

Web Links

PDF Documents

- [Summative Testing Schedule](https://www.michigan.gov/documents/mde/Testing_Schedule_for_Summative_Assessments_635008_7.pdf) (testing windows and dates for all summative online and paper/pencil assessments)
https://www.michigan.gov/documents/mde/Testing_Schedule_for_Summative_Assessments_635008_7.pdf
- [ACT WorkKeys List of Important Dates](https://www.michigan.gov/documents/mde/ACT_WorkKeys_list_of_Important_Dates_705858_7.pdf) (includes dates for ACT WorkKeys administered in grade 11)
https://www.michigan.gov/documents/mde/ACT_WorkKeys_list_of_Important_Dates_705858_7.pdf
- [Early Literacy and Mathematics Benchmark Assessments List of Important Dates](https://www.michigan.gov/documents/mde/K-2_Testing_Schedule_624389_7.pdf) (grades K-2)
https://www.michigan.gov/documents/mde/K-2_Testing_Schedule_624389_7.pdf
- [MI-Access List of Important Dates](https://www.michigan.gov/documents/mde/MI-Access_List_of_Important_Dates_634789_7.pdf) (includes FI, SI, and P for grades 3-8, 11)
https://www.michigan.gov/documents/mde/MI-Access_List_of_Important_Dates_634789_7.pdf
- [M-STEP List of Important Dates](https://www.michigan.gov/documents/mde/M-STEP_List_of_Important_Dates_634788_7.pdf) (includes online and paper/pencil dates for grades 3-8, 11)
https://www.michigan.gov/documents/mde/M-STEP_List_of_Important_Dates_634788_7.pdf
- [PSAT List of Important Dates](https://www.michigan.gov/documents/mde/PSAT_for_grades_9_and_10_List_of_Important_Dates_668760_7.pdf) (includes dates for PSAT 8/9 in grades 8 and 9, and PSAT 10 for grade 10)
https://www.michigan.gov/documents/mde/PSAT_for_grades_9_and_10_List_of_Important_Dates_668760_7.pdf
- [SAT List of Important Dates](https://www.michigan.gov/documents/mde/SAT_List_of_Important_Dates_738835_7.pdf) (includes dates for SAT with Essay administered in grade 11)
https://www.michigan.gov/documents/mde/SAT_List_of_Important_Dates_738835_7.pdf
- [WIDA List of Important Dates](https://www.michigan.gov/documents/mde/WIDA_List_of_Important_Dates_634791_7.pdf) (includes online and paper/pencil dates for WIDA ACCESS, WIDA Alternate ACCESS, and the WIDA Screeners in grades K-12)
https://www.michigan.gov/documents/mde/WIDA_List_of_Important_Dates_634791_7.pdf

Web Links

Assessment Integrity, Policy, and Security Resources

[Accountability Best Practices: Data Reporting Guide for Trouble-Free Accountability Data](https://www.michigan.gov/documents/mde/Accountability_Best_Practices_625027_7.pdf)

https://www.michigan.gov/documents/mde/Accountability_Best_Practices_625027_7.pdf

[Assessment Integrity Guide](http://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf)

www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf

[Assessment Security Training Flyer](https://www.michigan.gov/documents/mde/MDE_Assessment_Security_Flyer_560138_7.pdf)

https://www.michigan.gov/documents/mde/MDE_Assessment_Security_Flyer_560138_7.pdf

[Assessment Security Modules](https://michiganvirtual.org/course/mde-assessment-security/)

<https://michiganvirtual.org/course/mde-assessment-security/>

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

http://www.surveymonkey.com/s.aspx?sm=gKJUk4YYxskxtiW22eXjqQ_3d_3d

[Guide to State Assessments](https://www.michigan.gov/documents/mde/Guide_to_State_Assessments_622260_7.pdf)

https://www.michigan.gov/documents/mde/Guide_to_State_Assessments_622260_7.pdf

[OEAA Assessment Security Compliance Form](https://www.michigan.gov/documents/mde/OEAA_Security_Compliance_Form_634992_7.pdf)

https://www.michigan.gov/documents/mde/OEAA_Security_Compliance_Form_634992_7.pdf

[Who Can/Must Take the MME?](http://www.michigan.gov/documents/mde/MME_Eligibility_544301_7.pdf)

www.michigan.gov/documents/mde/MME_Eligibility_544301_7.pdf

[WIDA Screener & W-APT Policy Manual \(Michigan-Specific\)](https://www.michigan.gov/documents/mde/WIDA_Screener_and_W-APT_Michigan_Policy_Manual_635005_7.pdf)

https://www.michigan.gov/documents/mde/WIDA_Screener_and_W-APT_Michigan_Policy_Manual_635005_7.pdf

Web Links

Assessment Web Pages

[Early Literacy and Mathematics Benchmark Assessments web page](http://www.michigan.gov/earlylitandmath)

www.michigan.gov/earlylitandmath

[MI-Access web page](http://www.michigan.gov/mi-access)

www.michigan.gov/mi-access

[Michigan Merit Exam \(MME\)](http://www.michigan.gov/mme) (includes M-STEP, SAT, and ACT WorkKeys)

www.michigan.gov/mme

– [ACT WorkKeys web page](http://www.act.org/stateanddistrict/michigan) (Michigan-specific ACT web page)

www.act.org/stateanddistrict/michigan

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

<https://www.collegeboard.org/michigan>

– [College Board Suite of Assessments](https://collegereadiness.collegeboard.org/sat)

<https://collegereadiness.collegeboard.org/sat>

[M-STEP web page](http://www.michigan.gov/mstep)

www.michigan.gov/mstep

[PSAT 8/9/ and PSAT 10](http://www.michigan.gov/psat) (MDE web page)

www.michigan.gov/psat

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

<https://www.michigan.gov/oeaa>

[WIDA web page](http://www.michigan.gov/wida) (MDE WIDA web page)

www.michigan.gov/wida

[WIDA web page](https://wida.wisc.edu/memberships/consortium/mi) (Michigan-specific WIDA web page)

<https://wida.wisc.edu/memberships/consortium/mi>

Web Links

Systems Used for Assessments and Reporting

[ACT PearsonAccess^{next}™](https://testadmin.act.org/customer/index.action)

<https://testadmin.act.org/customer/index.action>

[CEPI web page](http://www.michigan.gov/cepi)

www.michigan.gov/cepi

[College Board K-12 Score Reporting Portal](https://k12reports.collegeboard.org/login)

<https://k12reports.collegeboard.org/login>

[College Board Professional Account](https://cbaccount.collegeboard.org/professional/viewCreateAccountAction)

<https://cbaccount.collegeboard.org/professional/viewCreateAccountAction>

[College Board Services for Students with Disabilities \(SSD\) Online System](https://accommodations.collegeboard.org/ssd-online)

<https://accommodations.collegeboard.org/ssd-online>

[College Board Online Student Score Reports](https://studentscores.collegeboard.org/home)

<https://studentscores.collegeboard.org/home>

[District and School Accountability web page](http://www.michigan.gov/mde-accountability)

www.michigan.gov/mde-accountability

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

<https://mi.drctdirect.com>

[Educational Entity Master \(EEM\)](http://www.michigan.gov/eem)

www.michigan.gov/eem

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

<https://mdoe.state.mi.us/MEIS/Login.aspx>

[MI School Data web page](https://www.mischooldata.org)

<https://www.mischooldata.org>

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

<https://cepi.state.mi.us/msds>

[OEAA Secure Site](https://www.michigan.gov/oeaa-secure)

<https://www.michigan.gov/oeaa-secure>

[WIDA AMS](http://www.wida-ams.us)

<http://www.wida-ams.us>

[WIDA Secure Portal](http://portal.wida.us)

<http://portal.wida.us>

Web Links

Assessment Practice, Training, and Resources for Coordinators, Students, and Parents

[Accessing Student Test Score Reports and Data Files](#) (instructional PDF)

https://www.michigan.gov/documents/mde/Accessing_Student_Test_Score_Reports_Directions_522899_7.pdf

[Accountable Students Enrolled and Demographics](#) (instructional PDF)

https://www.michigan.gov/documents/mde/Accountable_Students_Enrolled_and_Demographics_621314_7.pdf

[ACT WorkKeys Resources](#)

<https://www.act.org/content/act/en/products-and-services/workkeys-for-educators/assessments/preparation.html>

[ACT WorkKeys Sample Questions and Practice Test](#)

<http://www.act.org/content/act/en/products-and-services/workkeys-for-educators/assessments/preparation.html>

[Answer Documents Received and Not Tested Students Function – OEAA Secure Site Directions](#)

https://www.michigan.gov/documents/mde/Answer_Documents_Received_and_Not_Testing_Students_instructions_623116_7.pdf

[Assessment Selection Guidelines Training](#) (video)

<https://mdoe.state.mi.us/mde/documents/AssessmentSelectionGuidelinesTraining/index.html>

[Assessment Coordinator Training Guide web page](#)

www.michigan.gov/mde/0,4615,7-140-22709_70117-476290--,00.html

[“Bookmark How To” Directions for Test Coordinators](#)

https://www.michigan.gov/documents/mde/Import_Bookmarks_636143_7.pdf

[College Board Account Help](#)

<https://pages.collegeboard.org/account-help>

[College Board FAQs for Parents](#)

<https://parents.collegeboard.org/faq>

[College Board K-12 Assessment Reporting Help](#)

<https://satsuite.collegeboard.org/help-center/k12-reporting-portal>

[Communication Toolkit for Building Coordinators](#)

https://www.michigan.gov/mde/0,4615,7-140-22709_70117-519202--,00.html

[Dynamic Score Reporting Site User Guide](#)

https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf

[Guide to State Assessments](#)

https://www.michigan.gov/documents/mde/Guide_to_State_Assessments_622260_7.pdf

Web Links

[Access to DRC INSIGHT Portal](#)

www.michigan.gov/documents/mde/How_do_I_get_access_to_eDIRECT_604305_7.pdf

[How Do I Get Access to the OEAA Secure Site?](#)

https://www.michigan.gov/documents/mde/how_to_access_secure_site_464585_7.pdf

[Incident Reporting](#) (instructional PDF)

https://www.michigan.gov/documents/mde/Incident_Reporting_for_M-STEP_520328_7_557253_7.pdf

[Mass Update Assessments Directions](#) (for the OEAA Secure Site)

http://www.michigan.gov/documents/mde/Mass_Update_Assessments_quick_reference_509761_7.pdf

[MDE Assessment YouTube Channel for Training Modules](#)

www.youtube.com/playlist?list=PLQNV-MrTjyhLZWGC8WhRGxoEmynfXUHuc

[MI-Access Supported Independence and Participation Scoring Rubric Training](#) (Enter MI-Access in the Michigan Virtual “Find Course” search bar)

<https://michiganvirtual.org/courses/professional>

[Michigan Virtual Online Learning Portal](#)

<https://michiganvirtual.org/login/>

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

https://www.michigan.gov/documents/mde/2017_MI_Assessment_System_-_What_it_is_What_it_means_What_it_offers_jl_555024_7.pdf

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

https://www.michigan.gov/documents/mde/How_to_Read_Score_Report_Grade_11_Final_531964_7.pdf

[M-STEP: What can students expect?](#) (a video resource)

<https://www.youtube.com/watch?v=MkVI15wsG4Y&feature=youtu.be>

[OEAA Secure Site Training Web Page](#)

<http://www.michigan.gov/securesitetraining>

[OEAA Secure Site Support Documentation](#)

https://www.michigan.gov/mde/0,4615,7-140-22709_57003---,00.html

[Online Training Tools \(OTTs\) and Sample Item Sets](#) (for M-STEP, MI-Access, and the Early Literacy and Mathematics Benchmark Assessments)

<https://wbte.drcedirect.com/MI/portals/mi/>

[Paper/Pencil Sample Item Sets](#)

https://www.michigan.gov/mde/0,4615,7-140-22709_70117-350086--,00.html

[Parent Guide to State Assessments in Michigan – National PTA](#)

https://www.michigan.gov/documents/mde/PTA_MI_8PG_29DEC13_FINAL_WEB_498700_7.pdf

[Parent Guide to MI-Access](#)

https://www.michigan.gov/documents/mde/Parent_Guide_to_MI-Access_Final_8.10.16_531866_7.pdf

Web Links

[Pre-Identification of State Assessments Overview](#) (instructional PDF)

https://www.michigan.gov/documents/mde/Overview_of_pre-ID_Instructions_601216_7.pdf

