations on the student's IEP.

When selecting tools, supports, and accommodations for students, care must be taken to ensure that what is chosen for use on state summative assessments mirrors what the student requires in order to access their instructional program. Not using a required support or accommodation could disadvantage a student who needs such a support to access the material presented on an assessment. Likewise, introducing a new tool, support, or accommodation (one not used otherwise during the student's educational experience), could disadvantage a student by adding a learning curve at the time their skills are being assessed.

Decisions regarding the tools, supports, and accommodations needed for instruction and assessment for students with disabilities are made by the IEP team. Note that many accommodations must be outlined as a need on the student's IEP in order for the accommodations to be accessed and used at the time of the state assessment. It is also important to note that while it is not required for some tools and supports to be listed on an IEP in order for the student to access them, if they are required to meet a student's need based on disability, it is important to document this on the IEP.

Considerations for 504

Similar to students with disabilities who have an IEP, some students who have a disabling condition that affects a major life function might require supports and accommodations to appropriately access their educational experience (including assessment), but do not otherwise

qualify for or require special education services. Supports for these students should be determined by a team and documented in the student's Section 504 plan, which should be revisited and updated at least annually.

Preparing for the Assessments

Once the appropriate supports and accommodations for students have been selected, additional steps have to be completed.

Mode Options for Individual Students

In schools testing online:

- Some supports and accommodations require specific tools within the online delivery system to be turned on, so that the supports and accommodations are available for individual students. Schools may be required to download materials from a secure website or to order additional materials.
- In the case of some supports and accommodations, students would be required to take a paper/pencil version of the assessment (e.g. braille or enlarged print). A request for a paper/pencil version of the assessment can be made through the Office of Educational Assessment and Accountability (OEAA) Secure Site.

In schools offering paper/pencil testing:

- Paper/pencil schools may need to order specific materials for students, such as a braille form or an enlarged print form. Refer to the appropriate content and assessment table in this document to determine how to access these materials.
- Some supports and accommodations require that a student take the computer-based version of the test (e.g. video sign language). Identifying individual students to take the online version of the assessment can be done through the Secure Site. For more information on accommodated materials, call 877-560-8378 and select the appropriate menu option, or send an e-mail to mde-oeaa@michigan.gov.

Selected Universal Tools, Designated Supports, and Accommodations

To ensure proper administration of the assessments is provided, it is strongly recommended that districts create a list of students and their needed supports (e.g. ordering, turning on supports, etc.). To aid districts in their organizational efforts, the OEAA has created a Tracking Sheet available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) under **Student Supports and Accommodations**.

Evaluating the Use of Universal Tools, Designated Supports, and Accommodations

After completion of the testing, schools should plan to evaluate their experience with the universal tools, designated supports, and accommodations used on assessments. The evaluation can be done in a variety of ways. A few ideas are listed below:

- Observation notes from a test administrator about a student’s use of these supports and accommodations to inform future use
- A student interview conducted after the assessment ([see page 16](#))

Support Descriptions

This document contains in-depth descriptions of all supports and accommodations provided to students. However, to make appropriate decisions about what supports and accommodations can be offered to students for each assessment, educators must refer to the Supports and Accommodations Table available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Non-Standard Supports and Accommodations

Both the Supports and Accommodations Table and this document only include lists of allowable and standard supports and accommodations for students. Supports and accommodations that are not listed are likely to be considered non-standard, and should be marked as such in eDIRECT or bubbled on the student answer documents. If a particular support or accommodation not identified in these documents is needed, contact the OEAA for directions on the potential use of the support/accommodation by sending an e-mail to mde-oeaa@michigan.gov.

Universal Tools

Breaks

The number of assessment items a student will address in each testing session can be flexibly defined within the same day per test session, based on the student’s need. For online testers: if a student takes a break lasting less than 20 minutes, the student will not need his/her original login ticket to restart online test session. If the student’s break lasts longer than 20 minutes, the student must use the original login ticket to resume his/her test session. Refer the assessment’s Test Administrator Manual for more information about system time-out rules. **Please note:** There is no limit on the number of breaks that a student might be given in a single day. The use of this universal “break” tool may result in the student needing additional overall time to complete the assessment.

Administration of the assessment in an alternate education setting (in school) with appropriate supervision

- Bilingual/English as a Second Language setting
- Special education setting
- In a distraction-free space or alternate location, such as a separate room or location within the room

Many students might attend classes in specially designated classrooms within the school. Because of familiarity or other logistical scheduling considerations by schools, these rooms may also be used for testing students.

Administration of the assessment individually or in a small group (no more than five students)

Some students may benefit from testing in a small group or may be using additional supports that would cause a distraction for other students. For example, students utilizing the read-aloud option for the M-STEP paper/pencil assessments or MI-Access Functional Independence (FI) assessments can have appropriate portions of the test read aloud to them in a small group of no more than five students, or in one-on-one assessment situations.

Assessment directions

- Teacher may emphasize key words in directions
- Teacher may repeat directions exactly as worded in administrator manual
- Student may restate directions in his/her own words
- Student may ask for clarification of directions

To ensure that students are not disadvantaged on the actual test questions, students may have directions repeated or restated; also, students may ask for clarification if needed.

Highlighter

Depending on the mode of the assessment being administered (online or paper/pencil), the highlighter may be a digital or physical tool for marking desired text, item questions, or item answers with a yellow color. When taking the paper/pencil assessment, students may use a non-embedded highlighter only in the test booklets and never on the answer documents. This tool may help students retain focus on a particular segment of text, or can be used to mark specific text in order to return to it later.

Cross-Off (Answer Eliminator)

Used in online assessments, this digital tool allows students to cross out answer options. This can help students more easily narrow their options for answering a test question. Students taking the paper/pencil tests have the option to mark on their test booklets, simulating the online tool's functionality (stray marks on a student's Answer Document can present an unintended response).

Sticky Notes

This digital tool can be used by students taking the online assessment to make digital notes about a test question.

Scratch Paper

Students can use scratch paper during the assessment, whether they are taking paper/pencil or online tests. This scratch paper must be collected by the Test Administrator and securely destroyed after each testing session. For students taking a paper/pencil form of the M-STEP ELA assessment, space for planning has been built into the structure of the booklets.

Graph Paper

Students in grades 6 and 7 taking the online M-STEP mathematics assessments will be provided with graph paper to use as they are taking that test (the graph paper will be shipped to online-testing schools). This tool can aid students in their calculations for determining elements such as coordinates on an axis. Graph paper is considered scratch paper and must be collected by the Test Administrator and securely destroyed after each testing session.

Mark for Review (Flag)

Students may want to return to an item at a later point during the testing session. For online testers, this tool may not be available for all parts of an assessment. Its availability is dependent on the adaptive nature of the assessment. This support allows students to mark an item in the online test or to mark a test item with their pencil on the paper/pencil form. Students taking paper/pencil tests should be very careful not to mark on their answer document bubbles. Such marks may interfere with the scanning process, potentially indicating an unintended response. It is recommended that students make any review notations in the Test Booklets.

Use of Page Flags and Reading Guides on test booklets

Students may want to return to an item at a later point during the testing session or may want to use a manipulative as a reading guide to aid in reading text.

Line Guide

This is an embedded digital tool students taking the online assessment may use to read text line-by-line. Students may use it at their discretion, by sliding it vertically across the text within a test item.

Writing Tools (bold, italic, etc.)

These selected writing tools are available on the Passage-based Writing Prompt responses in the online M-STEP ELA assessments. Students taking a paper/pencil test have full control with their own writing utensils to enhance their writing responses in similar ways.

Use of special adaptive writing tools such as pencil grip or larger pencil

Due to a physical disability or injury, some students may need adaptive writing tools for taking notes or for taking the paper/pencil form of the assessments.

Magnifier

In online testing, students may use this embedded tool to enlarge all assessment content on the computer screen (one- or two-times magnification). This support may meet the needs of students with visual impairments and other print disabilities. Use of the magnifier tool is controlled by the student; the student would need to re-select it on each test question for which they would like to use it. Students must be comfortable navigating the screen once the magnification option is selected. The frequent use of this tool may result in the student needing additional overall time to complete the assessment.

Another method of magnifying the image is for students to use a larger computer screen. The test engine will adjust the image to the screen being used. If a student uses a larger screen in the classroom due to a visual or cognitive disability, and the team determines that the student should be assessed using this equipment, the image will adjust to the size of that screen when the test engine is loaded. Educators having difficulty selecting appropriate magnification or enlargement options for students should contact the OEAA by sending an e-mail to mde-oeaa@michigan.gov.

For paper/pencil testers, students have the option to have an Enlarged Print form of the assessment ordered for them. See [Enlarged Print](#) under **Accommodations** (page 13).

Designated Supports

Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., in the home when student is homebound or in a care facility when it is medically necessary)

The very small number of students who currently spend the majority of their instructional time outside of the regular school environment may be tested with a

paper/pencil form of the assessment, with appropriate supervision, by a trained administrator.

Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)

The very small number of students who currently spend the majority of their instructional time outside of the regular school environment may be tested with a paper/pencil form of the assessment, with appropriate supervision, by a trained administrator. For some assessments, this may require a formal off-site request.

Noise Buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)

Noise buffers are appropriate for the small number of students who need to wear equipment to reduce environmental noise. Students may have this support if they regularly use such equipment in the classroom. Students will need headphones for this support unless they are tested individually in a separate setting.

Qualified translator to provide oral translations of test directions for students in language appropriate for student

This support is intended for use with students who need directions read in another language. This option is available for all M-STEP and MI-Access assessments, for both online and paper/pencil testers. Refer to the Recommended Qualifications for Translators section of this document for more information. For ELA, translators may only provide directions that are not specific to test items (general orientation directions to begin testing, etc.). Translating ELA items, answer options, or passages is not allowed. For students taking the SAT and ACT WorkKeys, particular attention must be paid to whether or not the student receives a college-reportable score or National Career Readiness Certificate (NCRC) if utilizing this support. Refer to the Supports and Accommodations Table for more information on this topic.

Qualified translator to provide oral translations of test items for students in language appropriate for student

This support is intended for use with students who are fluent in a language other than English. Students with Spanish fluency should take the Spanish form of the assessment (when available) but may have the Spanish form read aloud to them. Use of the Spanish form ensures greater uniformity in the test translation and therefore ensures greater reliability of the resulting assessment of students using this support. A Spanish read-aloud support in small groups of no more than five students may be provided for the paper/pencil assessment only. Students utilizing the online stacked Spanish translation may also use the Spanish read-aloud, but **must** have the assessment individually administered. Schools wanting to provide oral translations in one language to multiple students may do so using the paper/pencil assessment (in small groups of no more than five students) or may provide the support as an individual test administration for online test-takers.

This support is intended for students who may be in bilingual programs or who have more fluency in their native language than in English. Use of this support assumes that a student is better able to show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

Refer to the Recommended Qualifications for Translators section of this document for more information. The use of this support may result in the student needing additional overall time to complete the assessment. District and building coordinators should ensure translators have also reviewed the M-STEP Spanish Read-Aloud Guidelines or the M-STEP Arabic Read-Aloud Guidelines.

For the M-STEP Science and Social Studies assessments, test administrators **must** use the Reader Script in order to provide an oral translation if a paper/pencil assessment and corresponding DVDs are not used (Arabic DVD and Spanish DVD). **Please note:** Reader Scripts are not available for all assessments and content areas. See the Reader Script section in this document for more information on ordering and use of Reader Scripts. Translators for students

taking MI-Access should use the Do Not Read Aloud table in the inside front cover of the test booklet to aid in translating correct portions of the assessment.

Text-to-Speech (TTS)

Please note: There are two different types of Text-to-Speech options. One is a Designated Support and the other is an Accommodation and is therefore **ONLY** available to students whose IEP or 504 plan identify that as a need for a student. The support described here is a Designated Support.

With this support, text is read aloud to the student through the use of embedded text-to-speech technology. The student is able to control the speed of the audio and can stop or start the audio at will. The follow-along feature additionally provides students a read-along guide (follow along) with words being highlighted on the screen as they are read aloud to the student. This option is defaulted to “on” but may be disabled by students who do not find this part of the TTS features useful.

Please note: For M-STEP assessments, TTS must be enabled for students in eDIRECT. This support may be needed by students who are struggling readers and need assistance to access the assessment, by having all or portions of the assessment read aloud. TTS support may also be needed by a variety of other students, including students with reading-related disabilities, or students who are blind and do not yet have adequate braille skills. This support will likely impede the performance of students who do not regularly have the support during instruction. Students who use TTS will need headphones unless tested individually in a separate setting. TTS is available for all M-STEP questions and answer options. TTS is a universal support for all MI-Access FI assessments.

Read-aloud (human reader)

Please note: There are two different types of Read-aloud options. One is a Designated Support and the other is an Accommodation and is therefore **ONLY** available to students whose IEP or 504 plan identify that as a need for a student. The support described here is a Designated Support. This option does **NOT** include the reading aloud of Reading passages for the M-STEP ELA test.