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

http://www.michigan.gov/documents/mde/Pre-ID_File_Upload_579415_7.pdf

[Pre-ID File Template](#) (for the OEAA Secure Site)

http://www.michigan.gov/documents/mde/Pre-ID_File_Template_597163_7.xls

[Pre-ID One Student at a Time/Student OEAA Secure Site Search Directions](#)

http://www.michigan.gov/documents/mde/Student_Search_One_Student_at_a_Time_579416_7.pdf

[PSAT 8/9 Sample Questions and Practice Tests](#)

<https://collegereadiness.collegeboard.org/psat-8-9/inside-the-test>

[PSAT 10 Sample Questions and Practice Tests](#)

<https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice>

[Reporting Code Label](#) (instructional PDF)

https://www.michigan.gov/documents/mde/Reporting_Codes_Instructions_609853_7.pdf

[Requesting Access to Secure Site](#) (instructional pdf)

https://www.michigan.gov/documents/mde/Request_Access_Directions_698565_7.pdf

[SAT and Sample Questions and Practice Tests](#)

<https://collegereadiness.collegeboard.org/sat/practice>

[Spotlight on Student Assessment and Accountability Newsletter web page](#)

www.michigan.gov/mde-spotlight

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

<https://assets.drcdirect.com/States/MI/Tutorials/Student/20180423/index.html>

[What Parents Should Know About Assessment](#)

http://www.michigan.gov/documents/mde/What_Parents_Should_Know_618061_7.pdf

[WIDA AMS User Guide](#)

<https://www.wida-ams.us/default.aspx?leapp=General+Information>

[WIDA ACCESS for ELLs Online Checklist](#)

<https://wida.wisc.edu/sites/default/files/checklists/MI-online-checklist.pdf>

[WIDA ACCESS for ELLs Paper/Pencil Checklist](#)

<https://wida.wisc.edu/sites/default/files/checklists/MI-paper-checklist.pdf>

[WIDA ACCESS for ELLs Training Requirements](#)

<https://wida.wisc.edu/sites/default/files/checklists/MI-online-checklist.pdf>

[WIDA Sample Items \(online and paper/pencil\)](#)

<https://wida.wisc.edu/assess/access/preparing-students>

Web Links

Student Supports and Accommodations Guidance, Resources, and Tools

[Accessibility Supports in the Classroom Tool](#)

https://www.michigan.gov/documents/mde/Tool_4_ClassroomAccTool_622834_7.pdf

[ACT WorkKeys Accessibility Supports Guide](#)

<http://www.act.org/content/dam/act/unsecured/documents/WorkKeysAccessibilitySupportsGuide.pdf>

[ACT WorkKeys Available Accommodations \(ACT WorkKeys Admin Manual - Accomms Information\)](#)

<https://www.act.org/content/dam/act/unsecured/documents/WorkKeysAdminManualOnlineTestingNational.pdf>

[After-Test Accessibility Questions Tool](#)

https://www.michigan.gov/documents/mde/Tool_5_AfterTestAccTool_622838_7.pdf

[College Board Services for Students with Disabilities \(SSD\) web page](#)

<https://accommodations.collegeboard.org/ssd-online>

[State Board of Education Approved Home Language Survey](#)

www.michigan.gov/documents/mde/English_Home_Language_Survey_485363_7.pdf

[M-STEP Guide for Teachers of Students Who Are Deaf or Hard-of-Hearing](#)

https://www.michigan.gov/documents/mde/M-Step_Guide_for_Teachers_of_Students_-_DHH_681769_7.pdf

[M-STEP Guide for Teachers of Students Who Are English Learners](#)

https://www.michigan.gov/documents/mde/M-Step_Guide_for_Teachers_of_Students_-_EL_681770_7.pdf

[M-STEP Guide for Teachers of Students Who Are Visually Impaired](#)

https://www.michigan.gov/documents/mde/M-Step_Guide_for_Teachers_of_Students_-_VI_681771_7.pdf

[MDE English Learner Program Entrance and Exit Protocol](#)

https://www.michigan.gov/documents/mde/EL_Entrance_and_Exit_Protocol_733722_7.pdf

[Protecting Students With Disabilities](#)

<https://www2.ed.gov/about/offices/list/ocr/504faq.html>

[Student Supports and Accommodations Recording and Tracking Tools](#)

https://www.michigan.gov/mde/0,4615,7-140-22709_70117-347506--,00.html

[Student Supports and Accommodations Table for Early Literacy and Mathematics Benchmark Assessments \(K-2\)](#)

www.michigan.gov/documents/mde/K-2_Early_Literacy__Math_Accom_Table_532245_7.pdf

[Student Supports and Accommodations Webinars](#)

https://www.michigan.gov/mde/0,4615,7-140-22709_40192-397801--,00.html

[Supports and Accommodations Guidance Document for M-STEP, MI-Access, and WIDA](#)

https://www.michigan.gov/documents/mde/Michigan_Accommodations_Manual.final_480016_7.pdf

[Tracking Sheet for Supports and Accommodations for M-STEP, MI-Access or WIDA](#)

www.michigan.gov/documents/mde/Supports_Tracking_481399_7.xlsx

[WIDA Accessibility and Accommodations Manual](#)

<https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf>

DRC INSIGHT Portal Basics

Relevant assessments:

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



**DRC INSIGHT
Portal Overview**



**OEAA Secure
Site Roles for DRC
INSIGHT Portal
Access**



**DRC INSIGHT
Portal Access
Process**



**DRC INSIGHT
Portal Resources**

Assessment Coordinator Training Guide

Updated: February 2022

Intro

This chapter introduces Assessment Coordinators to the **DRC INSIGHT Portal** (formerly known as eDIRECT), and discusses how the DRC INSIGHT Portal will be used in the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark online assessments, by answering the following questions:

- ▶ What is the DRC INSIGHT Portal and how is it used for state assessments?
- ▶ Which OEAA Secure Site role do I need to be assigned to in order to receive access to the DRC INSIGHT Portal?
- ▶ Once I have been assigned a required role in the OEAA Secure Site, how do I get secure access to the DRC INSIGHT Portal?
- ▶ Where can I find instructional resources and support documentation for the DRC INSIGHT Portal?

What is the DRC INSIGHT Portal and how is it used for state assessments?



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

- online session management
- assigning online accommodations and supports for students
- printing student test tickets

Welcome to the DRC INSIGHT Portal

The DRC INSIGHT Portal is used to manage M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments.

Enter your Username (email address) and Password to the left and select **Sign In**. To obtain a login and password follow these [directions](#).

Without a login You can access:

- [Documents and Training Materials](#)
 - Manuals and test directions
 - Mini-modules and training presentations
 - Accommodation videos
- [DRC INSIGHT systems status](#)

With a login You can access:

- Student Management tools**
 - Assign accommodations
 - Monitor student testing status
- Test Management tools**
 - Create and update test sessions
 - Print test tickets
- Software downloads

MI-Access Online Answer Document Portal

The MI-Access Online Answer Document Portal for Supported Independence and Participation score entry is only available during the MI-Access testing window. Test tickets are required for score entry.

Need assistance? DRC Customer Support can be contacted at (877) 560-8378 option 2 or by emailing misupport@datarecognitioncorp.com.

- monitoring students' testing status (except for MI-Access P and SI assessments, and any other paper/pencil format assessments)
- setting up and managing Central Office Services (COS), Device Toolkit, and INSIGHT

Staff members responsible for performing the functions listed above, including District and Building Assessment Coordinators and Technology Coordinators, will need secure access to the [DRC INSIGHT Portal](#). Test Administrators do not need secure access to the DRC INSIGHT Portal. They can access the content they need without a secure login.

After students are pre-identified for testing in the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#) for the online assessments (M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark), the student rosters are duplicated from the OEAA Secure Site to the DRC INSIGHT Portal test management system. This initial duplication process

typically happens in March of each year. Once these student rosters are copied into the DRC INSIGHT Portal, Assessment Coordinators and others involved in assessment administration will then use the DRC INSIGHT Portal to manage testing, as previously described.

Students who are pre-identified for testing in the OEAA Secure Site after the initial student roster duplication to the DRC INSIGHT Portal occurs will automatically copy over to the DRC INSIGHT Portal three times each day throughout the testing window.

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

For more information on the OEAA Secure Site and its functions, see the [OEAA Secure Site](#) chapter of this training guide

Which OEAA Secure Site role do I need to be assigned to in order to receive access to the DRC INSIGHT Portal?



To receive secure access to the DRC INSIGHT Portal, a user must be assigned to one of the specific OEAA Secure Site user roles by an OEAA Secure Site **District Administrator-level Authorized User**. The OEAA Secure Site user roles are:

- **Public School Online Test Administrator** and **Nonpublic School Online Test Administrator**. These two roles allow access to the Test Monitoring Application in the DRC INSIGHT Portal only.
- **District Administrator; Public School Administrator; or Nonpublic School Administrator** role, for the ability to:
 - » Access Central Office Services (COS), Device Toolkit, and INSIGHT
 - » Manage online sessions
 - » Print test tickets
 - » Assign online accommodations and supports

» Monitor student testing progress for all schools within the district

- **District/School Online Technology – AMS & INSIGHT Portal** role (a WIDA AMS- and DRC INSIGHT Portal-only role, at district, nonpublic, and public school levels), for the ability to:
 - » Access Central Office Services (COS), Device Toolkit, and INSIGHT
- **District/School Online Test Admin – AMS & INSIGHT Portal** role (a WIDA AMS- and DRC INSIGHT Portal-only role, at district, nonpublic, and public school levels), for the ability to:
 - » Manage online sessions
 - » Print test tickets
 - » Assign online accommodations and supports
 - » Monitor student testing progress

Only those who have been assigned an active OEAA Secure Site user role **and** have been given access to the M-STEP, MI-Access, and/or Early Literacy and Mathematics Benchmark Assessments will receive secure access to the DRC INSIGHT Portal. For example, in order for a Building Coordinator to manage test sessions in the DRC INSIGHT Portal, he/she must be assigned the role of “School Online

Test Admin – AMS & INSIGHT Portal,” and also have access to one or more of the three online assessments in the OEAA Secure Site.

See the [Secure Site Roles and Assessment](#) document on the [Secure Site Training web page](#) for more specific information on OEAA Secure Site roles.

Once I have been assigned a required role in the OEAA Secure Site, how do I get secure access to the DRC INSIGHT Portal?



Starting in October of each year for the following year’s spring assessments (in August, for the fall Early Literacy and Mathematics Benchmark Assessments), user roles who have access to **Central Office Services (COS), Device Toolkit, and INSIGHT** will be copied from the OEAA Secure Site into the DRC INSIGHT Portal. After the initial duplication, those who are newly assigned to these user roles will copy to the DRC INSIGHT Portal daily throughout the testing window.

For spring assessments, beginning in March all remaining DRC INSIGHT Portal-required role assignments in the OEAA Secure Site will copy into the DRC INSIGHT Portal. Newly assigned roles will copy over to the DRC INSIGHT Portal daily throughout the testing window.

Each year, those whose OEAA Secure Site user roles were copied over to the DRC INSIGHT Portal will receive an email from DRC containing their login

information for the portal. The login is the user’s email address that is listed in the [Michigan Education Information System \(MEIS\)](#).

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

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

If you need access to the DRC INSIGHT Portal and do not have it, follow the specific instructions in the [How Do I Get Access to the DRC INSIGHT Portal?](#) document found on the [Secure Site Training web page](#), in the Security section.

Where can I find instructional resources and support documentation for the DRC INSIGHT Portal?



Step-by-step instructions for managing specific tasks are available in the [DRC INSIGHT Portal User Guide](#) or in the [Mini-Modules](#) found on the [DRC INSIGHT Portal](#). Select the link from the login page to access Support and Training Materials.

The DRC INSIGHT Portal also includes other support documentation—such as training resources, a test demo, and video module—that are pertinent to District and Building Assessment Coordinators and to District Technology Coordinators. You can filter the

document list by District Technology Coordinator or District/Building Coordinator by using the Audience drop-down menu.

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

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

You can sort the columns in descending order by selecting the column heading; select it again to change the column back to ascending order.

Note: The functions listed below appear in the DRC INSIGHT Portal User Guide, but are **not** available to Michigan users:

- » Managing your account
- » Editing user's permissions
- » Adding a student to the DRC INSIGHT Portal

For use in Michigan, these functions must be performed in the OEAA Secure Site and then copied to the DRC INSIGHT Portal.