Text is read aloud to the student by a trained and qualified person (human reader) who follows the security and administration guidelines provided in the M-STEP Read-Aloud Guidelines. Students who struggle with reading for a variety of reasons (visual disabilities, cognitive disabilities, etc.) may need assistance accessing the assessment, by having all or portions of the assessment read aloud. If read aloud is not used regularly during classroom instruction, this support is likely to be confusing and may impede the performance on assessments.

For online test takers: this support is meant to be provided to students on an individual basis and not to a group of online test takers.

For paper/pencil schools that have students needing this support AND would like to group-administer: The support may be provided to students in groups of no more than five students. Follow the directions outlined in the [Supports and Accommodations Table](#) in this document.

A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment. For M-STEP mathematics and ELA, using read aloud as a Designated Support means the questions and answer options may be read aloud to students. Reading aloud the reading passages for the M-STEP ELA assessment is allowable as an Accommodation **only in grades 6 and 7** (see [Read-aloud for M-STEP ELA Reading Passages](#) under **Accommodations** on page 13). Educators should refer to the [M-STEP Mathematics and ELA Read-Aloud Guidelines](#) chapter of this document for more information .

Reader Script (human reader)

The purpose of this support is detailed above in the description for Read-Aloud. M-STEP science and social studies assessments utilize a paper document called a Reader Script to better ensure the accuracy and reliability of what is read to students. Paper/pencil test takers may use this support in an individual setting or as a part of a small group of no more than five students. Students will use a Form 1 test booklet while the test administrator reads aloud from the Reader Script. **Please note:** The

school may be taking another form of the test. This Form 1 test booklet will automatically be ordered when an order is placed for a Reader Script (be sure to provide the correct student count when ordering materials).

English Audio CD

The purpose of this support for paper/pencil testers is detailed above in the description for Read-Aloud. Some Michigan assessments and content areas offer an English Audio CD to better ensure the accuracy and reliability of what is read to students. This support may be used in an individual setting or as a part of a small group of no more than five students. Students may need headphones if the support is administered in an individual setting; the student should have personal control over the equipment. Students may be assisted in playing the CD but may not be given help with the answer to any test item.

Students using this support must also have a printed copy of the Form 1 test booklet to use during testing, even though the school may be taking another form of the test. This Form 1 test booklet will automatically be ordered when an order is placed for a CD (be sure to provide the correct student count when ordering materials).

Spanish or Arabic DVD

This support is available to paper/pencil testers for some state assessments and is intended for use with students who are fluent in Spanish or Arabic. Moreover, it is intended for use by students who may be in bilingual programs or whose native language fluency is greater than their English fluency, with the assumption the student is able to better show knowledge of the content in a language other than English. Use of this support with students with lower fluency in a language other than English may result in less valid assessment results. Also, the use of this support may result in the student needing additional overall time to complete the assessment. This support may be used in an individual setting or as a part of a small group of no more than five students.

DVDs are designed to be used with a television and DVD player, as this equipment will produce the highest quality results. Video DVDs correspond to a Form 1 test booklet (even though a school may be taking another form of the

test) and will use a standard answer document. This Form 1 test booklet will automatically be ordered when an order is placed for a DVD (be sure to provide the correct student count when ordering materials). Each test question is marked on the DVD. This assists the students in returning to the appropriate place on the DVD if necessary.

English DVD

This support is available to paper/pencil testers for M-STEP science and social studies state assessments. It is intended for use with students who may be struggling readers and may need support in tracking the content of the information presented to them. This support may be used in an individual setting or with a small group of no more than five students.

DVDs are designed to be used with a television and DVD player, as this equipment will produce the highest quality results. Video DVDs correspond to a Form 1 test booklet (even though a school may be taking another form of the test) and will use a standard answer document. This Form 1 test booklet will automatically be ordered when an order is placed for an English DVD (be sure to provide the correct student count when ordering materials). Each test question is marked on the DVD. This assists students in returning to the appropriate place on the DVD if necessary.

Use of translated Spanish form

- Paper/pencil: Spanish and English text
- Online: Stacked translation, split screen with Spanish and English test items

This language support for the M-STEP mathematics assessments is intended for students whose primary language is not English and who use dual language supports in the classroom. **Students using the translated form of the assessment must still respond in English for constructed response items.**

Not only should this type of support be used on a regular basis in the classroom for these students, but ideally students using this support should be proficient and have high Spanish literacy skills. Students may use this support in conjunction with an oral translation, which effectively provides a read-aloud support to students who need it. Use of this support will increase reading load and cognitive

load and may result in the student needing additional overall time to complete the assessment. As a reminder, students must participate in the M-STEP mathematics assessments regardless of the language they speak, the country they come from, or their length of residence in the United States. For students who have a stacked Spanish form, both English and Spanish test directions will be presented, with the complete English version first and then the complete Spanish Version

Use of L1 (1st language) glossary reference sheets

- available in Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese

Translated glossaries are a language support. This support is intended for students who have some proficiency in one of these languages; the use of the glossary will help them show their knowledge on the M-STEP mathematics assessments. The translated glossaries are provided for selected construct-irrelevant terms for mathematics. Students taking the paper/pencil form of the assessment have access to this support by utilizing the printable L1 Glossary Reference Sheets. This use of this support may result in the student needing additional overall time to complete the assessment. Refer to the **M-STEP Test Administration Manual** for more information on accessing this material.

Use of non-electronic word-to-word bilingual dictionaries

This support is intended for students who use such dictionaries on a regular basis in the classroom to aid in their understanding of content in their core subject areas. Students may use this designated support if they are taking the paper/pencil or online tests for the M-STEP mathematics, science, or social studies assessments. Use of this support may result in the student needing additional overall time to complete the assessment. Refer to the **M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance** document for additional information. This document must be requested by sending an e-mail

to mde-oeaa@michigan.gov. Because of security issues, students can only use a paper-based form of these dictionaries.

Use of auditory amplification devices or special sound systems

Students may utilize this support if they need it to properly hear the directions or questions.

Use of visual aids (e.g. closed-circuit television, magnification devices)

Some students may need additional supports for visual enhancements due to specific vision disorders. The supports allow students to properly see the assessment directions and questions.

Masking

Masking involves blocking off content that is not immediately needed by the student to answer the question or that may be distracting to the student. With masking, students with attention difficulties are better able to focus their attention on a specific part of a test item during the assessment. This support may also be needed by students with a variety of disabilities (including learning disabilities) or visual impairments. In the online testing system, students must have this feature enabled for them. Refer to the **Test Administration Manual** for more information.

Use of a Page Turner

Some students with limited hand function, or disabilities affecting reach, dexterity, fine motor, or other upper extremity functions, may use this support to aid in turning pages of books.

Use of a non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)

Special surfaces may be used for administration of the assessment. However, great care must be taken in utilizing alternative surfaces, so as to not affect the paper of the answer documents themselves and to ensure proper scanning.

Color Choice

On the online test screen, the color chooser gives multiple background color options. Students with attention difficulties may need this support for viewing test content online. The color chooser also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision to utilize the color selection option in eDIRECT for a student should be informed by evidence that color selections meet the student's needs. This feature must be enabled for students to use it. Refer to the **Test Administration Manual** for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor will then assist the student at the beginning of testing session in selecting the appropriate color.

Contrasting Color

The contrasting text option gives multiple background colors with contrasting text color options for the online test screen. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision for the color selection option for a student in eDIRECT should be informed by evidence that color selections meet the student's needs. Students must have this feature enabled for them. Refer to the **Test Administrator Manual** for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor will then assist a student at the beginning of testing session in selecting the appropriate color.

Scribe – Non-writing (non-constructed response) Items

With this support, students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified as a test administrator, and must follow the OEAA Scribing Protocol. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm). Specifically, a scribe is an adult who writes down verbatim what a student dictates through speech, American Sign Language, or an

assistive communication device. The use of this support may result in the student needing additional overall time to complete the assessment.

Multi-day Testing

For some state assessments, students may have the option to test across multiple days. If a student will require more than one day to complete any single section of an assessment, their test may be paused and exited at any point in the test. The student will be able to log back into their test at any subsequent point within the testing window to complete the session. It is important that the student's test be paused and exited and not submitted. Refer to the [Student Supports and Accommodations Table](#), **Testing Schedule for Summative Assessments**, and **Test Administration Manuals** for more information.

Accommodations

Braille

Students with visual impairments may read text via braille. Students who use a braille form must have their answers transcribed onto a regular scannable answer document for the appropriate grade/subject area. When an M-STEP and MI-Access braille test is ordered for a student, the district will be shipped a Braille Kit that will include the Assessment Administrator Booklet for Braille (AABB). The Print to Braille Correspondence is available on the [M-STEP](#) (www.michigan.gov/mstep) and [MI-Access](#) (www.michigan.gov/mi-access) web pages. For some content areas a contracted and uncontracted form of the braille assessment are available.

Text-To-Speech Passage for M-STEP ELA

If selected for students in grades 6 and 7, this accommodation will give the students an opportunity to hear test questions, answer options, and Reading passages. This accommodation is appropriate for a very small number of students (estimated to be approximately up to two percent of students with disabilities participating in a general assessment). However, this percentage is not intended as a cap for the number of students who may utilize this support. It is available as an accommodation for students whose need is documented in an IEP or 504 plan.

Students who use text-to-speech will need headphones, unless tested individually in a separate setting. Students will also have the follow-along feature enabled if this option is turned on for them in eDIRECT.

Read-aloud for M-STEP ELA Reading Passages

Students in grades 6 and 7 may have Reading passages within the M-STEP ELA assessment read aloud to them. They could use this in conjunction with having test questions and answer options read aloud to them. Having **Reading passages read aloud is appropriate only for a very small number of students (estimated to be up to two percent of students with disabilities participating in a general assessment)**. However, this percentage is not intended as a cap for the number of students who may utilize this support. It is available as an accommodation for students whose need is documented in an IEP or 504 plan.

NOTE: For online test takers, this accommodation is intended to be provided to students on an individual basis and not in group settings. For paper/pencil schools that have students needing this support AND would like to group-administer, the accommodation may be provided to students in groups of no more than five students. Refer to the [M-STEP Mathematics and ELA Read-aloud Guidelines](#) chapter for more information.

While using this support, a student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.

Enlarged Print

Students with visual impairments and other print disabilities may use an enlarged version of the paper/pencil assessment. The use of this support may result in the student needing additional overall time to complete the assessment. Refer to the Test Administrator Manual for information related to transcribing and returning these materials.

Form 1 is used as the basis for the enlarged print version of the M-STEP and MI-Access assessments. Students who use this form of the assessment must have their answers transferred onto a regular answer document. If a student uses an enlarged print version as an accommodation, a

test administrator, proctor, or accommodations provider may need to transcribe the student’s response from the enlarged print test booklet onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as presented in the student’s original response.

Once student responses have been transcribed to a regular answer document, the original document can be returned in a non-scorable box. See the relevant **Test Administration Manuals** for additional details.

Use of OEAA’s Multiplication Table (grade 4 and above only)

This table is allowed for use by online or paper/pencil M-STEP mathematics test takers in grades 4 – 7. For some assessments, this paper-based single digit (1-9) multiplication table will be available for students who have a documented need in their IEP or 504 Plan, such as a persistent calculation disability (i.e., dyscalculia).

Abacus

Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper during the assessment.

Non-embedded Calculator (grades 6 and 7 only)

While taking the online test, students in grades 6 and 7 with visual or other impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the device they typically use, such as a braille calculator or talking calculator. Calculators **ARE NOT** allowed as a Designated Support or Accommodation for students taking the M-STEP mathematics tests in grades 3 – 5.

NOTE: Test administrators must ensure that the calculator is available for students to use only for designated calculator items.

Directions provided using American Sign Language (ASL) or Signed Exact English (SEE)

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this accommodation when accessing directions in the assessment. Additionally,

for many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally if they are provided with appropriate amplification and are in a setting where extraneous sounds do not interfere with the clear presentation of the audio in a listening test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Test content provided in American Sign Language (ASL) or Signed Exact English (SEE)

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this accommodation when accessing text-based content in the assessment or when accessing content testing Listening. Additionally, for many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally if they are provided with appropriate amplification and are in a setting where extraneous sounds do not interfere with the clear presentation of the audio in a listening test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

For students taking the M-STEP mathematics or ELA tests for which this support might be needed, one option is to enable the embedded sign language videos (VSL – Video Sign Language) for all mathematics items or for ELA Listening items. These students could also use a human signer for mathematics items. It is possible that due to regional differences in signing, a student may come across a word in the VSL with which they are unfamiliar. Students may ask for an interpreter to sign individual words that they may not have understood for this reason. Interpreters **MUST** not include additional descriptions or explanations, but must provide an appropriate and equal term-to-term sign. A human signer could also use the Listening Script for ELA listening items only for paper/pencil testers.