For additional information on the OEAA Secure Site, see the [OEAA Secure Site](#) chapter of this training guide.



Practical Tips

■ Do these things early:

- » Work with your OEAA Secure Site District Administrator-level Authorized User to identify users whose assigned role already allows them access to the DRC INSIGHT Portal, and to determine who still needs access and what responsibilities they will have in the DRC INSIGHT Portal.
- » Provide users who do not have a DRC INSIGHT Portal-required role in the OEAA Secure Site with the [How Do I Get Access to the DRC INSIGHT Portal?](#) document, which is located on the [Secure Site Training web page](#), under the Security header.
- » Work with your technology person to prevent any technology issues.

■ Use the [Tracking Sheet for Supports and Accommodations, M-STEP, MI-Access, and WIDA](#) to organize student supports and accommodations that must be assigned in the DRC INSIGHT Portal. The tracking sheet is located on the [M-STEP](#) and [MI-Access](#) web pages, under **Student Supports and Accommodations (Recording and Tracking Resources)**. These must be assigned before a test ticket is printed, to ensure they are available for the student.

For more information on accommodations and supports, refer to the [Supports and Accommodations Overview](#) and the [Selecting and Assigning Universal Tools, Designated Supports, and Accommodations](#) chapters of this training guide.

OEAA Secure Site

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



OEAA Secure
Site Overview



Accessing the
Secure Site



Secure
Site Uses



Secure Site
Technical
Support

Assessment Coordinator Training Guide

Intro

This chapter discusses what Assessment Coordinators should know about the **Office of Educational Assessment and Accountability (OEAA) Secure Site** and its role in the administration of state assessments, by answering the following questions:

- ▶ What is the OEAA Secure Site?
- ▶ How do I get access to the Secure Site?
- ▶ How is the OEAA Secure Site used in preparing for and administering state assessments?
- ▶ How can I receive technical support while using the OEAA Secure Site?

What is the OEAA Secure Site?



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

The OEAA Secure Site allows districts and nonpublic schools to directly manage employee access to functions related to the administration of Michigan state assessments. The OEAA grants user access at the District/Nonpublic School Administrator level only. All other user permissions are granted by the District/Nonpublic School Administrator.

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

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

How do I get access to the Secure Site?



In the OEAA Secure Site, each district must have one or more District Administrator-level Authorized Users assigned, and each nonpublic school must have one or more Nonpublic School Administrator-level Authorized Users assigned.

These Authorized Users (District Administrators and Nonpublic School Administrators) have access to all functions within the Secure Site and are also responsible for the following tasks, as needed:

- approving user requests for access
- adding new users
- changing the access of users
- de-activating user accounts

If your role requires this level of access, you and your District Superintendent, or your Nonpublic School Administrator or Principal, must complete one of the following user ID request forms (located at the bottom of the [OEAA Secure Site](#) login page), and submit your request along with the form in the OEAA Secure Site:

- District Administrator User ID Request
- Nonpublic School Administrator User ID Request

Other staff who are involved in assessment can log into the OEAA Secure Site using their [Michigan Education Information System \(MEIS\)](#) login and password, and complete the Request Access page.

The site administrator will be notified that access has been requested and will approve or deny the request. If you already have access to the OEAA Secure Site but need additional or another level of access, you can log in and select Request Access from the Security menu at the top of the page.

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

The Security section of the [OEAA Secure Site training page](#) (michigan.gov/securesitetraining) includes a chart that lists the OEAA Secure Site roles, along with the description of what can be accessed or accomplished for each role. This will help determine the appropriate user role assignments for all staff involved in assessments. The chart also contains a description of each state assessment to help in determining which assessments a user will need access to in the OEAA Secure Site.

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



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

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

Refer to the [Pre-Identification of Students for State Assessments](#) chapter of this training guide for more information.

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

Refer to the [Initial Material Orders](#) and [Additional Materials Orders](#) chapters of this training guide for more information.

- **Online Session Management** for M-STEP, MI-Access FI, and Early Literacy and Mathematics Benchmark Assessments (K-2) – users can:

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

- **Barcode Labels** – users can use the OEAA Secure Site to:

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

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

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

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

- **WIDA Test Exceptions** – users can:

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

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

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

Refer to the [Pre-Identification of Students for State Assessments](#) chapter of this training guide for more information on the tasks associated with the WIDA pre-identification process, including submitting WIDA Test Exceptions.

- **Districts and Schools Contact information** – users can:

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

- » verify the name and contact information of the Authorized EEM User who can make updates to the entity information in the EEM

- » verify the name and contact information of the Authorized MSDS User who can make updates to student data in MSDS

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

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

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

Refer to the [College Board and ACT Participation Process](#) chapter of this training guide for more information.

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

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

Reporting codes allow districts and schools to filter the student data file and the preliminary and summative reports for M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments.

Refer to the [Reporting Codes and Research Codes](#) chapter of this training guide for more information.

■ **Student Search** – OEAA Secure Site users can:

- » pre-identify students one at a time
- » view a student's state assessment records, including test scores
- » view state assessment history and test scores for new students once the school becomes the Primary Educational Providing Entity (PEPE) in MSDS for those students (a student's PEPE is changed in MSDS when the district submits an enrollment record for the student)
- » enter WIDA Screener and W-APT scores in the student's record, after administration and scoring (these are the only two state assessments that are not pre-identified prior to testing)

Refer to the [WIDA ACCESS Placement Test \(W-APT\) and WIDA Screener Preparation and Administration](#) chapter of this training guide for more information.

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

- » submit incident reports (examples of incidents that should be reported can be found in the [Test Administration Manual](#) for each assessment and the [Assessment Integrity Guide](#))

Refer to the [Incident Reporting](#) chapter of this training guide for more information about incident reports.

■ **Mass Update Assessments** – users can make mass updates to student assessment records by:

- » unassigning them from testing
- » copying them to a different test cycle
- » changing the content areas assigned for testing
- » changing the mode of testing
- » adding or updating reporting and research codes

Refer to the [Reporting Codes and Research Codes](#) chapter of this Guide for more information.

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

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

Note: This function is not available for nonpublic schools because they are not included in the state accountability system.

For more information, see the [Accountable Students Enrolled and Demographics](#) chapter of this training guide.

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

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

For more information, see the [Answer Documents Received and Not Tested Students](#) chapter of this training guide.

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

- » Student Data Files and Aggregate Data Files for current and past state assessments

For more information, refer to the [Data Files](#) chapter of this training guide.

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

- » preliminary reports, 48 hours after the student has completed the content area test online (once final reports are available for the assessment, the preliminary reports will no longer be available)

Refer to the [Preliminary Reports](#) chapter of this training guide for more information.

- » summative reports, parent reports and individual student reports (from 2015 through current year)

Refer to the [Final Reporting](#) chapter of this training guide for more information.

■ **Student Record Labels** for M-STEP, MI-Access, and WIDA ACCESS for ELLs – users can:

- » print student record labels for CA-60 student record files that contain the state assessment scores (SAT scores are included on the M-STEP Student Record Label for grade 11 and 12 students; PSAT 8/9 for grade 8 ELA and

mathematics scores will be included on the M-STEP Student Record Label for grade 8.)

Note: Student record labels are not available for WorkKeys, PSAT 9, and PSAT 10.

Assessment reports and other student-related information can also be found at mischooldata.org.

How can I receive technical support while using the OEAA Secure Site?



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

Detailed instructions are available on the [Secure Site Training web page](#) for the different functions of the Secure Site.

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

Watch the weekly MDE [Spotlight on Student Assessment and Accountability](#) newsletter for important information and timelines regarding Secure Site functions.

Michigan Student Data System (MSDS)

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



MSDS
Overview



How MSDS
is Used



Secure Site
Data from MSDS



Verifying
MSDS Data

Assessment Coordinator Training Guide

Intro

This chapter discusses how the **Michigan Student Data System (MSDS)** is used in state assessments, as well as how and when the MSDS is updated for assessment and accountability purposes, by answering the following questions.

- ▶ What is the Michigan Student Data System (MSDS)?
- ▶ What information is used from the MSDS?
- ▶ What student information from the MSDS is updated on the OEAA Secure Site?
- ▶ When and how do I verify my student enrollment and demographics for assessment and accountability reporting?

What is the Michigan Student Data System (MSDS)?



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

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

Three times a year, districts upload their student count information: in a fall (October) General Collection, a spring (February) General Collection, and an End-of-Year (EOY) Collection (June 30). The MSDS collects other student data during additional collections throughout the year. In between general collections,

student data can be updated using a Student Record Maintenance (SRM) file. Some districts submit an SRM on a regular basis to keep the MSDS current; other districts wait until the next general collection.

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

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

Also, for additional information on the OEAA Secure Site, see the [OEAA Secure Site](#) chapter of this training guide.



What information is used from the MSDS?

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

- **December** – The OEAA will use the fall General Collection and SRMs to pre-identify on the OEAA Secure Site all English Learners (ELs) in grades K-12. All enrolled ELs are expected to take the WIDA ACCESS or WIDA Alternate ACCESS for ELLs.
- **January** – The OEAA will use the fall General Collection and SRMs to pre-identify on the OEAA Secure Site those students who are in:
 - » grades 3–8 and are required to take the M-STEP assessment
 - » grade 8 and are required to take the PSAT™ 8/9
 - » grades 9 and 10 and can take the April school-day administration of the PSAT 9 and PSAT 10
 - » grade 11 and are required to take the MME (SAT® with Essay, ACT® WorkKeys®, and the M-STEP science and social studies summative assessments)
- **April through June** – The OEAA will use MSDS data to display on the OEAA Secure Site the Accountable Students Enrolled and Demographics list for each school, which includes:
 - » English Learners (ELs) in grades K–12 who are expected to take the WIDA ACCESS for ELLs students in:

- grades 3–8 who are required to take the M-STEP assessment
- grade 8 who are required to take the PSAT™ 8/9
- grade 11 who are required to take the MME. NOTE: ACT WorkKeys is not included in the Accountable Students Enrolled and Demographics lists.

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

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

Always review the weekly MDE [Spotlight on Student Assessment and Accountability](#) newsletter for posted deadlines and details.



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

A student's Primary Educational Providing Entity (PEPE) is determined in the MSDS based on General Collections and SRM submissions. When a school submits an enrollment record for a student,

the student's record will show an updated PEPE in most cases. When a student is shared between two schools, the PEPE is determined based on business rules in the MSDS, or is assigned manually through PEPE resolution.

The following student identification information is updated on the OEAA Secure Site from the MSDS data, specifically based on the PEPE's General Collection or SRM submission. If a student's information is submitted by two different districts, the information that populates the OEAA Secure Site is based on PEPE's submission.

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

Student demographic data are also updated in the OEAA Secure Site using information from the MSDS, but on a different basis. Demographic subgroup information that populates the OEAA Secure Site is based on the information designated by a student's UIC, regardless of whether a student's demographic information is submitted by either the student's PEPE or non-PEPE district, or both. For example, if a district submits a student as an EL, but then a second district submits an enrollment record for the student and does not include the EL component, the student will remain an EL.

Student demographic data includes the following subgroups:

- **English Learner (EL)** (previously known as LEP) – after a student is exited from EL services in the MSDS, the student will remain EL until the following school year
- **Formerly English Learner (FEL)** (previously known as FLEP) – after the student is exited from EL services in the MSDS, the student will remain FEL for four years, starting with the following school year

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

Once a student is pre-identified for an assessment, the student's demographics are updated daily from the MSDS through the posted deadlines, which occur after testing has been completed. Watch the weekly MDE **Spotlight** newsletter for the posted dates by which MSDS data must be updated for final assessment and accountability reporting.

When and how do I verify student enrollment and demographics for assessment and accountability reporting?



- District authorized MSDS users always have access to their MSDS data and can make changes throughout the school year. However, in April/May of each year, schools will be able to access the Accountable Students Enrolled and Demographics page on the [OEAA Secure Site](#). There, schools can review their enrollment and student demographic information in the MSDS and work with their **Authorized District MSDS User** to make updates to enrollment and demographics prior to assessment and accountability reporting. Details and deadline dates will be posted in the weekly MDE [Spotlight](#) newsletter.
- Find out who your **Authorized District MSDS User** is and make contact
- Find out how often **student updates are submitted in MSDS** by the Authorized District MSDS User
- Create a process with the Authorized District MSDS user to ensure updates are made during the Accountable Students Enrolled and Demographics review period in the OEAA Secure Site

You can find more information about this in the [Accountable Students Enrolled and Demographics](#) chapter of this training guide.