Closed captioning

Students with hearing disabilities may benefit from having the content of the ELA listening passages and questions captioned. This support functions by displaying text on the screen for students.

Scribe – Writing test questions (constructed responses)

With this accommodation, students dictate their responses to a human scribe who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the OEAA Scribing Protocol. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult for them to produce responses. The use of this support may result in the student needing additional overall time to complete the assessment.

Use of adapted paper, additional paper, lined or grid paper for recording answers

Students with visual or perceptual disabilities may require the use of adaptive paper for recording answers or expressing ideas in writing. This might include specially lined paper or tactile paper with raised lines or line cues. When additional paper is used, the student should only be allowed to write the equivalent of what could be written in the original space provided.

Alternative Communication Device

- switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses

Online testing schools with students needing these supports must contact the Office of Assessment and Accountability at mde-oeaa@michigan.gov or 877-560-8378 and select the appropriate menu option.

Speech-to-Text

This is a type of software that takes audio content and transcribes it into written words in a word processor or other display. This may be useful for some students with disabilities who may have difficulties writing by hand or using a keyboard. This support may be used with paper/pencil assessments. At this time, third-party software is not compatible with Michigan's current online testing engines.

Use of counters, coins, base-10 blocks or other manipulatives for solving mathematics problems.

Some students may find that visual or physical objects are helpful for them in providing concreteness of mathematical concepts.

Use of word processors for constructed-response items

Students who ordinarily use a word processor in conjunction with other tools (such as JAWS) for their written communication needs may do so for the paper/pencil assessments. Use of this accommodation requires that word prediction, autocorrect, and other grammatical software is not activated.

Questions for Post-Testing Supports and Accommodations Student Interview

After an assessment, use this form to interview a student about the support(s) provided, to determine if the support was useful and if the student would use it again. Also note any adjustments or difficulties the student experienced, either in how the accommodation was administered or when using the accommodation during the assessment.

Student: _____

Date: _____

Support(s) Used: _____

Questions	Assessment Taken			
Was the support/accommodation useful?	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:
Did you have any difficulties while using this support?	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:
Would you want use this/these support(s) again?	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:

Text-to-Speech and Read-Aloud Decision Guidance for M-STEP



Grade: _____ Student Name: _____ UIC: _____

Use this checklist to help determine which students may need text-to-speech (TTS), text-to-speech passage (TTSPASSAGE) Designated Support or Accommodation, or the read-aloud Designated Support or Accommodation for the M-STEP assessments. Keep this checklist up to date in a student’s permanent record file so it can be used to assist in making the best possible assessment decisions from year to year. Keep in mind that any student in grades 6–7 using the TTS Passage Accommodation or Read-Aloud Passage MUST have the need for this Accommodation identified in their IEP/504 plan.

A **preponderance of evidence** should exist in the appropriate section rather than a few marks in boxes for the student to be provided this level of support. Educators writing IEPs/504s may still find questions 4-9 helpful in determining supports for students. For more information on TTS and read-aloud, refer to the [Student Supports and Accommodations Table](#) on page 55 of this document.

Student has an IEP/504 section	Yes	No
1. Does the student’s disability or disabling condition impact the student’s ability to access printed text?		
a. Is this represented as a need on the student’s IEP or Section 504 plan?		
b. Is this student blind or have a significant visual impairment?		
2. If the student is blind or has a significant visual impairment, is the student learning to read braille?		
3. Does this student have an identified reading-based disability that affects the student’s decoding, fluency, or comprehension skills?		
Student does NOT have an IEP/504 section (these students are not eligible to use the TTS Passage or Read-Aloud Passage Accommodations)	Yes	No
4. Does the student currently use text-to-speech, assistive technology software, or audio books support during instruction to access digital print?		
5. Does the student belong to Bookshare (or similar organization)?		
6. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional support?		
7. Have interventions been used to improve the student’s decoding, fluency, or comprehension skills? Please describe.		
8. Does the student currently use text-to-speech or receive a read-aloud support during state assessments or other class/district assessments?		
9. When given the choice, does the student indicate he or she would prefer to read tests to himself/herself?		

Read-Aloud Guidelines M-STEP

Mathematics and English Language Arts



The Read-Aloud support is administered by a person (human reader) who provides an oral presentation of the assessment text to an eligible student. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The reader must be trained and qualified and must follow the **M-STEP Read-Aloud Guidelines** presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

Readers are allowed across all grades as a **Designated Support** for M-STEP mathematics and ELA assessment test questions and answer options. Readers are also allowed for ELA reading passages as a **documented Accommodation** in grades 6-7. This means that **ONLY** students who have a need to have reading passages read out loud to them on their IEP or 504 Plan can use this Accommodation. Note that this Accommodation is appropriate for a very small number of students (estimated to be approximately 1-2 percent of students with disabilities participating in a general assessment; this number is not a cap but an anticipated percentage of student need). For information on documentation requirements and decision-making criteria for using readers, see the [Text-to-Speech and Read-Aloud Decision Guidelines](#) provided in this document.

Please note: There are no Reader Scripts for the M-STEP mathematics and ELA assessments, which means that educators must review and use these guidelines. For students taking the science and social studies M-STEP, a read-aloud option is allowable for the paper/pencil form of the assessment using the Reader Script **ONLY**.

The M-STEP mathematics, English language arts (ELA), science, and social studies assessments have a text-to-speech designated support and accommodation option for online test administrations. Students who take a paper/pencil test may utilize the Read-Aloud designated support.

For additional questions, contact the Office of Educational Assessment and Accountability (OEAA) at 877-560-8378.

Reader Qualifications

Readers must be:

- an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments
- trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication
- trained in accordance with M-STEP state administration and security policies and procedures, as articulated in Michigan's test administration manuals, guidelines, and related documentation

Preparation

Readers must:

- read and sign the OEAA Assessment Security Compliance Form prior to test administration; this form is packaged with assessment materials but is also available on the OEAA Secure Site and M-STEP web page
- familiarize themselves with the test environment and format in advance of the testing session; having a working familiarity with the test environment and format will help facilitate reading of the test
- have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments

- be familiar with any assistive technology or approved supports the student requires; in addition to having a reader, the student may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table
- have extensive practice in providing read-aloud support and must be familiar and comfortable with the process before working directly with a student
- be knowledgeable of procedures for reading aloud text by content area (see Tables 1-3: Reader Guidance to Mathematics)

The reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test preparation script is included at the end of these M-STEP Read-Aloud Guidelines.

Unless otherwise specified by a student’s IEP or 504 plan, the reader does not have a role in manipulating the test or assisting with any other support tools.

General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Each question should be read exactly as written, as clearly as possible.

Throughout the exam, readers should:

- strive to communicate in a neutral tone and maintain a neutral facial expression and posture
- spell any words requested by the student
- adjust the reading speed and volume if requested by the student
- avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text
- avoid conversing with the student about test questions, as this would be a violation of test security; respond to the student’s questions by repeating the item, words or instructions verbatim as needed

Readers should not:

- paraphrase, interpret, define, or translate any items, words, or instructions, as this would be a violation of test security

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with M-STEP mathematics and ELA state policies and procedures. Refer to the Test Administrator Manual for more information related the administration requirements of the assessments.
- The test reader must not discuss any portion of the test with others.

English Usage/Conventions

Punctuation: (Read all text as punctuated)

- Ellipses: When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as “dot, dot, dot.”
- Quotations: Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material, respectively.
- Emphasis: When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. So as not to provide an unfair advantage to students receiving this support, test readers should be cautious and not emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or boldface is used in the prompt, question, or answers.
- Misspellings: In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words, test readers should not attempt to read the word(s) aloud, as pronunciation is somewhat subjective.

Images / Graphics

- Before describing a picture or graphic, the reader should determine whether the details of the picture are necessary to the student’s understanding of and response to the item(s). In many cases, an image accompanying a passage or reading excerpt is included as a piece of visual interest and is not essential in the understanding of/response to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignore the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read aloud the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student’s needs. The reader may move along the text in images from top to bottom, left to right, or from general to specific in accordance with teaching practices.

Passages

For students in grades 6-8 whose IEP has “read-aloud” as an accommodation for the M-STEP ELA test, the following guidelines must be followed when reading passages are read aloud.

- Read the passage in its entirety as punctuated (e.g., pauses at periods, raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks, as noted above.
- If the student asks for a specific section of the source material passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines of the source material passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a source material or passage, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific, as indicated by the visual components of the document.
- The reader should read the terms exactly as presented in the graphic organizer. No other information should be articulated. For example, the reader should not create sentences if information is bulleted or appears in a title or label.
- Common grade-appropriate language should be used throughout the reading of the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care for a student who has no visual reference, to avoid misrepresentation. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Readers should read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student’s grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Abbreviations and acronyms should be read as full words. For example, “10 cm” needs to be read as “ten centimeters.” Some abbreviations may be read differently by different readers. For example, “cm³” may be read as “cubic centimeters” or “centimeters cubed”.
- Additional examples may be found in Tables 1-3.

Table 1: Test Reader Guidance for Mathematics - Numbers

Description	Example(s):	Read as:
Large whole numbers	632,407,981	“six hundred thirty-two million, four hundred seven thousand, nine hundred eighty-one”
	45,000,689,112	“forty-five billion, six hundred eighty-nine thousand, one hundred twelve”
Decimal numbers	0.056	“zero point zero five six”
	4.37	“four point three seven”
Fractions – common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	“one-half, one-fourth, two-thirds, four-fifths” Other common fractions include “sixths, eighths, tenths”
	$\frac{14}{25}$	“fourteen over twenty-five”
	$\frac{487}{6972}$	“four hundred eighty-seven over six thousand nine hundred seventy-two”
Mixed numbers – read aloud “and” between whole numbers and fractions	$3 \frac{1}{2}$	“three and one-half”
	$57 \frac{3}{4}$	“fifty-seven and three-fourths”
Percent	62%	“sixty-two percent”
	7.5%	“seven point five percent”
	0.23%	“zero point two three percent”
Money - if the amount contains a decimal point, read as “dollars AND cents”	\$4.98	“four dollars and ninety-eight cents”
	\$0.33	“thirty-three cents”
	\$5,368.00	“five thousand, three hundred, sixty-eight dollars”
Negative numbers - do NOT read negative sign as “minus”	-3	“negative three”
	$-\frac{5}{8}$	“negative five-eighths”
	-7.56	“negative seven point five six”
Dates (years)	1987	“nineteen eighty-seven”
	2005	“two thousand five”
Roman Numerals	I II III IV	“Roman Numeral one” “Roman Numeral two” “Roman Numeral three” “Roman Numeral four”
Ratios	x:y	“x to y”

Table 2: Test Reader Guidance for Mathematics - Operations

Description	Example(s):	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$	“thirteen plus twenty-seven equals”
	$13 + 27 = ?$	“thirteen plus twenty-seven equals question mark”
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$	“four hundred eighty-seven minus one hundred fifty-nine equals”
	$487 - 159 = ?$	“four hundred eighty-seven minus one hundred fifty-nine equals question mark”
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$	“sixty-three times forty-nine equals”
	$63 \times 49 = ?$	“sixty-three times forty-nine equals question mark”
Division – Vertical or Horizontal	$\begin{array}{r} \underline{120} = 8 \\ 15 \end{array}$ $120 \div 15 = 8$	“one hundred twenty divided by fifteen equals eight”
Operations with boxes	$3 + \square = 8$	“three plus box equals eight”

Table 3: Test Reader Guidance for Mathematics - Expressions

Description	Example(s):	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	“‘N’ plus four”
	$8x - 3$	“eight ‘x’ minus three”
	$4(y - 2) + 5 = 7$	“four open parenthesis ‘y’ minus two close parenthesis plus five equals seven”
	$V = \frac{4}{3} \pi r^3$	“‘V’ equals four-thirds pi ‘r’ cubed”
	$t - 2$ $t + 8$	“‘t’ minus two (pause) over ‘t’ plus eight”
	$x^2 y^3 = -36$	“‘x’ squared ‘y’ cubed equals negative thirty-six” or “‘x’ to the second power times ‘y’ to the third power equals negative thirty-six”
	$156x \geq 4$	“one five six ‘x’ is greater than or equal to four”
Coordinate pairs answer choices with no other text	the point $(-1, 2)$	“the point (pause) negative one comma two”
	the point A is at $(6, 3)$	“the point ‘A’ is at (pause) six comma three”
	A. $(-3, -4)$	“‘A’ (pause) negative three comma negative four”
Parallels	$\overline{AB} \parallel \overline{CD}$	“line segment AB is parallel to line segment CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“line segment AB is perpendicular to line segment CD”

Suggested Test Preparation Script

(used with student in advance of the day of testing)

Hi, _____,

I will be reading your test to you when you take your M-STEP Assessment next week in [mathematics/English language arts]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything on the screen.¹
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [or on your booklet if braille or print on demand], and continue to read.
- I can still help you with your [list any assistive technology that the student may require that would need support].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "Do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

¹ A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

References

Educational Testing Service (2002)

[Guidelines for a Test Reader](https://www.ets.org/disabilities/test_reader/) (https://www.ets.org/disabilities/test_reader/)

Retrieved from the [ETS web page](https://www.ets.org/disabilities) (https://www.ets.org/disabilities)

Oregon Department of Education Office of Student Learning and Partnerships (2012, December)

[Guidelines for the Read Aloud Accommodation](http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf) (http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)

State of Washington Office of Superintendent of Public Instruction (2013, September)

[Access Supports and Accommodations Guidelines for State Assessments](http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

(http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

West Virginia Department of Education (December, 2013)

[Guidelines for Participation in State Assessments, 2013-2014](http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) (http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

Recommended Qualifications and Guidelines for Use of Translators (non-ASL)



The Michigan [Student Supports and Accommodations Table](#) (see page 55) provides information regarding allowable second language supports for many students. This document is intended to help districts in selecting highly-qualified translators to administer the Michigan assessments.