Educational Entity Master (EEM)

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



EEM Overview



EEM Uses



Verifying and Changing EEM Information

Assessment Coordinator Training Guide

Intro

This chapter provides an overview of the **Educational Entity Master (EEM)** and how it is used for state assessments, by answering the following questions:

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

What is the Educational Entity Master (EEM)?



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

The EEM contains district and school addresses, phone numbers, grade levels authorized and served,

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

How is the Educational Entity Master used in state assessments?



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

- In the OEAA Secure Site, the ISD, District, and School drop-down filters are populated on many screens with entity information from the EEM.
- The Assessment Material Orders pages in the [OEAA Secure Site](#) pull data from the EEM to populate the grade-level filters that are available to the school for ordering assessment materials.
- College Board and ACT® use the grade-level fields in the EEM to determine which schools are expected to participate in the SAT® with Essay, ACT WorkKeys, PSAT™ 10, and PSAT 8/9 assessments.
- The OEAA uses data sourced from the EEM to reach and communicate with the following assessment roles:
 - » ACT WorkKeys Test Coordinator
 - » District Assessment Coordinator
 - » Early Literacy and Mathematics Benchmark Assessment Coordinator
 - » English Learner Assessment Coordinator (WIDA™ assessments)
 - » M-STEP Coordinator
 - » MI-Access Coordinator
 - » Building Principal
 - » PSAT Grade 8 Test Coordinator

- » PSAT Grade 8 Backup Coordinator
- » PSAT Grade 8 Services for Students with Disabilities Coordinator
- » PSAT Grade 9 Test Coordinator
- » PSAT Grade 10 Test Coordinator
- » PSAT Grade 9/10 Backup Coordinator
- » PSAT Grade 9/10 Services for Students with Disabilities Coordinator
- » SAT Test Coordinator
- » SAT Backup Coordinator
- » SAT Services for Students with Disabilities Coordinator
- » School Accountability Contact
- » Technology Director

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

- When assessment roles are missing, the OEAA will use the district or building Lead Administrator as the contact. The Lead Administrators are normally the **District Superintendent** or the **Building Principal**.
- Paper/pencil materials and some online materials are shipped to addresses that are associated with District or School Assessment Coordinators in the EEM.

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

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

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

» The materials are **not** sent to the district or school address in the EEM, only to the contact address of the **contact type** in the EEM.

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

» Personal addresses should not be entered into the EEM.

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

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



The contact type names in the EEM used by the OEAA, along with their phone numbers and email addresses, can be found on the OEAA Secure Site District and School Contacts page (see Figure 1). Directions for this page can be found on the [Secure Site Training web page](#).

All the information used by the OEAA, including contact type addresses for material shipments and grade levels, can be confirmed directly in the Educational Entity Master (EEM) using the following steps to locate your school or district (see Figure 2).

Figure 1 – OEAA Secure Site District and School Contacts page

Secure Site
Michigan Department of Education

Home Admin Security Assessment Registration Student Assessments Reports Accountability Review Reports

District and School Contacts

This page displays assessment contact types and contact information from the Educational Entity Master (EEM) at www.michigan.gov/eem. It is important to keep the list of assessment contact types up to date. To see if you have a contact type missing, you can select the Contact Type from the drop down and then select "District/Schools with" or "District/Schools without" from the Contact Type Search Option that opens. If contact information is missing or incorrect, please work with the authorized district EEM user (usually but not always the district pupil accounting person) to update the EEM. The information is updated nightly from the EEM. [Pages Instructions](#)

Search Criteria

* Indicates required field
 *ISD
 Testing ISD (00000) *District
 Demo School District (00000) School
 Sample High School (00000)
 Select a Contact Type

Search Results

SCHOOL	ENTITY CONTACT TYPE	CONTACT NAME	CONTACT PHONE NUMBER	CONTACT EMAIL
- District Contact -	English Learner Assessment Coordinator	Smith, John	517-555-1111	Smithj@hpsk12.net
- District Contact -	Mt-Access Coordinator	Doe, Jane	517-555-2222	Doej@hpsk12.net
- District Contact -	M-Step Coordinator	Sprat, Jack	517-555-3333	Spratj@hpsk12.net
- District Contact -	Technology Coordinator	White, Snow	517-555-4444	Whites@hpsk12.net
Sample High School (00000)	M-Step Coordinator	Max, Sally	517-555-5555	Maxs@hpsk12.net
Sample High School (00000)	Principal	Cat, Robert	517-555-6666	Catr@hpsk12.net
Sample High School (00000)	PSAT 10 Test Coordinator	Lou, Cindy	517-555-7777	Louc@hpsk12.net
Sample High School (00000)	PSAT 8/9 Test Coordinator	Lou, Cindy	517-555-7777	Louc@hpsk12.net

12 items in 1 pages
[Clear Filters and Sort](#) [Download](#) [Print](#)

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

Figure 2 – Steps 1–3: Confirming information in the EEM

Center for Educational Performance and Information michigan.gov
The Official State of Michigan Website

Michigan.gov Home [CEPI Home](#) | [User Guide](#) | [Help](#) | [Contact CEPI](#) | [Glossary](#) | [Login](#)

EEM Profile: Public User | **EEM-Search** [Go](#) [A-](#) [A+](#)

EEM Home
Search...
 Quick
 Detailed
 Historical
 Geographical (Map)
Data Sets...
Reports...

EEM Home > Entity Quick Search

Entity Quick Search

* = Required
☐ Search By Code
☒ Search By Characteristic

Search by Characteristic:

Choose Type of Entities:

- ☐ Any Entity Type
- ☐ Higher Education College/University
- ☐ Higher Education Department/School
- ☐ Higher Education Non-Instructional Ancillary Facility
- ☐ Independent Technology School
- ☐ ISD District
- ☐ ISD Non-Instructional Ancillary Facility
- ☐ ISD Non-College District

Entity Name Contains:
 Located in County: [Select County](#)
 Located in City:
 Zip Code starts with:
 Status: [Select Status](#)
 All Open Includes open-active, open-under construction, open-vacant/empty, and closed-pending

[Search](#)

Figure 3 – Step 4: Confirming information in the EEM

EEM Home > Entity Quick Search

Entity Quick Search

Your search yielded 7 result(s).

* = Required Filter..

Entity Name contains Holt; County equals Ingham

	4 Name	Entity Code	Parent	Type	County	City
	Holt Central High School	07621	Holt Public Schools	LEA School	Ingham	HOLT
	Holt Cooperative Preschool	06277		Nonpublic School	Ingham	Holt
	Holt Junior High School	09301	Holt Public Schools	LEA School	Ingham	HOLT
	Holt Lutheran Schools	06284		Nonpublic School	Ingham	HOLT
	Holt Public Schools	33070	Ingham ISD	LEA District	Ingham	HOLT
	Holt Senior High - North Campus	01710	Holt Public Schools	LEA School	Ingham	HOLT
	Holt Senior High School	01711	Holt Public Schools	LEA School	Ingham	HOLT

Items per page: 10 < Page 1 of 1 > Excel Export

= Closed Entity.

Mailing/Contacts Download Entity Data Back to Search

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

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

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

Figure 4 – Step 5: Confirming information in the EEM

Center for Educational Performance and Information
Michigan.gov Home | CEPI Home | User Guide | Help | Contact CEPI | Glossary | Login

EEM Profile: Public User | EEM-Search Go

EEM Home > Entity Quick Search > Entity

Holt Senior High School (01711)
LEA School

Printer Friendly | Contact Authorized User | Points of Pride

* = Required

Official Name of Entity
Holt Senior High School

Entity Code
01711

LEA District
Holt Public Schools (33070)

Ownership
Owned

REMC Code
13

Agreement Number
330701711

5 Admin/Contacts Addresses Relationships Members

Lead Admin	Type	Name	Phone	System Effective Date	
<input checked="" type="checkbox"/>	Principal	Michael Flower	(517) 694-2162	09/11/2013	Details
<input type="checkbox"/>	M-Step Coordinator	Bob Marley	(517) 555-2222	08/26/2017	Details
<input type="checkbox"/>	PSAT 10 Test Coordinator	Klaus Weiner	(517) 694-4370	08/26/2017	Details
<input type="checkbox"/>	PSAT 8/9 Test Coordinator	Klaus	(517) 694-4370	08/26/2017	Details

WIDA AMS Basics

Relevant assessments:

■ WIDA™

- » WIDA ACCESS for ELLs
- » WIDA Alternate ACCESS for ELLs
- » WIDA Screener



WIDA AMS
Overview



OEAA Secure
Site Roles for
WIDA AMS



WIDA AMS
Access Process



WIDA AMS
Resources

Assessment Coordinator Training Guide

Updated: September 14, 2020

Intro

This chapter discusses **WIDA AMS**, and how it will be used in the WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, and WIDA Screener assessments, by answering the following questions:

- ▶ What is WIDA AMS and how is it used for state assessments?
- ▶ Which OEAA Secure Site role do I need to be assigned to, in order to receive access to WIDA AMS?
- ▶ How do I get access to WIDA AMS once I have been assigned the required role in the OEAA Secure Site?
- ▶ Where can I find instructional resources and support documentation for WIDA AMS?

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



[WIDA Assessment Management System \(AMS\)](#) is Data Recognition Corporation's (DRC) online test management system for the WIDA ACCESS for ELLs and the WIDA Screener. It is used for:

- online session management
- assigning online Accommodations for students
- printing student test tickets
- scoring WIDA Screener Speaking and Writing tests
- monitoring students' testing status
- setting up and managing Central Office Services (COS), Device Toolkit, and INSIGHT
- viewing WIDA Screener, WIDA ACCESS for ELLs, and WIDA Alternate ACCESS assessment reports

It is also used to order additional paper/pencil materials for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs:

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

For WIDA ACCESS for ELLs, students are pre-identified for testing in the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#),

after which the student rosters are copied from the OEAA Secure Site to the WIDA AMS test management system. This initial load of students into WIDA AMS typically happens in January of each year. Once the pre-identified students are copied into WIDA AMS, Assessment Coordinators and others involved in assessment administration will use WIDA AMS to manage testing as previously described.

Any students who are pre-identified for testing in the OEAA Secure Site after the initial load of students is copied to WIDA AMS, will automatically copy over to WIDA AMS three times each day throughout the testing window.

Note: Unlike other state assessments, the WIDA Screener assessment pre-identification process requires students to be entered into the WIDA AMS system first, before being entered into the OEAA Secure Site. Then, after these students have completed testing, an OEAA Secure Site user will add these students into the OEAA Secure Site and enter their scores there, as well.

For more information on the state assessment pre-identification process, see the [Pre-Identification of Students for State Assessments](#) chapter of this training guide.

For more information on the OEAA Secure Site and its functions, see the [OEAA Secure Site](#) chapter of this training guide.

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



For someone to acquire access to WIDA AMS, they must first have logged into the OEAA Secure Site with their MEIS login and password to request access to one of the specific [OEAA Secure Site](#) user roles described here:

- **District Administrator, Public School Administrator, and Nonpublic School Administrator** roles will automatically get access to WIDA AMS, and will be able to:
 - » access **Central Office Services (COS), Device Toolkit, and INSIGHT**
 - » manage **online sessions**
 - » print **test tickets**
 - » assign online **Accommodations**
 - » order **paper/pencil** WIDA ACCESS for ELLs and Alternate ACCESS for ELLs **materials**
 - » monitor **Student Testing progress** for all schools within the district.
- **District/School Online Technology – AMS & INSIGHT Portal** roles (a WIDA AMS- and DRC INSIGHT Portal-only role, at district, nonpublic, and public school levels) will be able to:
 - » access Central Office Services (COS), Device Toolkit, and INSIGHT
- **District/School Online Test Admin – AMS & INSIGHT Portal** roles (a WIDA AMS- and DRC INSIGHT Portal-only role, at district, nonpublic, and public school levels) will be able to:
 - » manage online sessions
 - » print test tickets
 - » assign online Accommodations
 - » order paper/pencil WIDA ACCESS for ELLs and Alternate ACCESS for ELLs materials
 - » monitor student testing progress

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

Refer to the **Secure Site Roles and Assessment Descriptions** document on the [Secure Site Training web page](#) for more specific information on OEAA Secure Site roles.

Note: Before WIDA Administrators can administer the Speaking and Writing assessments and record scores in the WIDA AMS system, District English Learner (EL) Assessment Coordinators must do these things in this order:

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

How do I get access to WIDA AMS once I have been assigned the required role in the OEAA Secure Site?



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

Users who are copied over to WIDA AMS will receive an email from DRC containing their login information for WIDA AMS. The login is the user's email address as listed in the user's [Michigan Education Information System \(MEIS\)](#) account.

It's important that you check your information in MEIS to ensure your email address is correct. Once the

daily transfers from the OEAA Secure Site begin, it will take one or two business days for a newly registered user to receive an email from DRC containing their WIDA AMS login information.

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

If you need access to WIDA AMS and do not have it already, follow the specific instructions in the [Request Access](#) document found on the OEAA [Secure Site Training web page](#), in the Security section.

How do I find instructional resources and support documentation for WIDA AMS?



Step-by-step instructions for managing specific tasks are available in the [WIDA AMS User Guide](#), the [Technology User Guide](#), and other support documents found in [WIDA AMS](#).

The documents found here are pertinent to District and Building Assessment Coordinators and District Technology Coordinators. You can filter the document list by District Technology Coordinator or District/Building Coordinator by using the Audience drop-down menu.

You can search for documents by assessment administration, document type, or by audience. You can also click the [Show Documents](#) button without making any selections to display all documents available. The documents can be viewed by clicking

the PDF icon or by downloading them to your computer. To download a document, click on the Save icon under the Action column. By clicking on the column heading, you can sort the columns in descending order, and click again to change it back to ascending order.

Note: When reviewing the [WIDA AMS User Guide](#), be aware that the following functions are not available to Michigan users:

- » managing your account
- » managing other user accounts
- » editing user's permissions
- » adding a student to WIDA AMS

These functions are completed in the [OEAA Secure Site](#) and then transferred to WIDA AMS.



Practical Tips

- In WIDA AMS, WIDA ACCESS for ELLs is labeled as MI ACCESS; this might lead to confusion between the WIDA ACCESS for ELLs assessment and Michigan's MI-Access alternate assessment.
Remember: If you are in WIDA AMS, you are working with WIDA tests, not with MI-Access.
- Do these things early:
 - » Work with your staff to identify which users already have a role that will give them access to WIDA AMS, and to determine who else will need to request access and what their responsibilities will be in WIDA AMS.
 - » Provide instructions on how to request access to WIDA AMS for users who do not have one of the required roles in the OEAA Secure Site. Directions can be found in the [Request Access](#) document, which is located on the [OEAA Secure Site Training web page](#), under the Security header.
- » Get your technology person involved to avoid technology issues.
- Use the [Tracking Sheet for Supports and Accommodations, M-STEP, MI-Access, and WIDA](#) to organize a list of supports and accommodations that must be assigned in WIDA AMS. The tracking sheet is located on the M-STEP and MI-Access web pages, under Student Supports and Accommodations ([Recording and Tracking Resources](#)). These supports and accommodations must be assigned before a test ticket is printed, to ensure they are available to the student.
 - For more information on accommodations and supports, refer to the following chapters of this training guide:
 - » [Student Supports and Accommodations Overview](#)
 - » [Selecting and Assigning Universal Tools, Designated Supports, and Accommodations](#)

WIDA Secure Portal

Relevant assessments:

■ WIDA™

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



WIDA Secure
Portal Overview



Accessing the
Secure Portal



Secure Portal
Resources

Assessment Coordinator Training Guide

Updated: December 2021

Intro

This chapter introduces Assessment Coordinators to the **WIDA Secure Portal** and its role in the administration of WIDA assessments, by answering the following questions:

- ▶ What is the WIDA Secure Portal and what are its functions?
- ▶ How do I get access to the WIDA Secure Portal?
- ▶ How do I find support documentation for the WIDA Secure Portal?

What is the WIDA Secure Portal and what are its functions?



The [WIDA Secure Portal](#) is the website used by assessment administrators to prepare for administration of the WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, W-APT, and WIDA Screener assessments.

The WIDA Secure Portal allows you to:

- complete **required training** courses for the WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, W-APT, and WIDA Screener administration and/or scoring
- download and print kindergarten W-APT **assessment materials**
- access **professional learning resources**
- access **Test Administration Manuals (TAMs)** and related materials
- verify **training** completion of district staff (for District English Learner [EL] Coordinators)

How do I get access to the WIDA Secure Portal?



Anyone administering any of the English Learner assessments must set up a WIDA Secure Portal account in order to log in to the portal.

If you need an account, your District EL Assessment Coordinator can create an account for you. If you are a new District EL Assessment Coordinator, you will need to be identified as the English Learner Assessment Coordinator for the district in the Educational Entity Master (EEM). Once you've been identified, you will need to send an email to mde-oeaa@michigan.gov to request that an account be set up for you.

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

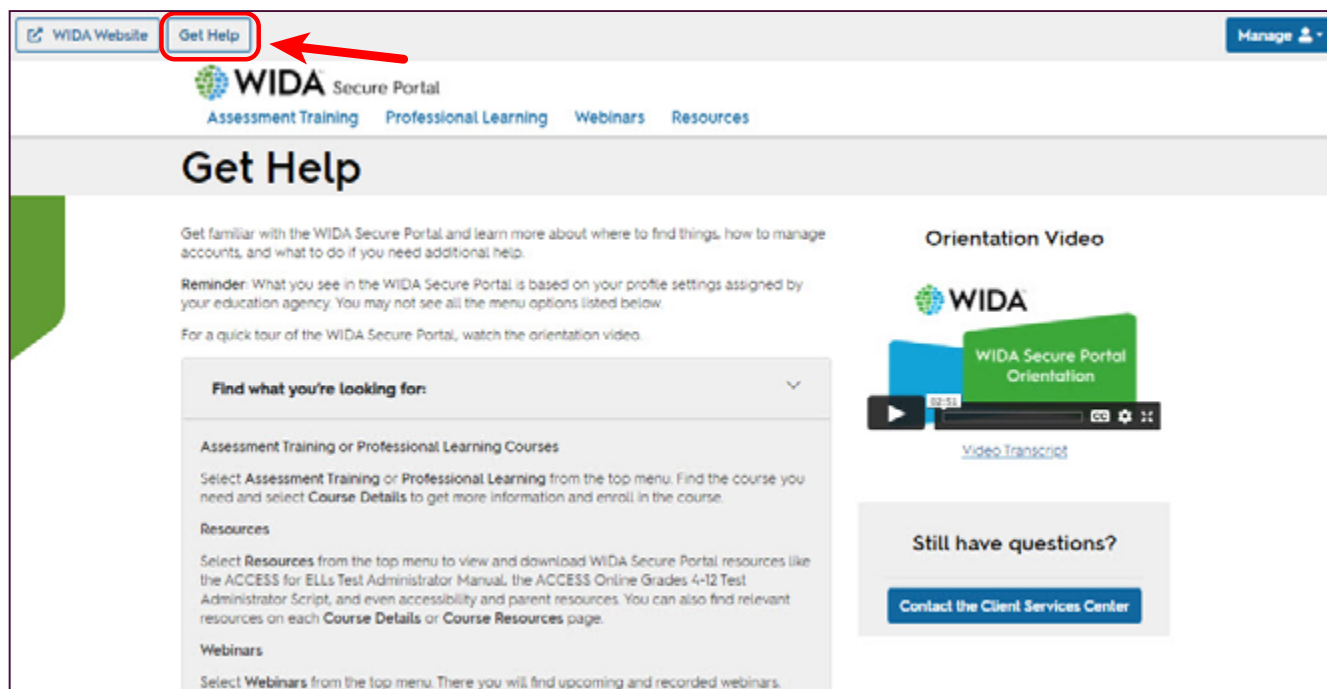
If you are the District English Learner Assessment Coordinator and have not been entered in the EEM as such, email mde-oeaa@michigan.gov to request District Assessment Coordinator access to the WIDA Secure Portal.



How do I find help for using the WIDA Secure Portal?

Educators can find information once they're logged in about how to use the WIDA Secure Portal by selecting the Get Help button in the top left hand corner of the web page. The link will take users to the Get Help page (see Figure 1).

Figure 1 – WIDA Secure Portal highlighting the Secure Portal User Guide



College Board Systems Used in State Assessments

Relevant assessments:

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



Creating an
Account



Students with
Disabilities Portal



College Board
Systems Training



Accessing the
Reporting Portal



Practical Tips

Assessment Coordinator Training Guide

Updated: September 2020

Intro

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

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

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



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

If you do not already have a **College Board Professional Account**, you will need to create

one. Your account serves as your all-access point for College Board tools and services. Once you have been granted access, you will find these tools and services in your **College Board Professional Dashboard**.

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

How do I request services for Students with Disabilities?



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

The **SSD Coordinator** for your school or district must be identified in the [Educational Entity Master \(EEM\)](#) by the **Authorized District EEM User**. Once the SSD

Coordinator has been identified in the EEM, he or she must complete the **SSD Coordinator Form**, found on the [SSD Online Portal](#).

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

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

If you are unsure of who your Authorized District EEM User is, their name and contact information can be found on the District and School Contact page of

the [OEAA Secure Site](#). (Nonpublic schools need to contact nonpublicschools@michigan.gov to have the EEM updated on their behalf.)

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

What kind of College Board systems training is available?



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

Note: College Board uses the title Test Coordinator when referring to the person responsible for coordinating test administration tasks, rather than the

title of Assessment Coordinator used elsewhere in this training. This chapter refers to the Assessment Coordinator as the SAT or PSAT Test Coordinator.

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

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

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



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

- » Log into your College Board Professional Account.
- » Under Tools and Services, look for K–12 Assessment Reporting; if it is there, click on it.

If you don't see K–12 Assessment Reporting, you have **not** yet been given access and will need to request access.

- » Scroll down to Add Additional Tools and Services, select K–12, then click on K–12 Assessment Reporting and [Request Access](#).

- » The name and contact information for your school's DAT Manager should be listed.

Note: Choosing Request Access from the portal dashboard **does not** notify your Data Access Tool (DAT) Manager. You will need to contact this individual directly to request access.

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

The College Board's K-12 Score Reporting Portal is used to access individual and aggregate student score reports and to download data for the PSAT 8/9, PSAT 10, and SAT with Essay. The portal includes two

sections: Reports and Downloads. You can access one or both, depending on the role you are assigned.

In the Reports section of the portal, users can:

- » view scores
- » print individual student reports
- » instantly run and export a range of reports at the school, district, and state levels
- » sort and export data

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

Practical Tips



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

For more information on the College Board participation process, see the [College Board and ACT Participation Processes](#) chapter of this training guide.

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

ACT PearsonAccess^{next}TM

Relevant assessments:

■ MME

» ACT WorkKeys[®]

☐ PearsonAccess^{next}
Overview

☐ Accessing
PearsonAccess^{next}

☐ Using
PearsonAccess^{next}

Assessment Coordinator Training Guide

Updated: February 2022

Intro

This chapter discusses the **ACT PearsonAccess^{next}**™ system and how it is used in the administration of the ACT WorkKeys® assessment by answering the following questions:

- ▶ What is the PearsonAccess^{next} system?
- ▶ If I am the WorkKeys Test Coordinator, how will I get access to the PearsonAccess^{next} system?
- ▶ What will I do in the PearsonAccess^{next} system?

What is the PearsonAccess^{next} system?



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

Note: For Michigan testing, PearsonAccess^{next} is used so schools can choose a delivery date for their WorkKeys assessment materials (to avoid a conflict with spring break).

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

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

You can find more information about the Manage Participation process in the [College Board and ACT Participation Processes](#) chapter of this training guide.

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

If I am the WorkKeys Test Coordinator, how will I get access to the PearsonAccess^{next} system?



Only the WorkKeys Test Coordinator in the school will need access to [PearsonAccess^{next}](#). The assigned WorkKeys Test Coordinator listed in the [Educational Entity Master \(EEM\)](#) will receive an email in early

November from ACT with a link and instructions on how to create a password for the PearsonAccess^{next} system.

For more information about the EEM, see the [Educational Entity Master \(EEM\)](#) chapter of this training guide.

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

Yearly reminders to update the EEM prior to the participation process, as well as notifications about when WorkKeys Test Coordinators should expect the email regarding access to PearsonAccess^{next}, will be published in the weekly Michigan Department of Education (MDE) [Spotlight on Student Assessment and Accountability](#) newsletter.