The following is a list of available supports related to the use of interpreters and translators.

M-STEP

Mathematics: Directions, questions, and answer options may be translated. Students needing a Spanish form of the assessment (even if someone is orally translating into Spanish) should be provided the Stacked Spanish test booklet or have the Stacked Spanish form turned on in eDirect. Use of the Stacked Spanish form of the assessment can allow translators to use the translations as their reader script. Educators must refer to and utilize the Spanish Read-Aloud Guidelines included in this document, if translating into Spanish; or the Arabic Read-Aloud Guidelines document, if translating into Arabic.

ELA: Directions only may be translated (that is, general test orientation directions; no content related to test questions or answer options themselves may be translated).

Science: Directions, questions, and answer options may be translated. However, students must take the paper/pencil form of the assessment. Students needing a Spanish or Arabic form of the assessment should be provided the Spanish or Arabic DVD. Translators must use the Reader Script for the oral translation.

Social Studies: Directions, questions, and answer options may be translated. However, students must take the paper/pencil form of the assessment. Students needing

a Spanish or Arabic form of the assessment should be provided the Spanish or Arabic DVD. Translators must use the Reader Script for the oral translation.

PSAT 8/9, PSAT 10, and SAT

Refer to the Supports and Accommodations Table to find out if the supports listed below result in college-reportable scores.

Directions may be translated into a second language used by the students. Directions cannot be elaborated upon. Languages offered in 2019 include Albanian, Arabic, Bengali, Bosnian, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. Additional languages are being considered.

Go to the [College Board Michigan website](http://www.collegeboard.org/Michigan) (www.collegeboard.org/Michigan) to:

- see a final list of all languages being offered in 2019
- download the translated directions when available

The translated directions may be printed for distribution to students on test day as needed. No accommodation request is required. Scores will be college and scholarship reportable.

For students whose language is not one of these provided, the content and questions of the mathematics section may be translated into the student's most familiar language, but may not be college reportable. Refer to the Supports and Accommodations Table for more information. Students receiving a translation should be administered the test individually or may have the assessment administered in small groups of no more than five students, if all students are receiving the same language of translation.

MI-Access Functional Independence

Only items or portions of items designated as “readable” may be translated. Refer to the Do Not Read Aloud tables for each content area.

Mathematics: Directions and items may be translated.

ELA: Directions only may be translated.

Science: Directions and items may be translated.

Social Studies: Directions and items may be translated.

WIDA

WIDA assessments (W-APT, ACCESS for ELLs, Alternate ACCESS for ELLs) directions and content **MUST NOT** be translated.

ACT Workkeys

Refer to the Supports and Accommodations Table for more information on appropriate content areas and assessment parts that may be translated for these assessments. However, these recommended guidelines may be followed for use with those appropriate sections and parts.

ALL students using this support type must have this bubbled on their answer document or have it identified as a support used within eDIRECT.

Recommended Qualifications for Translators and Language Interpreters (non-American Sign Language)

Preference should be given to individuals who have bachelor’s degrees in languages other than English or who hold a formal certification in either translation or interpretation. When this is not possible, interpreters should have the following qualifications:

1. mastery of the target language and dialect
2. familiarity with both American culture and the culture of the target language

3. extensive general and academic vocabulary in both languages
4. ability to express thoughts clearly and concisely in both languages
5. familiarity with the Michigan education system
6. attendance at school/district/statewide trainings regarding how to administer the assessments
7. a signed OEAA Assessment Security Compliance Form

Individuals selected as interpreters must also adhere to all aspects of Michigan’s test security guidelines.

Guidelines for Translators and Language Interpretation (non-ASL)

Test directions, questions, and answer choices should be read to students using direct interpretation. Care should be taken not to alter the intended meaning of the text.

Common False Assumptions and Risks

1. **Many people incorrectly assume that a bilingual person can also be an effective interpreter by virtue of knowing two languages.**

Research shows that bilingual individuals who have not received interpreter-specific training are more likely to add or omit information, as well as interject their own opinions and assumptions, which has the result of changing the actual content of the assessment. They may also speak too quickly, making the content too difficult to process. These actions would affect the validity of the student’s assessment results.

2. **Parents for the student and family members of the students are not the best choice to help administer the assessment.**

Using interpreters or translators with whom the student has familiar relationships may pose a risk in by creating a situation where the translator or interpreter is more willing to provide additional,

non-authorized help to the student for the test.

Often in districts where there is a low population of language-speaking students, districts may believe it would be acceptable to use a student's older sibling to aid in the translation process. This would actually result in a security breach as no students should be involved in the testing of other students.

3. Side conversations

It is possible that because of the one-on-one nature of this testing scenario, coupled with the potential relief some students may feel by having someone speak to them in their native language, additional topics may arise for discussion between the student and the interpreter. Although it is acceptable for the student to ask for clarification on directions, other non-test related topics should be avoided.

References

Bridging the Gap: A Basic Training for Medical Interpreters. Interpreter's Handbook, Third Edition, Jan. 1999.

ITC Guidelines for Translating and Adapting Tests, International Test Commission, Jul. 2005.

Medical Interpreter Training. Arlington Free Clinic, Arlington, VA, Jan., 2000.

National Health and Nutrition Examination Survey (NHANES) Interpretation Guidelines, Center for Disease Control (CDC), Nov. 2006.

Standards for Educational and Psychological Testing, American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 2014.

Arabic Read-Aloud Guidelines

M-STEP Mathematics



Some students may benefit from an in-person oral translation of the online or paper/pencil M-STEP mathematics assessment. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

For M-STEP mathematics, this option is **ONLY** available for students testing online as an individual administration option. This is necessary because of the computer adaptive nature of the test. Each student may be on a different question with no way for the test administrator to provide the same question-by-question translation to multiple students. Doing so would result in unnecessary distractions for students. Students testing paper/pencil may be administered the assessment with an oral translation individually or in small groups of no more than five students.

Reader Qualifications

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a read-aloud support in Arabic during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.

- Test readers must be trained in accordance with Michigan's state administration and security policies and procedures as articulated in Michigan's test administration manuals, guidelines, and related documentation.

Preparation

- Test coordinators should know in advance of testing the students' language for mathematics instruction and what the students' comfort level is with receiving the assessment content in a language other than English. For example, many Arabic-speaking students, depending on their country of origin, may have learned mathematics in French or in English.
- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test. Increased knowledge of the test format can be gained through review of the practice tests.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments. This includes having a strong working knowledge of designated support options specific to English Learners (ELs).

- Test readers should be familiar with the student’s Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers in Arabic should have extensive practice in providing read aloud support in Arabic and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area.
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of this guidance.
- Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words, or instructions verbatim as needed.
- Do not paraphrase, explain, or define any items, words, or instructions as this would be a violation of test security. However, you may spell any words requested by the student or write the translated word in Arabic.
- Adjust your reading speed and volume if requested by the student. In order to lessen the impact of different Arabic dialects on student’s understanding, it is important to read clearly to the student at a slow to moderate pace.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Michigan Department of Education state policies and procedures.
- The test reader must not discuss any portion of the test with others.

Arabic Usage / Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘طاقن ثالث’.
- **Quotations:** Quotation marks should be verbalized as “سابتقا ةمالع” at the beginning and end of quoted material, respectively.

General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.

- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about the graphic organizer, test question, or terms should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.

- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Arabic usage for the student's grade level.
- Additional examples may be found in the tables on the following pages.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "تارت ميتينس ةرشع". Some abbreviations may be read differently by different readers. For example, cm3 may be read as "بَعك م رت ميتينس".

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information.

Table 1: Test Reader Guidance for Mathematics - Numbers

Description	Example(s):	Read as:
Large whole numbers	632,407,981	"ست مائة واثنان وثلاثون مليون، وأربع مائة وسبعة آلاف، وتسع مائة وواحد وثمانون"
	45,000,689,112	"خمسة وأربعون مليار (بليون)، وست مائة وتسعة وثمانون ألفاً، ومائة وإثنا عشر"
Decimal numbers	0.056	"صفر فاصلة صفر خمسة ستة" OR "صفر علامة عشرية صفر خمسة ستة"
	4.37	"أربعة فاصلة ثلاثة سبعة" OR "أربعة علامة عشرية ثلاثة سبعة"
Fractions – common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	"واحد على إثنين، واحد على أربعة، إثنان على ثلاثة، أربعة على خمسة"
	$\frac{14}{25}$	"أربعة عشر على خمسة وعشرين"
	$\frac{487}{6972}$	"أربع مائة وسبعة وثمانون على ستة آلاف وتسع مائة واثنان وسبعون"
Mixed numbers – read aloud "and" between whole numbers and fractions	$3 \frac{1}{2}$	"ثلاثة ونصف"
	$57 \frac{3}{4}$	"سبعة وخمسون وثلاثة أرباع"
Percent	62%	"إثنان وستون بالمائة"
	7.5%	"سبعة فاصلة خمسة بالمائة" OR "سبعة علامة عشرية خمسة بالمائة"
	0.23%	"صفر فاصلة إثنان ثلاثة بالمائة" OR "صفر علامة عشرية إثنان ثلاثة بالمائة"
Money - if the amount contains a decimal point, read as "dollars AND cents"	\$4.98	"أربع دولارات وثمانية وتسعون سنت"
	\$0.33	"ثلاثة وثلاثون سنت"
	\$5368.00	"خمسة آلاف وثلاث مائة وثمانية وستون دولار فقط"
Negative numbers - do NOT read negative sign as "minus"	-3	"ناقص ثلاثة" OR "سالِب ثلاثة"
	$-\frac{5}{8}$	"ناقص خمسة على ثمانية" OR "سالِب خمسة على ثمانية"
	-7.56	"ناقص سبعة فاصلة ستة وخمسون" OR "سالِب سبعة علامة عشرية ستة وخمسون"
Dates (years)	1987	"ألف وتسع مائة وسبعة وثمانون"
	2005	"ألفان وخمسة"
Roman Numerals	I	"الرقم الروماني واحد"
	II	"الرقم الروماني إثنان"
	III	"الرقم الروماني ثلاثة"
	IV	"الرقم الروماني أربعة"
Ratios	x: y	"x إلى y"

Table 2: Test Reader Guidance for Mathematics - Operations

Description	Example(s):	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array} \quad 13 + 27 =$	"ثلاثة عشر زائد سبعة وعشرون تساوي"
	$13 + 27 = ?$	"ثلاثة عشر زائد سبعة وعشرون تساوي ماذا"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array} \quad 487 - 159 =$	"أربع مائة وسبعة وثمانون ناقص مائة وتسعة وخمسون تساوي"
	$487 - 159 = ?$	"أربع مائة وسبعة وثمانون ناقص مائة وتسعة وخمسون تساوي ماذا"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array} \quad 63 \times 49 =$	"ثلاثة وستون ضرب تسعة وأربعون تساوي"
	$63 \times 49 = ?$	"ثلاثة وستون ضرب تسعة وأربعون تساوي ماذا"
Division – Vertical or Horizontal	$\frac{120}{15} = 8 \quad 120 \div 15 = 8$	"مائة وعشرون قسمة خمسة عشر تساوي ثمانية"
Operations with boxes	$3 + \square = 8$	"ثلاثة زائد مربع تساوي ثمانية"