What will I do in the PearsonAccess^{next} system?

Once you have created an account in the [PearsonAccess^{next}](#) system and are logged in, you will need to confirm your organization and that you are in the correct test administration cycle (such as WorkKeys Spring 20XX Assessment) in the upper-right corner of the home screen. Organization refers to your school name and ACT school code.

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

You will also be required to agree to ACT's policy and procedures for the administration of the WorkKeys assessment. Next, you will select an assessment date and will have the option to select an alternate delivery date for your WorkKeys assessment materials if you need to avoid a conflict with spring break.

You will then select **Save** to confirm your school's participation.

Full instructions for PearsonAccess^{next} can be found in the [ACT PearsonAccess^{next} User Guide for ACT WorkKeys](#) on the [ACT Testing: Michigan Website](#) under the WorkKeys: Orientation section. Select the WorkKeys on Paper tab and scroll down to Step 1: Orientation/Manage Participation/Resources.

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

For more information on the OEAA Secure Site, see the [OEAA Secure Site](#) chapter of this training guide.

If your school is NOT participating, scroll down to the Not Participating section.

Participating

Select Paper Initial Standard Time Test Date

April 24, 20XX ▼

Select Materials Receipt Date—Paper Initial Standard Time

April 24, 20XX ▼

Select Paper Initial Accommodations Test Window Start Date

April 24, 20XX ▼

Select Materials Receipt Date—Paper Initial Accommodations

April 24, 20XX ▼

Click to Save submit

Not Participating

If you complete this section you will NOT receive any testing materials.

Indicate reason for Not Participating

▼

Note: If your reason is not in the dropdown, select "Other" and provide a reason below.

Other reason for Not Participating

Click to Save submit

Note: Please verify that your Participation and Contact information are complete and accurate.

Student Supports and Accommodations Overview

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



Assessment Coordinator Responsibilities



Universal Tools, Supports & Accommodations



Who Receives Them



Who Determines Who Uses Them



Online Testing



Paper/Pencil Testing

Assessment Coordinator Training Guide

Intro

Providing appropriate **Universal Tools, Designated Supports, or Accommodations** to fit a student's needs is important in ensuring the student will have the best possible assessment experience, as well as ensuring that student results accurately reflect a valid and reliable measure of what each student knows and is able to do, compared to Michigan's academic standards. This chapter will introduce you to what you need to know as an Assessment Coordinator about Universal Tools, Designated Supports and Accommodations, by answering the following questions:

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

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



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

Your main goal is to create a process across your district and/or within your building that ensures that students have access to what they need at the time of the state tests. A good process includes knowing the required steps, knowing where to go for more information, knowing who is going to do those steps, knowing the timelines for when activities need to be completed, and evaluating your process for improvements from year to year.

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

- [M-STEP Accommodations Worksheets](#)
- [Tracking Sheet for Supports and Accommodations, M-STEP, MI-Access, and WIDA](#)

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

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

Before testing:

- Review the guidance and reference documents relevant to the assessment being given:
 - » [Supports and Accommodations Guidance Document for M-STEP, MI-Access and WIDA](#)
 - » [Early Literacy and Mathematics Benchmark Assessments \(K-2\) Supports and Accommodations Table and Resources](#)
- Work with general education teachers to identify any Universal Tools, Designated Supports, and/or Accommodations students are already using in the classroom.
- Coordinate with the Special Education staff to identify the appropriate accommodations based on a student's Individualized Education Program (IEP) or Section 504 Plan.
- Review additional materials and resources for each assessment on the [Office of Educational Assessment and Accountability \(OEAA\) web page](#), under the Student Supports and Accommodations header.
- Ensure that the Test Administrators who are providing specific Accommodations (for example, scribes) know what guidelines—including required scribing guidelines—and materials they need for testing.
- Use the [Tracking Sheet for Supports and Accommodations, M-STEP, MI-Access, and](#)

[WIDA](#) to track which students need specific Universal Tools, Designated Supports, and Accommodations for each assessment.

- Assist in the coordination of practice testing to help students become familiar with the tools available for online and paper/pencil testing modes.
- Assign Designated Supports and Accommodations if needed in the [DRC INSIGHT Portal](#) (formerly known as eDIRECT) or [WIDA AMS](#). This process must be completed prior to printing test tickets in order to have the embedded Designated Supports and Accommodations available during testing.
- Assist the Services for Students with Disabilities (SSD) Coordinator with [applying to the College Board for SAT or PSAT™ Accommodations](#).
- Order accommodated materials.

During and/or before testing:

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

After testing:

- Work with English Learner teachers, special education teachers, general education teachers, and students to evaluate the effectiveness of the Universal Tools, Designated Supports, and Accommodations implemented.

What are the differences between Universal Tools, Designated Supports, and Accommodations?



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

1. **Universal Tools:** These tools are available for all students and are provided on a student-by-student basis or as a standard tool embedded in the assessment. Examples of Universal Tools include: scheduled breaks; small group administration; repeating assessment directions; highlighters; sticky notes; scratch or graph paper; line guides; and other tools provided in online or paper/pencil test administration. For detailed information on the types of Universal Tools and their appropriate use, see the [Student Supports and Accommodations Table](#) for the assessment you are coordinating.
2. **Designated Supports:** These supports are assigned to students on a case-by-case basis and are based on a student's instructional need. Determination of whether a Designated Support is to be used during testing can be made by any educator who works with a student, regardless of whether the student has an IEP or Section 504 Plan. Students without IEPs or 504 Plans may use Designated Supports and do not need additional formal documentation to use them. Examples of a Designated Support may include (but are not limited to): oral translation of test items; off-site test administration; text-to-speech; read-aloud with a human reader; glossaries; and audio CDs.
3. **Accommodations:** Like Designated Supports, these supports are assigned to a student on a

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

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

For more information on supports and accommodations for students, review the [MDE Supports and Accommodations Webinars](#).

Who receives supports and accommodations during testing?



All students, regardless of whether they have a program designation—English Learner [EL], Students with Disabilities [SWD], Section 504 Plan—may receive the support of a Universal Tool (see the description for Universal Tools in the previous

sub-section). Based on the individual instructional needs of some students, appropriate staff members need to determine whether more intensive supports are needed. For students who are English Learners (ELs), or receive supports and services through

a Section 504 Plan or Individualized Education Program (IEP), staff must evaluate the need for a particular support on a case-by-case basis. The selection of any Universal Tool, Designated Support, or Accommodation should mirror what students are familiar with using during regular classroom instruction. Further, offering a student a Universal Tool, Designated Support, or Accommodation that is not used during the student's regular instruction may cause difficulties during assessment and negatively impact the student's optimal testing experience and test results.

For EL students, characteristics such as their oral and literacy proficiency level, native language skills,

current language of instruction, and their formal education experience must be considered. Some EL students might also have an IEP or Section 504 Plan, which might identify the need for additional supports.

Any educator who works with the student during instruction can make the determination regarding which Designated Supports are needed during testing.

Accommodations for a student with disabilities who has an IEP or a Section 504 Plan must be documented in the student's IEP or 504 Plan and must mirror what the student requires to access their instructional program.

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



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

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

How are supports and accommodations handled for online test administration?



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

Some Designated Supports and Accommodations must be assigned in the online test management system, so that the appropriate supports are available for students during testing. Some supports might require schools to place orders for or download additional Designated Supports or accommodations

materials (such as audio CDs or enlarged print test booklets) from a secure server, such as the [DRC INSIGHT Portal](#) (formerly known as eDIRECT) or [WIDA™ AMS](#). For more information on how to select the appropriate support(s) in the online testing system, or how to obtain other Designated Supports and/or Accommodated materials, see the following resources:

- **MDE Assessment Coordinator Training Guide** chapters:
 - » [Selecting and Assigning Universal Tools, Designated Supports, and Accommodations](#)
 - » [Initial Materials Orders](#)
 - » [Additional Material Orders](#)
- Resources in the [DRC INSIGHT Portal](#)
 - » [Accommodations: Adding, Editing, and Mass-Assigning Mini-Module](#) (video resource)

How are supports and accommodations handled for paper/pencil test administration?



For schools using paper/pencil test administration for M-STEP and MI-Access, additional secure materials might need to be ordered for students, such as braille forms or enlarged print forms. For more information about how to access those secure materials, see the [Supports and Accommodations Guidance Document](#), available on each assessment's web page.

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

Note: College Board sends accommodated materials based on the information entered in the SSD portal, and not based on the student accommodations that have been approved. The use of accommodations without approval by College Board will result in invalid

test scores. For more information, see the [College Board Assessments Preparation](#) chapter of this training guide.

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

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



Key Terms

- **Individualized Education Program (IEP):** The Individualized Education Program (IEP) is a written document that is developed for each eligible child with a disability. This document outlines the student's needs, as well as programs, services, accommodations, and modifications the student requires for his or her educational programming.
- **Section 504 Plan:** This is a formal plan that schools develop for individuals with disabilities, so they receive the supports they need to have access to the same education as other individuals. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance

from the United States Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .".

For more information about Section 504 and the protection of students with disabilities, see [**Protecting Students With Disabilities**](#), authored by the U.S. Department of Education.

Selecting and Assigning Universal Tools, Designated Supports, and Accommodations

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



Determining Who Gets Supports



Determining What Supports



Assigning Supports



Nonstandard Supports



Evaluating Support Effectiveness



Practical Tips & Key Terms

Assessment Coordinator Training Guide

Intro

This chapter will provide an overview of the process of **selecting and assigning supports** for Michigan assessments by responding to the following questions:

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

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



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

The following people are typically involved in such a process:

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

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

Educators may also find the following resources helpful for making decisions:

- [**M-STEP Guide for Teachers of Students Who Are Deaf or Hard-of-Hearing \(DHH\)**](#)
- [**M-STEP Guide for Teachers of Students Who Are English Learners \(EL\)**](#)
- [**M-STEP Guide for Teachers of Students Who Have a Visual Impairment \(VI\)**](#)

How can you determine which Universal Tools, Designated Supports, and Accommodations are appropriate?



It is important to consider the assessment being administered, mode of assessment, and content area, as not all Universal Tools, Designated Supports and Accommodations are available or allowable across all assessments, mode of test administration, or content areas. Once the IEP, 504 Plan, or English Learner instructional team has determined which students are to receive supports, and which accommodations they need, District and Building Coordinators will review the [Supports and Accommodations Guidance Document](#), which includes the [M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Tables](#), available on each assessment's web page. This document contains information about all state-allowed Universal Tools, Designated Supports, and Accommodations for the M-STEP, MI-Access, SAT®, ACT WorkKeys®, and WIDA™ assessments.

The [Student Supports and Accommodations Tables](#) (see Figures 1 and 2) organize supports by assessment (M-STEP; MI-Access; SAT, PSAT™ 8/9 and PSAT 10; ACT WorkKeys; and WIDA), content area (English language arts, mathematics, science, and social studies), support type (Universal Tools, Designated Supports, or Accommodations), mode of test delivery (online or paper/pencil), and means of access (DRC INSIGHT Portal [formerly known as eDIRECT], Secure Site, or bubbled).

Included in the mode of test delivery column is an indication whether a support is available as an **embedded (E)** feature in the online test delivery system, or if it must be provided as a **non-embedded (NE)** external resource. (Detailed definitions of both embedded and non-embedded supports are located under the Key Terms section of this chapter.)

Figure 1 – Student Supports and Accommodations Table : Designated Supports


Designated Supports - M-STEP English Language Arts (ELA)

No.	Support Type	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	
4	Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	B ❖
6	Text-to-Speech (Items Only, TTS) test questions and answer options in grades 3-8	Online (E)	✓
8	Read aloud (Human Reader) – test questions and answer options read aloud in grades 3-8 by human reader (refer to the Read-Aloud Guidelines document)	Paper/Pencil Online (NE)	B ❖
12	Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
13	Use of visual aids (e.g., closed circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
14	Masking	Online (E)	✓
	Use of a page turner	Paper/Pencil	
	Use of non-skid surface that will not damage the answer document or scanning	Paper/Pencil	

For Universal Tools, Designated Supports and Accommodations specific to the Early Literacy and Mathematics Benchmark Assessments, refer to the [Early Literacy and Mathematics Benchmark Assessments \(K-2\) Supports and Accommodations Table and Resources](#).

The table is organized by support type (Universal Tools, Designated Supports, and Accommodations). Each table describes the supports available and includes columns for each content area (Mathematics and ELA). A check mark (✓) in the Mathematics or ELA column indicates that the support is available as a Universal Tool, Designated Support, or Accommodation for that content area assessment.

Figure 2 – Student Supports and Accommodations Table : Universal Tools

<div>  </div>		
Universal Tools		
Support Type	Mathematics	ELA
Breaks – within the same day per test session: If the test is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	✓	✓
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) 	✓	✓
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 	✓	✓
Scratch paper (collection and secure disposal required)	✓	✓
Magnifier – embedded in the delivery engine	✓	✓
Color choice – embedded in the delivery engine	✓	✓
Contrasting color – embedded in the delivery engine	✓	✓
Note: Human Voice Audio (HVA) is a standard way in which mathematics and ELA reading passages, test questions, and appropriate answer options are presented to students in Grades K and 1.		

How are Designated Supports and Accommodations selected and/or assigned to students?



Based on the mode of administration and assessment type, supports and accommodations have different means of access. Always refer to the [Student Supports and Accommodations Tables](#) located in the [Supports and Accommodations Guidance](#)

[Document](#) for these assessments, to determine how to access supports.

The [Student Supports and Accommodations Tables for M-STEP, MI-Access, SAT, ACT](#)

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

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

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

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

- » **Online administration:** Some supports must be assigned in the [DRC INSIGHT Portal](#) prior to generating the student test tickets for the support to be available for the student during testing.
- » **Paper/pencil administration:** Schools administering assessments via paper/pencil may need to order specific materials, such as a braille form or an enlarged print form. Many materials can be downloaded through a secure website or ordered through the [OEAA Secure Site](#). Means of access will vary depending on the assessment.

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

■ **MME: SAT with Essay, ACT WorkKeys, and M-STEP science and social studies**

- » **Online and paper/pencil administration:** Refer to the **ACCESS for ELLs Accessibility and Accommodations Supplement** on the [WIDA assessment web page](#) in the Student Supports and Accommodations section, for accommodation specifics.
- » Supports and accommodations materials for the M-STEP portion of the MME for social studies and science can be ordered through the [OEAA Secure Site](#).

■ **WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs**

Accommodations for the online administration of WIDA ACCESS for ELLs must be selected in the secure [WIDA Assessment Management System \(AMS\)](#) system prior to generating test tickets for the accommodation to be available during testing.

For more information about how to select accommodations in WIDA AMS, refer to the [WIDA AMS User Guide](#).

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

- » Refer to the [Supports and Accommodations Guidance Document](#) for allowable supports for the M-STEP portion of the MME, the SAT with Essay, and the ACT WorkKeys assessments
- » Refer to the following documents for more information regarding the accommodations request process for the **SAT, PSAT 8/9, and PSAT 10**:
 - **SAT School Day Accommodated Testing Manual:** found on the MDE [MME web page](#) under the SAT (College Entrance Assessment) header, and on the [College Board – Michigan website](#)
 - **PSAT 8/9 and PSAT 10 Coordinator Manuals:** found on the MDE [PSAT web page](#) under the Current Assessment and Administration header, and on the [College Board – Michigan website](#)
- » It is important to note that most allowable Accommodations for students taking the **SAT with Essay, PSAT 8/9, and PSAT 10** must

be requested by the school's **Services for Students with Disabilities (SSD) Coordinator** at least **seven weeks in advance**, using the College Board's **SSD Online Portal** system.

The SSD Coordinator also provides Test Coordinators with the **Nonstandard Administration Report (NAR)**. Students approved for testing with accommodations, as well as the appropriate accommodation(s) for each of those students for all College Board assessments, will appear on the NAR. The NAR can be accessed by the SSD Coordinator about four weeks prior to the initial test day.

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

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

Documentation section of the **ACT WorkKeys Administration Manual for Accommodations and English Learner Supports**.

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

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

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

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

- » **DRC INSIGHT Portal Basics**
- » **OEAA Secure Site**
- » **College Board Systems Used in State Assessments**
- » **WIDA AMS Basics**

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



The majority of supports students might use that are allowable on state assessments are listed in the **Student Supports and Accommodations Tables** for M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA, which are found in the **Supports and Accommodations Guidance Document**. However, some supports a student uses on a regular basis, or that are documented in a student's IEP or 504 Plan, may be considered nonstandard; that is, the support is not an allowable support listed in the relevant **Supports and Accommodations Table**, and the use of that support may invalidate the test

results. If a support is needed for a student and is not listed in the documentation for the assessment being administered, contact the **OEAA via email** for directions regarding its potential use. In the email, include the following information:

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

It is important to note that for the SAT College Entrance Exam, some accommodations that are allowable for other Michigan assessments may not be allowable for the SAT and are considered “State Allowable – Non-College Reportable.” These accommodations will result in a score that may not be used for college entrance purposes, but the student can still be considered as tested in the state accountability system.

For more information on accommodation procedures for the SAT, refer to the [SAT Coordinator Manual](#), available on the [MME web page](#) and the [College Board – Michigan website](#).

Note: There is no college reporting for PSAT. However, if an accommodation is used and was not approved by the College Board, that student’s score will be invalidated.

How is the effectiveness of a support evaluated to determine future implementation?



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

- » observing students and noting their use of the assigned supports and accommodations
- » conducting post-assessment student interviews

IEP and 504 Plan planning teams should collect and analyze data regarding the use of a required accommodation comprehensively. Such a review would not only consider its use on the state

assessment, but its effectiveness in the classroom on a daily basis. The team would use this information to determine if the support should be continued, modified, or its use should be faded.

The OEAA provides some tools that educators can use for evaluation purposes. Schools can also develop their own observation and interview tools. A sample interview form can be found in [Appendix A](#) of the [Supports and Accommodations Guidance Document](#), which is located on the M-STEP, MI-Access, and WIDA web pages under the Supports and Accommodations header.

Practical Tips



- Make use of the [Tracking Sheet for Supports and Accommodations, M-STEP, MI-Access, and WIDA](#) spreadsheet to keep track of your students’ assigned designated supports and accommodations for all Michigan assessments. The tracking spreadsheet is located on the M-STEP, MI-Access, and WIDA web pages under the Supports and Accommodations header.
- When preparing for assessments, educators can also use planning documents such as the [M-STEP Accommodations Worksheets](#) for each grade, which can be found by selecting the Recording and Tracking Resources link under the Student Supports and Accommodations heading.
- A more comprehensive form for individual students, [Tool 4: Accessibility Supports in the Classroom](#), is also available on all Michigan assessment web pages. This tool tracks different aspects of how a student uses accessibility supports in the classroom and which of these supports may be used on Michigan’s assessments.
- OEAA also offers another form, [Tool 5: After-test Accessibility Questions](#), which can be used to

help gauge how useful and effective accessibility supports are to individual students.

- Some students may benefit from testing individually or in a small group of no more than five students, particularly if the students are using supports, such as the read-aloud option for paper/pencil assessment, that may be distracting to other students. This is considered a Universal Tool. Alternate locations, labs, and classrooms may need to be identified for use in these situations. For more information, refer to the [Supports and Accommodations Guidance Document](#).
- For more information on supports and accommodations for students, review the MDE [Supports and Accommodations Webinars](#).

Key Terms

- **Embedded** vs. **non-embedded** Universal Tools, Designated Supports, and Accommodations:
 - » An **embedded** support is a Universal Tool, Designated Support, or Accommodation that is a feature in the online test delivery system (text-to-speech, masking, contrasting color and color choices, or Video Sign Language [VSL]), that must be assigned in the DRC INSIGHT Portal or WIDA AMS prior to generating test tickets for the students at the time of testing. To determine which designated supports and accommodations are **Embedded (E)**, see the [Student Supports and Accommodations Table](#). Embedded supports are indicated by an “E” and a (✓) check mark in the table. Students should practice using these supports prior to testing in the [Online Tools Training \(OTTs\)](#) in the [DRC INSIGHT Portal](#).
 - » A **non-embedded** support is provided by the district or school as an external resource in addition to what is provided through the online test delivery system, such as scratch paper, read-aloud, amplification devices, or scribes. All paper/pencil supports are considered non-embedded.

Overview of Test Security

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



The Importance
of Test Security



Roles in
Security



Test Security
Training
Requirements



Available
Resources



Breach of Security

Assessment Coordinator Training Guide

Intro

Proper **test security** will help lead to student results that are a valid and reliable measure of what each student knows and is able to do, compared to Michigan's academic standards. This chapter discusses test security for Assessment Coordinators, by answering the following questions:

- ▶ Why is test security so important?
- ▶ What role does a District or Building Assessment Coordinator have in maintaining test security?
- ▶ What are the test security training requirements for staff participating in the administration of the state's assessments?
- ▶ What resources are available to help maintain test security?
- ▶ What constitutes a breach in test security and what should be done if there is a breach?

Note: The information in this chapter introduces you to the importance of test security and provides links to important resources you will need to ensure a secure testing experience. It is not meant to replace a thorough review of the **Assessment Integrity Guide (AIG)** nor participation in the online **Assessment Security Training Modules** provided by the Michigan Department of Education (MDE) and Michigan Virtual (MV).

Why is test security so important?



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

Good test security protects the investment of resources, time, and energy put into the creation, distribution, and administration of the assessments.

Test security is integral in ensuring that no student has an unfair advantage or disadvantage in their assessment performance. For example, public disclosure of test questions before test administration may compromise the validity of test results, as some students would have advance knowledge of specific items included on the assessment.

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



The District Assessment Coordinator oversees all test procedures and ensures that the district is in compliance with the required standardized policies and procedures. He or she has specific responsibilities to ensure high integrity in the assessment process for the entire district. This

individual also reports irregularities to the Office of Educational Assessment and Accountability (OEAA) as soon as possible and assists the OEAA in resolving the irregularity. The District Assessment Coordinator sets the tone of high integrity for the entire district and holds specific responsibilities.

The Building Assessment Coordinator is responsible for the overall integrity of the assessment in their assigned building(s). He or she makes sure all personnel involved in testing are trained properly in administration of the test and security of the testing

materials. This individual also reports irregularities to the District Assessment Coordinator as soon as possible and assists the coordinator or the OEAA in resolving any irregularities.

What are the test security training requirements for staff participating in the administration of the state's assessments?



The District Assessment Coordinator is responsible for providing clear and comprehensive annual training on test administration and security procedures to building-level staff and must comply with state assessment requirements. All staff members who participate in a state assessment must be fully trained in assessment security.

■ District/Building Assessment Coordinator Training Requirements:

- » Complete the MDE [Assessment Security Training](#) online course through [Michigan Virtual](#). This four-module training series is used to train building staff on the importance of test security by following the Assessment Integrity Guide. Upon completion of the four modules and demonstration of knowledge on a short test, participants will receive a Certificate of Completion, which must be retained on file with signed security compliance forms. After successful completion of this training, staff are required to participate in the refresher course in subsequent years.
- » Read the [Assessment Integrity Guide \(AIG\)](#).

■ Test Administrators/Room Supervisors/Proctors Training Requirements:

- » Read the [Assessment Integrity Guide \(AIG\)](#) and/or complete the MDE [Assessment Security Training](#) online course through [Michigan Virtual](#). This four-module training series is used to train building staff on the importance of test security by following the Assessment Integrity Guide. Upon completion of the four modules and demonstration of knowledge on a short test participants will receive a Certificate of Completion, which must be retained on file with signed security compliance forms. After successful completion of this training, staff are required to participate in the refresher course in subsequent years.
- Technology Coordinators and Other Staff (anyone who handles or has access to secure materials) Training Requirements:
 - » Read the [Keeping Assessment Materials Secure](#) training document (found in Appendix E of the [AIG](#)).

What resources are available to assist in maintaining test security?



Every state assessment has its own web page. The navigation menu on the left side of the MDE [Student Assessment web page](#) includes a link to each of the assessment web pages. These pages contain a

wealth of information, specific to each assessment, on current test administration, student supports and accommodations, professional development, guides for parents, and guides to reporting.

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

Another valuable MDE resource is the [Assessment Security Training](#) series. This series consists of four

modules that will help prepare testing personnel to establish and maintain appropriate and secure test administration practices. This course is available free of charge through [MV's Professional Learning Portal](#).

Additionally, Assessment Coordinators should also review the [Appropriate Practices for Test Security](#) chapter of this training guide.