Table 3: Test Reader Guidance for Mathematics - Expressions

Description	Example(s):	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	"N زائد أربعة"
	$8x - 3$	"ناقص ثلاثة x ثمانية"
	$4(y - 2) + 5 = 7$	"ناقص إثنان، أغلق القوس، زائد خمسة تساوي سبعة y، أربعة، افتح القوس"
	$V = \frac{4}{3} \pi r^3$	"مكعب πr تساوي أربعة على ثلاثة V"
	$\begin{array}{r} t - 2 \\ t + 8 \end{array}$	"ناقص إثنان t"
	$x^2 y^3 = -36$	"زائد ثمانية t"
	$156x \geq 4$	"مكعب تساوي ناقص 36 y مربع x" OR "مكعب تساوي سالب 36 y مربع x"
Coordinate pairs answer choices with no other text	the point $(-1, 2)$	"أكبر أو تساوي أربعة x واحد خمسة ستة"
	the point A is at $(6, 3)$	"(النقطة) ناقص واحد وإثنان" OR "(النقطة) سالب واحد وإثنان"
	A. $(-3, -4)$	"على (سته وثلاثة A النقطة)"
Parallels	$\overline{AB} \parallel \overline{CD}$	"(على) ناقص ثلاثة وناقص أربعة A." OR "(على) سالب ثلاثة وسالب أربعة A."
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"CD موازية للقطعة المستقيمة AB القطعة المستقيمة "CD عمودية على القطعة المستقيمة AB القطعة المستقيمة"

Suggested Test Preparation Script

(used with student in advance of the day of testing)

مرحباً بكم _____،

الأسبوع القادم في مادة الرياضيات. أريدكم أن تعرفوا كيف سنعمل سوية. حين أقرأ الإمتحان لكم، سوف يكون ذلك مختلفاً كثيراً عما قرأته M-STEP سوف أقرأ لكم الإختبار حين تأخذون امتحان لكم أثناء الصف. عليّ أن أتبع بعض القواعد

- لا يمكنني مساعدتكم في أية إجابات
- لا يمكنني نقر أي شيء على الشاشة
- لن أغير نبرة صوتي أثناء القراءة. سوف أستعمل نفس نبرة الصوت بغض النظر عن أحداث القصة أو السؤال المطروح
- إذا كان هناك صورة مرفقة بكلمات، سوف أقرأ تلك الكلمات. إذا طلبتم مني إعادة قراءة تلك الكلمات، سأفعل ذلك
- أحياناً، بعض الكلمات أو العبارات قد تدل على الإجابة. في تلك الحالات لن أقرأ تلك الكلمات بل سأشير إليها على الشاشة ثم أكمل القراءة
- يمكنك أن تطلب إعادة قراءة أجزاء من الإختبار إذا لم تسمعني جيداً أو تريد وقتاً إضافياً للتفكير
- يمكنك أن تطلب مني أقرأ بشكل أبطأ أو أسرع، أو بصوت أعلى أو أخفض، إذا كنتم تواجهون صعوبة في فهم ما أقرأه
- سوف أقرأ بعض أحرف التنقيط (مثل الفاصلة والنقطة)، لكن إذا كنتم بحاجة إلى أن أعيد قراءة الجملة وأخبركم كيف تم تنقيطها، سأفعل ذلك
- "إذا سألتني سؤالاً حول الإختبار، كل ما سأقوله هو "إفعل أفضل ما تستطيع. لا يمكنني أن أساعدك
- هل لديك أية أسئلة تود أن تسألني حول طريقة عملنا سوياً خلال الإختبار؟
- ذلك
- "إذا سألتني سؤالاً حول الإختبار، كل ما سأقوله هو "إفعل أفضل ما تستطيع. لا يمكنني أن أساعدك
- هل لديك أية أسئلة تود أن تسألني حول طريقة عملنا سوياً خلال الإختبار؟

References

Educational Testing Service (2002)

[Guidelines for a Test Reader](https://www.ets.org/disabilities/test_reader/) (https://www.ets.org/disabilities/test_reader/)

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Retrieved in September 2013 from (http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

West Virginia Department of Education (December, 2013)

[Guidelines for Participation in State Assessments, 2013-2014](http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) (http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

Special Thanks

A special thanks to these Michigan educators for their help in the creation of this document:

Manal Assi

Khalil El-Saghir

Mohammed Ghaleb

Guidelines

M-STEP Mathematics



Some students may benefit from an in-person oral translation of the stacked Spanish test form available for online and paper/pencil M-STEP mathematics. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

This option is available for students in small groups of no more than five students or to students testing individually. Students receiving a Spanish read-aloud from an in-person translator cannot take the assessment with students not receiving this support. The oral translation will create unnecessary distraction for students not needing this support.

Reader Qualifications

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a read-aloud support in Spanish during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Michigan's state administration and security policies and procedures as articulated in Michigan's test administration manuals, guidelines, and related documentation.

Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments.
- Test readers should be familiar with the student's Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers in Spanish should have extensive practice in providing read aloud support in Spanish and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area.

- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included on [page 41](#).
- Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

test administrator in accordance with Michigan Department of Education state policies and procedures.

- The test reader must not discuss any portion of the test with others.

General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words, or instructions verbatim as needed.
- Do not paraphrase, interpret, or define any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the

Spanish Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘punto, punto, punto.’
- **Quotations:** Quotation marks should be verbalized as “comillas” and “fin de comillas” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing

necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.

- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student’s needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers should read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student’s grade level.
- Additional examples may be found in the following tables.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as “diez centímetros.” Some abbreviations may be read differently by different readers. For example, cm^3 may be read as “centímetros cúbicos” or “centímetros al cubo”.

Table 1: Test Reader Guidance for Mathematics - Numbers

Description	Example(s):	Read as:
Large whole numbers	632,407,981	"seiscientos treinta y dos millones cuatro cientos siete mil novecientos ochenta y uno"
	45,000,689,112	"cuarenta y cinco mil millones seis cientos ochenta y nueve mil ciento doce"
Decimal numbers	0.056	"cero punto cero cinco seis"
	4.37	"cuatro punto tres siete"

Table 1: Test Reader Guidance for Mathematics - Numbers

Fractions – common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	“un medio, un cuarto, dos tercios, cuatro quintos”
	$\frac{14}{25}$	“catorce sobre veinticinco”
	$\frac{487}{6972}$	“cuatrocientos ochenta y siete sobre seis mil novecientos setenta y dos”
Mixed numbers – read aloud “and” between whole numbers and fractions	$3 \frac{1}{2}$	“tres y un medio”
	$57 \frac{3}{4}$	“cincuenta y siete y tres cuartos”
Percent	62%	“sesenta y dos por ciento”
	7.5%	“siete punto cinco por ciento”
	0.23%	“cero punto dos tres por ciento”
Money - if the amount contains a decimal point, read as “dollars AND cents”	\$4.98	“cuatro dólares y noventa y ocho centavos”
	\$0.33	“treinta y tres centavos”
	\$5,368.00	“cinco mil tres cientos sesenta y ocho dólares”
Negative numbers - do NOT read negative sign as “minus”	-3	“negativo tres”
	$-\frac{5}{8}$	“negativo cinco octavos”
	-7.56	“negativo siete punto cinco seis”
Dates (years)	1987	“mil novecientos ochenta y siete”
	2005	“dos mil cinco”
Roman Numerals	I	“número romano uno”
	II	“número romano dos”
	III	“número romano tres”
	IV	“número romano cuatro”
Ratios	$x:y$	“x a y”

Table 2: Test Reader Guidance for Mathematics - Operations

Description	Example(s):	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$	"trece más veintisiete es igual a"
	$13 + 27 = ?$	"cuatro cientos ochenta y siete menos ciento cincuenta y nueve es igual a signo de interrogación"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$	"cuatro ocho siete menos uno cinco nueve es igual a"
	$487 - 159 = ?$	"cuatro ocho siete menos uno cinco nueve es igual a signo de interrogación"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$	"sesenta y tres por cuarenta y nueve es igual a"
	$63 \times 49 = ?$	"sesenta y tres por cuarenta y nueve es igual a signo de interrogación"
Division – Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	"Ciento veinte dividido entre quince es igual a ocho"
Operations with boxes	$3 + \square = 8$	"tres más casilla es igual a ocho"

Table 3: Test Reader Guidance for Mathematics - Expressions

Description	Example(s):	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	"'N' más cuatro"
	$8x - 3$	"ocho 'x' menos tres"
	$4(y - 2) + 5 = 7$	"cuatro abre paréntesis 'y' menos dos cierra paréntesis más cinco es igual a siete"
	$V = \frac{4}{3} \pi r^3$	"'V' es igual a cuatro tercios pi 'r' al cubo"
	$t - 2$ $t + 8$	"'t' menos dos (pause) sobre 't' más ocho"
	$x^2 y^3 = -36$	"'x' al cuadrado 'y' al cubo es igual a negativo treinta y seis" o "'x' a la segunda potencia por 'y' a la tercera potencia es igual a negativo treinta y seis"
	$156x \geq 4$	"uno cinco seis 'x' es mayor o igual a cuatro"

Table 3: Test Reader Guidance for Mathematics - Expressions

Description	Example(s):	Read as:
Coordinate pairs answer choices with no other text	the point $(-1, 2)$	“el punto (pause) negativo uno coma dos”
	the point A is at $(6, 3)$	“El punto A está en (pause) seis coma tres.”
	A. $(-3, -4)$	“‘A’ (pause) negativo tres coma negativo cuatro”
Parallels	$\overline{AB} \parallel \overline{CD}$	“el segmento de línea AB es paralela al segmento de línea CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“el segmento de línea AB es perpendicular al segmento de línea CD”

Suggested Test Preparation Script

(used with student in advance of the day of testing)

Hola, _____,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante M-STEP. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta.
- No puedo hacer clic sobre nada en la pantalla.²
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o ítem de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de impreso al momento] y continuaré leyendo.
- Todavía puedo ayudarte con tus [***list any assistive technology that the student may require that would need adult support—if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o leer más alto o más bajo si tienes problema entendiendo lo que leo.

² A reader may click on something on the screen only if this is an identified need in the student’s IEP or 504 plan and the reader has received appropriate training on when and how to do so.

- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: “Haz tu mejor trabajo. No te puedo ayudar en eso.
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

References

Educational Testing Service (2002)

[Guidelines for a Test Reader](https://www.ets.org/disabilities/test_reader/) (https://www.ets.org/disabilities/test_reader/)

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[Guidelines for the Read Aloud Accommodation](http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf) (http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)

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[Access Supports and Accommodations Guidelines for State Assessments](http://www.k12.wa.us/assessment/statetesting/pubdocs/AccessSupportsandAccommodationsGuidelinesforStateAssessments)

(Retrieved in September 2013 from http://www.k12.wa.us/assessment/statetesting/pubdocs/AccessSupportsandAccommodationsGuidelinesforStateAssessments.pdf)

West Virginia Department of Education (December, 2013)

[Guidelines for Participation in State Assessments, 2013-2014](http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) (http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

ACT WorkKeys in Spanish



ACT offers the ACT WorkKeys assessment in Spanish. Students taking this form of the assessment are eligible to receive a National Career Readiness Certificate en Español. For the state-required administration of WorkKeys, students must opt to take only one form of the assessment and cannot take both forms during the state-administered window.

This guidance should be used to help educators decide which students might benefit from taking the Spanish form of the assessment.

Educators should consider the following questions when making a determination as to whether or not to assess the student:

- **Can the student read in Spanish?** Not all students who can speak Spanish fluently have a strong command of the written language. Without high literacy in the language, students will not benefit from taking this form of the test.
- **Is the student best able to show what they know to a potential employer by receiving a National Career Readiness Certificate en Español?** Remember that the purpose of the ACT WorkKeys is to show a students' skills and abilities for the use in multiple career pathways.

SAT and PSAT Grade 8 – 50% Extended Time for ELs Guidance



Educators must use this document to aid in the determination of current students identified as English Learners (ELs) who may benefit from the use of the 50% Extended Time support on the SAT or PSAT assessments. Below you will find a list of questions that will help you determine if a student is eligible to use this support.

It is important to keep in mind that not **ALL** students and certainly not **ALL** ELs will benefit from extended time.

Additionally, MDE is committed to monitoring the use of supports on state assessments and will contact schools and districts with high numbers of students utilizing this support.

A **preponderance of evidence** should exist rather than a few marks in boxes for the student to be provided this level of support.

	Yes	No
Is the student formally identified as an English Learner?		
Does the student typically receive additional time to complete assignments?		
Does the student typically receive additional time to complete in-class assessments?		
Is the student a recently arrived student (attended U.S. schools for 12 months or less)?		
Does the student typically use a bilingual word-to-word dictionary in the classroom?		
Does the student use additional or different linguistic supports in the classroom?		
Does the student need additional time to process written text in English?		
When given the choice, does the student indicate he or she would prefer to have extra time for assignments?		

Testing Policy for Recently Arrived, First Year English-Learner Students



ELA Exception Criteria

The Michigan Department of Education is able to provide an exception to the testing requirement in English language arts (ELA) for first year, English learner (EL) students. To be eligible for this exception, students must meet ALL of the following criteria:

- the student has been enrolled in U.S. schools (excluding Puerto Rico) for 12 months or less at the time of taking a state assessment
- the student is reported as an English Learner in the Michigan Student Data System (MSDS)
- in the Office of Educational Assessment and Accountability (OEAA) Secure Site, the student has at least one of the following for the current year:
 - » A WIDA ACCESS Placement Test (W-APT) / WIDA Screener score
 - » A valid WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs score

Expectations for ALL EL Students

Regardless of the length of time enrolled in a U.S. school, it is required that each EL student is:

- administered the WIDA ACCESS Placement Test (W-APT) or WIDA Screener during the EL identification process AND that the W-APT/WIDA Screener score is entered in the OEAA Secure Site.
- annually administered the summative WIDA ACCESS for ELLs or Alternate ACCESS for ELLs until proficiency is achieved, including in their first year if the student is enrolled prior to the close of that year's test administration period.

Students are not exempt from WIDA assessments because these assessments test students' English language development and not knowledge of English language arts.

ELA Exception Notes: ALL Assessments (Except WIDA assessments)

Please note: The following aspects of the ELA Exception for First Year EL students apply to all state assessments (except WIDA assessments).

- The ELA Exception for First Year EL students only applies to ELA.
- Requests for an exception are submitted in the OEAA Secure Site.
- Requests for an exception are submitted AFTER an assessment's testing window, during that assessment's Answer Documents Received and Not Tested Students window.
- Requests for an exception must be submitted separately for each applicable student.
- If the request is accepted, the student will be:
 - » counted as participating for the school's accountability ELA participation calculations
 - » excluded from the school's accountability ELA proficiency and growth calculations
 - » included in the school's accountability participation, proficiency, and growth calculations for all other content areas.
- If the request is rejected, the student will be included in the school's accountability participation, proficiency, and growth calculations for ELA and all other content areas.

ELA Exception Notes: By Assessment

The following is additional information on the ELA Exception specific to each state assessment.

M-STEP Assessments

- For dates of the M-STEP Answer Documents Received and Not Tested Students window, see the [M-STEP List of Important Dates](#) document on the [M-STEP web page](#) (www.mi.gov/mstep)

MI-Access Assessments

- For dates of the MI-Access Answer Documents Received and Not Tested Students window, see the [List of Important Dates](#) document on the [MI-Access web page](#) (www.mi.gov/mi-access)
- The Functional Independence ELA assessments are:
 - » ELA Accessing Print and Using Language
 - » ELA Expressing Ideas
- The Supported Independence and Participation ELA assessments are “ELA”

For Any College Board Assessment

(SAT, PSAT 8, PSAT 9, or PSAT 10)

- In order for students using the ELA exception to receive a valid math score, BEFORE testing, schools must request a “Math Only” accommodation by the following process.
 - » Ensure the student is listed on the Pre-Id Student Report.
 - » Log into College Board’s Services for Students with Disabilities (SSD) Online System.
 - » Go to the State Allowed Accommodations Dashboard.
 - » Choose “EL – Math Only” from the list of state-allowed accommodations.
 - » Submit the request (it will be automatically approved).
- Students with approved “EL – Math Only” accommodations will test with a lime-colored test book. This will ensure the eligible EL exception students are tested with materials that will still yield their required valid mathematics score.

- The Services for Students with Disabilities (SSD) Coordinator will only use the scripts for the mathematics test in the SSD Coordinator manual when administering the assessment.
- Please note:** The test book shipped for these students will still include the ELA and mathematics sections.
- For questions about the SSD system call the College Board Michigan Educator Hotline at 1-866-870-3127.

SAT Assessments

- For dates of the SAT Answer Documents Received and Not Tested Students window, see the [MME and PSAT List of Important Dates](#) document on the [MME web page](#) (www.mi.gov/mme)
- The SAT ELA assessment is “Evidenced Based Reading and Writing”
- Students not taking the ELA portion of the SAT will not receive a college-reportable SAT score.

PSAT 8 Assessments

- For dates of the PSAT 8 Answer Documents Received and Not Tested Students window, see the [Grade 8 List of Important Dates](#) document on the [M-STEP web page](#) (www.mi.gov/mstep)
- The PSAT 8 ELA assessment is “Evidenced Based Reading and Writing”

PSAT 9 and PSAT 10 Assessments

- PSAT 9 and PSAT 10 are not currently used for accountability and do not have an Answer Documents Received and Not Tested Students window. Therefore, it is not necessary, nor possible, to request an ELA exception for accountability for PSAT 9 or PSAT 10. However, students meeting all the ELA exception criteria may still use a “EL – Math Only” accommodation.

Scribing Protocol for the M-STEP, MI-ACCESS, SAT, ACT, and WIDA Assessments



Scribing Protocol

In this section educators will find the required procedures a scribe must follow for the Michigan Student Test of Educational Progress (M-STEP), MI-Access, and WIDA assessments. Some information is also provided related to SAT and ACT WorkKeys. A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to test content and is able to respond to the content.

Scribes are allowable as a documented accommodation for English Language Arts (ELA), M-STEP essay questions, and MI-Access Functional Independence (FI) ELA Expressing Ideas. Scribing is additionally allowable as a Designated Support for M-STEP mathematics, ELA non-writing items, science, and social studies. For the WIDA assessments, scribes are allowable accommodations for the Reading, Writing, and Listening domains.

As you review this document, you will need to be aware of the following terms.

Item Types:

- **Selected Response:** Selected-response items present students with a question and several answer choices. These items may appear as traditional multiple-choice items. They may also appear as multiple-select items (choose more than one answer) or Hot Text items (choose one or more embedded correct response).
- **Passage-based Writing Prompt:** These item types ask students read a passage and then respond to a prompt by writing an essay.
- **Constructed/Equation Response:** These item types ask students to explain their responses, respond to a prompt with a short story, or create equations/expressions.
- **Embedded Accessibility Option:** This is a Universal Tool, Designated Support, or Accommodation for students within the online delivery system, such as a highlighter or American Sign Language videos. Refer to Michigan’s Supports and Accommodations Table for more information related to allowable accessibility options.
- **Non-Embedded Accessibility Option:** This is a Universal Tool, Designated Support, or Accommodation provided for students outside of the online delivery system, such as a scribe or scratch paper. Refer to Michigan’s Accommodations Table for more information related to allowable accessibility options.

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Michigan’s administration and security policies and procedures, as articulated in Michigan’s test administration manuals, guidelines, and related documentation.

Preparation

- Scribes should read the Michigan Assessment Integrity Guide (AIG) and sign the OEAA Assessment Security Compliance Form prior to test administration.
- If the student for whom they are scribing has a disability, scribes and test administrators should be familiar with the content of the student’s Individualized Education Program (IEP) or 504 plan, specifically surrounding the use of a scribe as an accommodation, to ensure there are plans in place for providing all needed designated supports and accommodations.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. A working familiarity with the test environment will facilitate the scribe’s ability to record the student’s answers.
- Scribes should also have a strong working knowledge of the available embedded and non-embedded accessibility and accommodations options and features.
- Scribes should review the Scribing Protocol for the student at least one to two days prior to testing.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student’s answers.
- If the scribing-assisted testing is not conducted with the student in a separate setting, the scribe should be situated close enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test

interface, making use of the embedded and non-embedded tools available for a given item and student.

- For computer-based administrations, scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if the responses would compromise the validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to re-state words or parts of the answer as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, or prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Post-Administration Procedures for All Assessments

- Immediately at the end of the testing session, the scribe will submit online or paper-based student responses; collect scratch paper, rough drafts, and login information; and deliver the materials to the test administrator in accordance with Michigan’s state policies and procedures.

English Language Arts: M-STEP and MI-Access Functional Independence (FI) Selected-Response Items

Single and Multiple Answer, Matching Table interaction

- The student must point to or otherwise indicate his/her selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and the use of test platform features available for a given item.
- The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item.

Passage-based Writing Prompt

- The scribe will write verbatim student responses on paper or on screen, in an area obstructed from other students' view.
- The scribe will spell all words as dictated.
- The scribe will not capitalize words or punctuate text in the student's response, unless directed to do so specifically by the student for specific words or to indicate the "what" and "where" for punctuation.
- The scribe will orally confirm the spelling of homonyms and commonly confused homophones, e.g., than and then; to, two, and too; there, their, and they're.
- The student will proofread the response to add punctuation, capitalization, spacing, and make other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words in the submitted responses, and

must allow the student to review and edit what the scribe has written.

Mathematics: M-STEP and MI-Access Functional Independence (FI) Selected-Response Items

Single and Multiple Answer, Matching Table interaction

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.

Constructed/Equation Response Items

- The student must point or otherwise direct the scribe in developing his/her response.
- The scribe will input student work directly onscreen and in view of the student.
- For responses requiring equations, the student must specify where to place figures and operands.
- For responses requiring text, the scribe will spell all content area words/academic vocabulary as dictated and conform to standard writing conventions.
- For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Science and Social Studies: M-STEP and MI-Access Functional Independence (FI) Selected-Response Items

Single and Multiple Answer

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and the use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

SAT, PSAT 8/9, and PSAT 10

Some students may be approved for personal assistants, such as readers, scribes/writers, or sign language interpreters. **Assistants must be assigned by the school** and may not be a relative of the student. Refer to the appropriate test's School Day Accommodated Manual as well as the School Day Coordinator Manual.

Scribe/writers:

Depending on the student's needs, a scribe may be required to:

- complete the student's identifying information on the answer sheet
- fill in the circles on the regular answer sheet corresponding to the answers chosen by the student and write the student's SAT Essay submission
- make any corrections indicated by the student
- write the student's name on the student's test book, write "Answers in book" on front cover, and ensure that the test book is returned with the answer sheet

- assist the student in turning pages
- test in a 1-to-1 setting

Other duties:

Some personal assistants may be required to:

- accompany students when they go to the restroom during testing time
- assist the test administrator in ensuring test material security

Qualifications:

- current or retired professional, administrative, secretarial or clerical staff, or graduate student
- able to follow oral and written instructions precisely
- a reader or writer should be experienced in special education, and should speak English clearly
- a sign-language interpreter must be able to effectively sign to the student and voice the student's signing to the administrator

ACT WorkKeys

For more information on appropriate practices for recording student responses refer to the ACT WorkKeys Administration Manual when available.

For questions related to any ACT WorkKeys accommodations call the ACT customer service line at 1-800-553-6244 x1788.

English Language Development (ELD) for English Learners (ELs): WIDA W-APT, ACCESS for ELLs, and Alternate ACCESS for ELLs

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing.

Students receiving the scribe accommodation may respond to assessment items in the following ways:

- orally
- by using an assistive technology device or software (e.g., speech-to-text, picture/symbol communication system, etc.)
- by gesturing/pointing

For ELs taking the computer-based ACCESS, it is advisable for the adult test administrator to keyboard the student's responses onscreen directly into the student's computer.

Scribing must take place as the student dictates or otherwise produces the response. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All edits must be made and all responses transcribed onto the paper-based test or on the computer screen during the test session. For constructed responses, the student is responsible for all capitalization and punctuation and should verbally instruct the scribe what letters are capitalized and where to add punctuation. The student should provide exact spelling the first time they use a key word (noun or verb relevant to the content); thereafter, the scribe can spell the word as the student first spelled it. If the student uses a non-English word or one that the scribe does not understand, the scribe should prompt the student to spell the word and write down the student's spelling of the word.

The following scribing practices are acceptable:

- The scribe may ask, "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student, such as, "Do I have to use the entire space to answer the question?" (the scribe may say, "No.").
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously, being careful not to cue the student to errors.

- The scribe may prompt and remind the student of instructions or dictation rules, as needed, such as "Please spell that word."
- The scribe may ask the student to slow down or repeat their dictated response.
- The student should review his or her response and dictate the changes or edits that he or she would like done.

The following scribing practices are unacceptable:

- The scribe may not influence the student's response in any way.
- The scribe may not coach the student by giving specific directions, clues, or prompts.
- The scribe may not tell the student if his/her answer is correct or incorrect, or alert the student to mistakes he/she made.
- The scribe may not answer a student's questions related to the content (e.g., "Can you tell me what this word means?").
- The scribe may not suggest that the student write more or go back and check the responses.
- The scribe should not write down unrelated vocalizations (e.g., "um") by the student.

Requirements for the Scribed Response Accommodation

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing. The scribe should know how to accurately provide the accommodation. Likewise, when determining accommodations for a student, the student should have experience with the given accommodation on an ongoing basis. It is not recommend that a new accommodation be introduced to the student for the first time during administration.

References

California Department of Education (February 2010)

[California High School Exit Examination](https://www.cde.ca.gov/ta/tg/hs/)

(<https://www.cde.ca.gov/ta/tg/hs/>)

Delaware Department of Education (2013, 06 14)

[Guidelines for Inclusion of Students with Disabilities and English Language Learners](http://de.portal.airast.org/wp-content/uploads/2013/06/Guidelines_for_Inclusion_2013-14_V2.pdf)

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New England Common Assessment Program (NECAP) (August 2010)

[New England Common Assessment Program Accommodations Guide](https://www.maine.gov/education/necap/1011materials/accommodations_guide_final.pdf)

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State of Washington Office of Superintendent of Public Instruction (September 2013)

[Access Supports and Accommodations Guidelines for State Assessments](http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

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Utah State Office of Education (2013)

[Scribe Accommodation Guidelines](https://schools.utah.gov/file/d20bd730-8fdd-4012-a84b-4424e487a735) (<https://schools.utah.gov/file/d20bd730-8fdd-4012-a84b-4424e487a735>)

West Virginia Department of Education (December, 2013)
[Guidelines for Participation in State Assessments, 2013-2014](http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf)

(<http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf>)

Guidance on accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

Braille Assessment Plan

Office of Educational Assessment and Accountability (OEAA)



The following tables outline which braille formats are available for each of Michigan’s assessments. You will notice that the K-2 Early Literacy and Mathematics Benchmark Assessments are not included in this table as those assessments do not have a paper/pencil format. Additionally, the K-2 WIDA ACCESS for ELLs is not shown. A braille format is not available for kindergarten, and Michigan has made a decision to allow an exception for students in grades 1 and 2 who are visually impaired,

because the assessment would be testing their knowledge of braille instead of the WIDA English Language Development (ELD) standards.

Please note: This is the third year of a multi-year transition plan to move towards a Unified English Braille (UEB) implementation across all grade levels and content areas. Be sure to refer to this document on an annual basis for the most current assessment transition information.

M-STEP and WIDA

Grade	M-STEP ELA ¹	M-STEP Mathematics ¹	M-STEP Science ¹	M-STEP Social Studies ¹	WIDA ACCESS for ELLs
3	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			UEB (LRW) • Contracted • Uncontracted
4	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			UEB (LRW) • Contracted • Uncontracted
5	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	UEB Nemeth (LRW) • Contracted • Uncontracted
6	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			EBAE Nemeth (LRW) • Contracted • Uncontracted
7	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			EBAE Nemeth (LRW) • Contracted • Uncontracted
8			UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	EBAE Nemeth (LRW) • Contracted • Uncontracted

Grade	M-STEP ELA ¹	M-STEP Mathematics ¹	M-STEP Science ¹	M-STEP Social Studies ¹	WIDA ACCESS for ELLs
9					EBAE Nemeth (LRW) • Contracted • Uncontracted
10					EBAE Nemeth (LRW) • Contracted • Uncontracted
11			UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	EBAE Nemeth (LRW) • Contracted • Uncontracted
12					EBAE Nemeth (LRW) • Contracted • Uncontracted

¹ Braille practice tests are available in the same format as the summative assessment.

² Braille practice tests are available in UEB. A Nemeth supplement is available as well.

ACT WorkKeys, SAT, and PSAT

Grade	ACT WorkKeys	SAT ²	PSAT 8/9	PSAT/10
8			UEB Nemeth • Contracted	
9			UEB Nemeth Contracted	
10				UEB Nemeth • Contracted
11	UEB Nemeth • Contracted	UEB Nemeth • Contracted		

² Braille practice tests are available in UEB. A Nemeth supplement is available as well.

M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Tables



This document contains state-allowed universal tools, supports, and accommodations for the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA assessments.

Special Notes

Screen Readers and Voice Recognition Software for M-STEP and MI-Access Assessments

Voice recognition software is incompatible with the INSIGHT system (M-STEP and MI-Access assessments). Screen readers may also be incompatible; however, educators are encouraged to test out the screen readers with the Online Training Tools (OTTs) prior to the assessment administration. Keep in mind that students who need oral presentation support have the text-to-speech or human reader (read aloud) options available to them. Students may also use a scribe for all content areas and modes. Refer to the tables included in this chapter for more information related to these supports. For additional supports questions and needs, contact the Office of Educational Assessment and Accountability (OEAA) at mde-oeaa@michigan.gov.

Use of Computers with Alternative Access for an Alternate Response Mode for M-STEP and MI-Access Assessments

(switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses)

Online districts with students utilizing these supports should first attempt to ensure these devices are compatible with the INSIGHT system by testing them with the OTTs. It is possible that they may be incompatible with the system. If the devices are not compatible and educators need help in determining best next steps for assessing students, contact the OEAA by email mde-oeaa@michigan.gov, or call 1-877-560-8378.

Reading the Universal Tools, Designated Supports, and Accommodations Tables

As you review the tables showing available supports, refer to the following information.

- Supports are organized and shown by program, either as **Universal Tools** (available to all students), **Designated Supports** (a designation made by a teacher or administrator who works with the student), or **Accommodations** (requires designation by an Individualized Education Program [IEP] or Section 504 plan).
- The **Support Type** column provides a brief description of the support offered. This column also indicates whether a support is available within the online delivery system itself (**embedded – E**) or if it must be provided by the district as a resource external to what is available through Insight (**non-embedded – NE**). All paper/pencil supports are considered **non-embedded**.

However, for more detailed information regarding which student groups would best be served by those supports, and for additional information regarding the support's use, educators must refer to the [Designated Supports](#) section on page 8 of this document.

- The **Mode** column indicates the testing mode (online or paper-pencil) in which the support can be used. Pay particular attention to these designations, because not all supports are available for both modes.
- The **How to Access** column provides information regarding whether districts must order the support through the OEAA Secure Site, if they can download it, or if they must provide students' access to the support by setting the feature in the eDIRECT system prior to the students' testing. The column also indicates whether or not the support or

accommodation must be “bubbled” on the answer document. Testing coordinators should also refer to a specific assessment’s Test Administration Manual.

Explanation of Symbols in the How to Access Column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/pencil answer document when used

Standard Test Administration Practices

The following list shows Michigan supports previously identified as “accommodations,” but now considered general Test Administration Practices for the M-STEP assessments (**please note:** many districts will still need to assign their use at the individual student level):

- administration of the assessment at a time most beneficial to the student, with appropriate supervision
- extended assessment time
- use of special adaptive writing tools such as pencil grip or larger pencil
- use of accommodated seating, special lighting, or furniture
- placement of student where he/she is most comfortable (e.g., front of room, back of room)
- use of alternative writing position (e.g., desk easel, student standing up)
- accommodation for student to move, stand, or pace during assessment in a manner where others’ work cannot be seen and is not distracting to others (e.g., kneeling, constant movement)
- use of concentration aids (e.g., stress balls, T-stools)
- visual, auditory, or physical cues from the teacher to the student to begin, maintain, or finish an assessment task

Future Supports

A number of supports currently available for M-STEP assessments may be phased out in future years, due to potential risks and based on continuing research of their reliability and validity. It is the hope of the OEAA to replace these allowable supports with more reliable, comparable supports for students.

M-STEP Mathematics

A Note about Non-Standard Tools/Supports/ Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators **must** contact the OEAA to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Mathematics
- educator’s name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/pencil answer document when used

Additional Materials Required for Paper/Pencil and Online:

Students in grades 6 and above can have access to graph paper during the assessment. Refer to the M-STEP Test Administration Manual (TAM) for more information on accessing this material.

Universal Tools - M-STEP Mathematics

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision <ul style="list-style-type: none"> Bilingual/English as a Second Language setting Special education setting In a distraction-free space or alternate location (e.g., a separate room or location within the room) 	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
Assessment directions <ul style="list-style-type: none"> Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions 	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E/NE)	
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	
Scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
Graph paper – will be shipped to all online schools for students in grades 6-7	Online (NE)	
Mark for Review (flag) (Available only on Stacked Spanish and VSL tests)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Magnifier	Online (E)	
Embedded Calculator (available on calculator enabled items only)	Online (E)	

Designated Supports - M-STEP Mathematics

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
(NB) Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	B ❖
(OTTD) Oral translation of test directions and/or of test items for students in appropriate language by a qualified translator (review the Introduction, Spanish Read Aloud Guidelines, and the OEAA Recommendations for Translators Chapters of this document)	Paper/Pencil Online (NE)	B ❖
(TTS) Text-to-Speech (Items Only) for mathematics items including response options, includes Follow Along	Online (E)	✓
(RAHR) Read aloud (Human Reader) – test questions, response options read aloud by human reader – individual administration required when used with online testers (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	B ❖
(ST) Stacked Spanish form: <ul style="list-style-type: none"> Stacked translation, split screen/page with Spanish and English test items, may need to use with bilingual word-to-word dictionary (student responses must be in English regardless of mode) 	Paper/Pencil Online (E)	⦿ B ✓
Use of L1 (1st language) reference sheets – available in: Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese (L1 Glossary)	Paper/Pencil	⦿ B
(BWWD) Bilingual word-to-word dictionaries (non-electronic only) for students whose language is not currently available for the L1 glossing reference sheets (must not provide definitions)	Paper/Pencil Online (NE)	
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
(VA) Use of visual aids (e.g., closed circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
(MSK) Masking	Paper/Pencil Online (E)	✓
Use of a page turner	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓

Designated Supports	Mode	How to Access
(SNWI) Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	B ❖
Multiple-day testing – Allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	B

Accommodations - M-STEP Mathematics

Accommodations	Mode	How to Access
Braille – Contracted and Uncontracted available for paper/pencil; refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	⦿ B
Enlarged print	Paper/Pencil	⦿ B
(OMT) Use of OEAA’s Multiplication Table (grade 4 and above only, available upon request only)	Paper/Pencil Online (NE)	⦿ ❖
(A) Abacus	Paper/Pencil Online (NE)	B ❖
Use of counters, coins, base-10 blocks or other manipulatives for solving mathematics problems	Paper/Pencil Online (NE)	
(NEC) Non-embedded calculator (grade 6 and above only) or specialized calculator such as enlarged buttons, etc.; allowable ONLY on calculator section/items with calculator	Online (NE)	❖
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	B ❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE) (Online: Sign Language ASL Video)	Paper/Pencil Online (E)	B ✓
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	Paper/Pencil Online (NE)	B ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

M-STEP English Language Arts (ELA)

A Note about Non-Standard Tools/Supports/ Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, educators **must** contact the Office of Educational Assessment and Accountability (OEAA) to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Accessibility Support Request for M-STEP ELA
- educator’s name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student

- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/ pencil answer document when used

Additional Materials/Resources Required for Online:

Headphones – All students will be assessed on Listening comprehension items that are embedded throughout the ELA assessment.

Universal Tools - M-STEP English Language Arts (ELA)

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision <ul style="list-style-type: none"> • Bilingual/English as a Second Language setting • Special education setting • In a distraction-free space or alternate location (e.g., a separate room or location within the room) 	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
Assessment directions <ul style="list-style-type: none"> • Teacher may emphasize key words in directions • Teacher may repeat directions exactly as worded in administrator manual • Student may restate directions in his/her own words • Student may ask for clarification of directions 	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E)	

Universal Tools	Mode	How to Access
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	
Scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
Mark for Review (flag) (available only on Closed Captioning and VSL tests)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Writing tools (bold, italic, etc.)	Online (E)	
Use of special adaptive writing tools such as pencil grip or larger pencil	Paper/Pencil	
Magnifier	Online (E)	

Designated Supports - M-STEP English Language Arts (ELA)

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
(NB) Noise buffers (e.g., ear muffs, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	B ❖
(TTS) Text-to-Speech (Items Only) test questions and answer options in grades 3-8	Online (E)	✓
(RAHR) Read aloud (Human Reader) – test questions and answer options read aloud in grades 3-7 by human reader (Use of the Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	B ❖
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
(VA) Use of visual aids (e.g., closed-circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
(MSK) Masking	Online (E)	✓
Use of a page turner	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	

Designated Supports	Mode	How to Access
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓
(SNWI) Scribe – non-Writing (non-constructed response) test questions (use of M-STEP Scribing Protocol required)	Paper/Pencil Online (NE)	B ❖
Multiple-day testing – allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	B

Accommodations - M-STEP English Language Arts (ELA)

Accommodations	Mode	How to Access
(TTSPASSAGE) Text-to-speech (Items and Passages) – test questions, answer options, and reading passages in grades 6 and 7	Online (E)	✓
(RAHR) Read aloud (Human Reader) – reading passages in grades 6 and 7 by human reader (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	B ❖
Braille – Contracted and Uncontracted available for paper/pencil. Refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	⦿ B
Enlarged print	Paper/Pencil	⦿ B
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	B ❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE) (Online: Sign Language ASL Video)	Paper/Pencil Online (E)	B ✓
(SWI) Scribe – Writing test questions (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	B ❖
(CCAPTION) Closed captioning	Online (E)	✓
Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	Paper/Pencil Online (NE)	B ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

M-STEP Science and Social Studies

A Note about Non-Standard Tools/Supports/Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators **must** contact the Office of Assessment and Accountability (OEAA) to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Science (or Social Studies)
- educator’s name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student

- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/pencil answer document when used

Additional Materials Required for Paper/Pencil and On-line: None

Universal Tools - M-STEP Science and Social Studies

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision <ul style="list-style-type: none"> • Bilingual/English as a Second Language setting • Special education setting • In a distraction-free space or alternate location (e.g., a separate room or location within the room) 	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
Assessment directions <ul style="list-style-type: none"> • Teacher may emphasize key words in directions • Teacher may repeat directions exactly as worded in administrator manual • Student may restate directions in his/her own words • Student may ask for clarification of directions 	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E)	
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	

Universal Tools	Mode	How to Access
Sticky Notes	Online (E)	
Mark for Review (flag)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Use of scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
Magnifier	Online (E)	

Designated Supports - M-STEP Science and Social Studies

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
(NB) Noise buffers (e.g., ear muffs, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	❖
(TTS) Text-to-speech (items and answer options), includes Follow Along	Online (E)	✓
Read aloud (Human reader) using the M-STEP Reader Script, with individual students or in small groups of no more than 5 students	Paper/Pencil	⦿ B
Reading content and questions in the students' native language using the M-STEP Reader Script (Reading in Native Language)	Paper/Pencil	⦿ B
Use of M-STEP English Audio CD (Audio) – Individual administration/Small groups of no more than five students required	Paper/Pencil	⦿ B
Use of M-STEP English, Spanish, or Arabic DVD (Video) – Individual administration/small groups of no more than five students required	Paper/Pencil	⦿ B
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
(VA) Use of visual aids (e.g., closed circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
(MSK) Masking	Online (E)	✓
Use of a page turner	Paper/Pencil	

Designated Supports	Mode	How to Access
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓
(BWWD) Bilingual word-to-word dictionary (must not provide definitions)	Paper/Pencil Online (NE)	❖
(SNWI) Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	❖
Use of augmentative/alternative communication devices (e.g., picture/symbol communication boards, speech generating devices)	Paper/Pencil Online (NE)	❖
Multiple-day testing – allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	B

Accommodations - M-STEP Science and Social Studies

Accommodations	Mode	How to Access
Braille – Contracted and Uncontracted available for paper/pencil; refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	● B
Enlarged print	Paper/Pencil	● B
(A) Abacus	Paper/Pencil Online (NE)	❖
(NEC) Non-embedded calculator	Paper/Pencil Online (NE)	❖
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	B ❖
Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice): contact OEAA	Paper/Pencil Online (NE)	B ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

MI-Access

+ Available options for MI-Access mathematics, English language arts (ELA), science, and Functional Independence (FI) social studies.

NOTE: Participation (P) and Supported Independence (SI) are paper/pencil assessments for students, so all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

A Note about Non-Standard Tools/Supports/ Accommodations

Districts should assume that if the support is not explicitly listed in the table below, it is considered a non-standard accommodation. However, when in doubt, educators should send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Accessibility Support Request for MI-Access

- educator’s name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access Column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/pencil answer document when used

Additional Materials/Resources Required for Online:
None

Universal Tools - MI-Access

Universal Tools	*P/SI	FI	Mode Available for FI	How to Access
Breaks – within the same day per test session; if the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	+	+	Paper/Pencil Online (NE)	
Multiple-day testing	+	+	Paper/Pencil	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision <ul style="list-style-type: none"> • Bilingual/English as a Second Language setting • Special education setting • In a distraction-free space or alternate location (e.g., a separate room or location within the room) 	+	+	Paper/Pencil Online (NE)	
Administration of the assessment individually or in a small group	+	+	Paper/Pencil Online (NE)	

Universal Tools	*P/SI	FI	Mode Available for FI	How to Access
Assessment directions <ul style="list-style-type: none"> Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions 	+	+	Paper/Pencil Online (NE)	
Highlighter	NA		Paper/Pencil Online (E)	
Mark for review	NA		Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	+	+	Paper/Pencil	
Use of scratch paper (collection and secure disposal is required)	+	+	Paper/Pencil Online (NE)	
Magnifier		+	Online (E)	
Text-to-speech (except for text designated as Do Not Read Aloud) – defaulted as “on” for all students, but can be turned off if needed by muting the computer’s speakers or lowering the volume	NA	+	Online (E)	
Color choice	+	+	Paper/Pencil Online (E)	
Contrasting color	+	+	Paper/Pencil Online (E)	
Embedded calculator		+	Online (E)	
Non-embedded calculator	+	+	Paper/Pencil Online (NE)	

* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

Designated Supports - MI-Access

Designated Supports	*P/SI	FI	Mode Available for FI	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	+	+	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	+	+	Paper/Pencil	
Noise buffers (e.g., ear muffers, white noise, and/or other equipment to block external sounds)	+	+	Paper/Pencil Online (NE)	
Read aloud (except for text designated as Do Not Read Aloud) with individual students or in small groups of no more than five students	NA	+	Paper/Pencil	B
Content and questions read aloud (except for text designated as Do Not Read Aloud) in the students' native language	+	+	Paper/Pencil	
Use of MI-Access English Audio CD	NA	+	Paper/Pencil	Ⓚ B
Use of auditory amplification devices or special sound systems	+	+	Paper/Pencil Online (NE)	
Use of visual aids (e.g., closed circuit television, magnification devices)	+	+	Paper/Pencil Online (NE)	
(MSK) Masking	+	+	Online (E)	✓
Use of a page turner	NA	+	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	+	+	Paper/Pencil	
Use of non-electronic bilingual word-to-word dictionary	+	+	Paper/Pencil Online (NE)	
(SNWI) Scribe (Use of M-STEP Scribing Protocol required)	+	+	Paper/Pencil Online (NE)	❖ B
Use of augmentative/alternative communication devices (e.g., picture/symbol communication boards, speech generating devices)	+	+	Paper/Pencil Online (NE)	
Use of adapted paper, additional paper, lined or grid paper for recording answers	NA	+	Paper/Pencil	

* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

Accommodations - MI-Access

Accommodations	*P/SI	FI	Mode Available for FI	How to Access
Braille (contracted)	NA	+	Paper/Pencil	● B
Enlarged print	NA	+	Paper/Pencil	● B
Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)	+	+	Paper/Pencil Online (NE)	
Signing test content in American Sign Language (ASL) or Signed Exact English (SEE) – except for text designated as Do Not Read Aloud	+	+	Paper/Pencil Online (NE)	
Abacus	+	+	Paper/Pencil Online (NE)	
Use of counters, coins, base-10 blocks, or other manipulatives for solving mathematics problems	+	+	Paper/Pencil Online (NE)	
Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	+	+	Online (NE)	
Use of word processor – FI Expressing Ideas only; this is an accommodation for students requiring it; standard administration for all Expressing Ideas questions will be paper only	NA	+	Paper/Pencil	B

* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

SAT, PSAT 8/9, and PSAT 10

All accommodations for the SAT, PSAT 8/9, and PSAT 10 must be requested using the [College Board’s SSD online system](https://www.collegeboard.org/students-with-disabilities/ssd-online) (<https://www.collegeboard.org/students-with-disabilities/ssd-online>).

For students taking the SAT, approved accommodations will result in “college reportable” scores and students will count as tested in the state accountability system. However, some accommodations are considered

“State-Allowable Non-College Reportable”. These accommodations will result in a score for a student but may not be used for college entrance purposes. For students using State-Allowable Non-College Reportable, a student will still be considered as tested in the state accountability system. Information and accommodation procedures for the SAT, PSAT 8/9, and PSAT 10 may be found in each assessment’s respective test administration manuals: SAT Supervisors Manuals, PSAT 8/9 Supervisors Manuals, and PSAT 10 Supervisors Manual.

College Reportable – SAT, PSAT 8/9, and PSAT 10

Reading all assessment directions in student’s native language

Use of SAT-approved bilingual word-for-word, non-electronic translation glossary for English learners: Languages offered in 2018 include Albanian, Arabic, Bengali, Bosnian, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. Additional languages are being considered; go to the [College Board Michigan web page](http://www.collegeboard.org/michigan) (www.collegeboard.org/michigan) to confirm final list of languages.

State-Allowable Non-College Reportable – SAT, PSAT 8/9, and PSAT 10

English Learner (EL) – Mathematics content and questions in the student’s native language.

English Learner (EL) – Math Only

Sign the Reading, Writing, and Mathematics Assessments – Exact English Signing (EES)

If ASL is used for signing test questions, this is a State-Allowable Non-College Reportable accommodation. If ASL is used for oral directions only, test results are college-reportable.

EES may be approved for signing tests, with reportable scores, if student has both a reading and hearing impairment.

Sign the Reading and Writing Assessments – American Sign Language (ASL)

Student responds in American Sign Language (ASL) for Reading and Writing

Student responds in American Sign Language (ASL) for Mathematics

College Board-Allowed Frequently Used Administration Practice – SAT, PSAT 8/9, and PSAT 10

Repeating directions verbatim is allowed for all students and does not require an accommodation request; results are college-reportable

For questions related to the SSD online system, call 844-255-7728 or michiganadministratorsupport@collegeboard.org.

For all additional questions, contact the Office of Educational Assessment and Accountability (OEAA) at mde-oeaa@michigan.gov or call 877-560-8378.

ACT WorkKeys

Please note: There is no request or approval form for supports or accommodations on ACT WorkKeys.

National Career Readiness Certificate (NCRC) Eligible Scores

ACT WorkKeys scores will not be issued for students using non-standard supports or accommodations. However, a student utilizing a support or accommodation that is not National Career Readiness Certificate-eligible will still receive scores as a part of the Downloadable Data File. Printed score reports for these students will not be shipped to the school. Supports and accommodations designated with a ‘N’ in the National Career Readiness Certificate (NCRC) Eligible column are considered State-Allowable.

Testing with supports or accommodations is determined locally based on a student’s need and what they use on a regular instructional basis. All supports should be documented by the student’s IEP, 504 plan, or EL instruction plan. Accommodated test materials must be ordered through ACT via the emailed link and secure password.

Supports for English Learners (EL)

The purpose of the ACT WorkKeys is to assess workplace skills of students; these include: performing basic mathematic operations relevant to the workplace, reading and understanding documents commonly found in the workplace, finding information presented in common workplace graphics, setting up and solving complex

work-related mathematics problems, determining the relevance of written information to work-related tasks, and applying information derived from graphics to work-related problems. By and large, the majority of these skills require an independent proficiency in English or Spanish as well. ACT’s NCRC in English certification (in English or Spanish) ensures employers that students are able to successfully and independently complete skills such as those noted above in the everyday workplace. However, because Michigan requires all 11th grade students to be assessed on the ACT WorkKeys, MDE must ensure ELs have appropriate supports on a required state assessment. It is for this reason that typical supports for ELs—such as full translations (directions and questions), in languages other than Spanish, etc.—are defined as state-allowable. Resulting scores will be marked as state-reportable only, and will not result in receipt of a NCRC. The exception to this is if students use the Spanish forms of the assessments provided from ACT. Use of these materials can result in a NCRC in Spanish. As a reminder, students testing with accommodations must use the ACT WorkKeys test books. Refer to the ACT WorkKeys Administration Manual State and District Testing – Accommodations and English Learner Supports for additional information.

Explanation of Symbols in the How to Access column

- This material must be ordered through the OEAA Secure Site
- B This support should be bubbled on the paper/pencil answer document when used

For a list of allowable supports and accommodations that provide students with a National Career Readiness Certificate (NCRC) please refer to the [ACT WorkKeys Accessibility Supports Guide](https://www.act.org/content/dam/act/unsecured/documents/WorkKeysAccessibilitySupportsGuide.pdf) (https://www.act.org/content/dam/act/unsecured/documents/WorkKeysAccessibilitySupportsGuide.pdf). The table below **ONLY** shows state-allowed supports and accommodations which do not result in NCRC eligibility.

Supports and Accommodations* Testing with supports or accommodations is determined locally based on a student’s need and what they use on a regular instructional basis. All supports should be supported by the student’s IEP, 504 plan, or EL instruction plan.	National Career Readiness Certificate (NCRC) Eligible	How to Access
Use of Arabic video DVD	N	B ●
Reading content and questions in the student’s native language	N	B ●
Test content provided in American Sign Language (ASL)	N	B

* **Please note:** For certain delivery formats and devices, there is not a corresponding accommodations administration code. However, the amount of time the examinee was allowed to use for testing must be documented.

WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs

Educators seeking information for the online and paper/pencil forms of the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs:

[ACCESS for ELLs Accessibility and Accommodations Supplement](https://wida.wisc.edu/sites/default/files/resource/ACCESS-Accessibility-Accommodations-Supplement.pdf) (https://wida.wisc.edu/sites/default/files/resource/ACCESS-Accessibility-Accommodations-Supplement.pdf)



Office of Educational Assessment and Accountability (OEAA)
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