Resource	Description	Location
Assessment Integrity Guide (AIG)	This describes how state-level assessments should be securely administered and includes information on the roles and responsibilities of testing staff, test preparation, administration irregularities, and security.	On each assessment's web page
Assessment Security Training Modules	This four-module training series is used to train building staff on the importance of test security by following the Assessment Integrity Guide.	Available on Michigan Virtual's Professional Learning Portal, links on each assessment's web page
Security Compliance Form	This is a document that must be signed by all staff who participate in the administration of any of the state's assessments. By signing, staff affirm that they understand their responsibilities in maintaining test security and that they have been fully trained in test security and their role in test administration.	On each assessment's web page
Test Administration Manuals	These are documents, specific to each assessment being administered, that outline proper test administration practices before, during, and after test administration.	On each assessment's web page
Incident Reporting Guide	This supports District and Building Coordinators in identifying incidents that occur before, during, or after test administration and the steps that must be followed to report the incident to the OEAA.	On the M-STEP, MI-Access, and WIDA assessment web pages; also in the M-STEP Test Administration Manual
Sample Testing Schedules	These are templates provided for the documentation of testing schedules for M-STEP, MI-Access, and WIDA assessments.	Appendix B of the Assessment Integrity Guide
Sample Test Administration Observation Checklist	This is a checklist that the OEAA uses while monitoring the administration of the state's assessments. It is recommended that District and Building Coordinators also use this form when monitoring test administrations.	Appendix C of the Assessment Integrity Guide
Keeping Assessment Materials Secure Training Document	This is a document that details how to maintain material security before, during, and after testing.	Appendix E of the Assessment Integrity Guide

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



Many things constitute a breach in test security. Examples include, but are not limited to, copying test questions, sharing answers, and use of electronic devices during testing.

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

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

After each investigation, no matter the type, MDE will create a summary report of findings and determine if there was a basis for the complaint, whether the complaint has merit, if the issue self-corrected, or if remediation is still required.

Appropriate Practices for Test Security

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



Handling Secure Materials



Setting up for Testing



Testing Off-Site



Secure Test Administration Requirements



Document Retention

Assessment Coordinator Training Guide

Intro

This chapter discusses what an Assessment Coordinator must know about the testing procedures and practices that ensure a **secure testing experience**, by answering the following questions:

- ▶ What are the procedures for handling secure materials?
- ▶ How should classrooms and computer labs be set up for testing?
- ▶ What has to be done to allow students to test in an off-site location?
- ▶ What are the requirements for a secure test administration?
- ▶ What documents must be retained for security and test administration purposes?

Note: The information in this chapter introduces you to the importance of test security and provides links to important resources you will need to ensure a secure testing experience. It is not meant to replace a thorough review of the **Assessment Integrity Guide (AIG)** nor participation in the online **Assessment Security Training Modules** provided by the Michigan Department of Education (MDE) and Michigan Virtual (MV).

What are the procedures for handling secure materials?



When receiving secure test materials, it is important to inventory the materials to verify that the correct materials have been received and are accounted for. Once materials have been inventoried, they must be kept in a locked storage area that is only accessible to the Assessment Coordinator and designates. A chain of custody plan for the distribution, use, collection, and return of materials must be established and

maintained throughout each testing session. Each assessment has specific policies and guidelines that must be followed when handling assessment materials and maintaining security. These specific policies and guidelines can be found in the corresponding manuals for each assessment, along with a complete list of secure materials for each assessment.

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



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

- » Arrange student seating to minimize opportunities for students to view the work of others.

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

What must be done to allow students to test in an off-site location?



For the M-STEP, MI-Access, ACT WorkKeys, Early Literacy and Mathematics Benchmark, and WIDA assessments, any time students test in a place other than where they receive their instruction, an **Off-Site Test Administration Request** must be submitted to the Office of Educational Assessment and Accountability (OEAA). You can submit an Off-Site Test Administration Request through the [OEAA Secure Site](#).

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

Schools requesting an off-site testing location for the SAT with Essay high school assessment must submit a request form to College Board in mid-December, prior to the following spring test administration window. The appropriate form is located on the [College Board – Michigan website](#).

ACT requires that off-site testing information be documented in the Test Room Report section of the ACT WorkKeys Test Administration Forms folder. The **ACT WorkKeys Test Administration Forms Standard Time, Paper** and the **ACT WorkKeys Test Administration Forms Accommodation/Supports, Paper** are delivered to the school along with ACT test materials. These forms must be completed and returned to ACT with the test materials.

What are the requirements for a secure test administration?



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

Required practices

1. Participate in district training of testing personnel, making sure they understand their role(s) as described in the Test Administrator Manual (TAM) and the Assessment Integrity Guide.
2. Follow all standardized test administration procedures explicitly according to the TAM.
3. Read oral instructions exactly as they are written to the students as required by the appropriate TAM.
4. Monitor student behavior closely for adherence to proper test-taking practices. Make sure there are no distractions during the test administration period, including talking, noises, other distractions between students, or the viewing of another student's computer screen or answer document.
5. Ensure that all test tickets and other materials used for online test administrations are destroyed immediately after students have completed testing.
6. Follow directions provided by each state assessment for handling unused test tickets.
7. Refer to specific allowable universal tools, designated supports, and accommodations described in the TAM and the [Supports and Accommodations Guidance Document](#) for Michigan assessments.
8. Ensure that students take each appropriate state assessment only one time.

The [Assessment Integrity Guide](#) discusses additional professional test administration practices for both online and paper/pencil testing. Be sure to refer to this document, the Test Administration Manual for each assessment, and to the [Assessment Security Training Modules](#) when training staff members who will administer tests.

Every effort must be made to ensure the validity of test scores, by eliminating opportunities for test takers to attain scores by fraudulent or deceptive means. The Test Security and Test Administration Practices section of the Assessment Integrity Guide lists many prohibited testing behaviors in which testing personnel should not participate.

Summary of prohibited practices

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

An educator involved with test administration who discovers an irregularity in testing practices should immediately report it, using the steps described in the AIG. If an irregularity is reported promptly, the district may be able to resolve it and avoid the possible invalidation of student test results, which could adversely affect a school's or district's integrity or accountability.

What documents must be retained for security and test administration purposes?



Either the district or the school is required to retain test security and test administration documentation for three years following a test administration.

The District Coordinator or Building Coordinator must:

- » verify that signed OEAA Assessment Security Compliance Forms are collected for all personnel who will participate in testing, prior to handling secure test materials and/or test administration
- » gather all test administration documents and test security training materials; these include, but are not limited to, sign-in sheets, presentation materials, and certificates of completion

- » collect testing schedules
- » confirm that schools have properly completed and collected all inventory and shipping records (including school packaging lists and documents used to track the transfer of secure materials between testing locations)

Some state-mandated assessments may have additional policies regarding the retention of testing documents. Refer to the Test Administration Manual for the assessment being administered to review assessment-specific policies.

Incident Reporting

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



Testing Irregularities Overview



What to Do When an Irregularity Occurs



Resources

Assessment Coordinator Training Guide

Intro

Assessment Coordinators who thoroughly plan and prepare are more likely to experience a smooth test administration, which helps ensure valid and reliable assessment results for schools, districts, and Intermediate School Districts (ISDs). However, even with the most thorough planning, testing irregularities can occur. This chapter defines **testing irregularities**, describes what to do if you experience one, and points to resources that are available to you when handling a testing irregularity, by answering the following questions:

- ▶ What is a testing irregularity?
- ▶ What do I do when there is a testing irregularity in my school or district?
- ▶ What resources are available when addressing a testing irregularity?

What is a testing irregularity?



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

Testing irregularities can occur for different reasons. A student may be observed using a cell phone, copying another student’s work, or engaging in some other type of prohibited behavior. Other irregularities may involve student supports and accommodations—either a student was not assigned the correct

accommodation or support or was assigned an accommodation or support that the student should not have had. Technical issues, building emergencies, or other unexpected events also might occur during testing.

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

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



The first step an Assessment Coordinator should take is to gather the facts of the irregularity: who was involved, how did it occur, and what was the impact? In most cases involving any type of student prohibited behavior or serious misadministration, a statement from the Test Administrator, Proctor, and any other staff involved should be requested and

gathered. Once it is determined who was involved and what happened, then a decision should be made regarding whether the event constitutes a testing irregularity. The information on **Incident Reporting** in the appropriate **Test Administration Manual** should be used in making this determination.

■ **M-STEP, MI-Access, WIDA, or Early Literacy and Mathematics Benchmark Assessments**

Any testing irregularity should be reported to the Office of Educational Assessment and Accountability (OEAA) within two school days of notification of the testing irregularity. All testing irregularities must be reported; do not neglect to report the irregularity even if more than two school days have passed since the incident. Use the **OEAA Secure Site Incident Reporting Tool** to report any M-STEP, MI-Access, WIDA, or Early Literacy and Mathematics irregularity. The [Secure Site Training Web Page](#) has detailed instructions about how to use the Incident Reporting Tool, in the Secure Site **Incident Reporting** document.

When completing the incident report, the submitter will need to provide the following information:

- grade
- content area
- testing mode (online and/or paper/pencil)
- incident category and subcategory
- expected/requested resolution to the incident
- test part (when relevant)
- names and Unique Identification Codes (UICs) of students impacted by the incident
- a brief narrative of the incident

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

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

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

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

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

» **SAT with Essay, PSAT 8/9, and PSAT 10:**

SAT with Essay and PSAT 8/9 and 10 Test Coordinators will need to file an **Irregularity Report (IR)** for any irregularities that occur during testing.

There are two categories of irregularities, an individual irregularity involving one student or a group irregularity involving all or a portion of a testing room or the entire testing site.

Directions for filing an IR for each irregularity can be found in the **Irregularity Chart** in the appendix of the **Michigan Coordinator Manual** for each assessment. Each irregularity will require its own irregularity report and may also require a call to the Michigan School Day Support Hotline.

The process for completing printed incident reports is the same for SAT with Essay and PSAT 8/9 and 10, but each assessment has its own IR form.

All IRs will be returned with the test materials following test administration.

» **ACT WorkKeys** – Similar to SAT with Essay, WorkKeys also requires an Irregularity Report for each room in which an observed individual or group irregularity occurs. Individual irregularities are defined in the **ACT WorkKeys Administration Manual** as an incident that affects one student, or several students involved in a single incident that does not affect the larger group of students. Group irregularities

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

» For each irregularity report, you will need to provide:

- test site name, address, and high school code

» For individual irregularity reports, you will need to provide:

- student name and ID number
- form code and test booklet number

- description of the irregularity (include time of occurrence)
- action taken
- whether or not the answer document was voided

» For group irregularity reports, you will need to provide:

- test title
- number of students affected
- names and ID numbers of the students affected (roster)
- time of occurrence
- description of the irregularity
- action taken

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

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

What resources are available when addressing a testing irregularity?



- [Assessment Integrity Guide](#)
- [Assessment-specific Test Administration Manual](#)
- [Secure Site Training web page](#)
- [OEAA Secure Site](#)
- [College Board Michigan – Specific Site](#)
- [ACT WorkKeys: Michigan Site](#)

College Board and ACT Participation Processes

Relevant assessments:

- **MME**
 - » ACT WorkKeys®
 - » SAT® with Essay
- **PSAT™ 8/9 and 10**



Preparing for Participation



College Board Intent to Participate



ACT WorkKeys Manage Participation



Verifying Participation Status

Assessment Coordinator Training Guide

Intro

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

- ▶ How do I prepare for the College Board and the ACT Participation processes?
- ▶ How will I register my intent to participate in the College Board assessments?
- ▶ How will I manage my participation with ACT?
- ▶ How can I verify my school's participation status in the College Board Assessments and ACT WorkKeys?

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



The **SAT with Essay**, **PSAT 8/9**, and **PSAT 10** are College Board assessments. The **ACT WorkKeys** is an ACT assessment. Each organization has a different process for identifying which public and nonpublic schools will administer their assessments.

Communications from the College Board and ACT will be sent to the school SAT Test Coordinator, the PSAT 8 Test Coordinator, the PSAT 9 Test Coordinator, the PSAT 10 Test Coordinator, and the WorkKeys Test Coordinator listed in the [Educational Entity Master \(EEM\)](#) for every school that includes students in any of the following grades: 8, 9, 10, 11, and 12. If there is no coordinator listed in the EEM, the communications will be sent to the building principal.

It is important that each Assessment Coordinator's contact information be verified/updated in the EEM every September, to ensure that the appropriate staff members receive all important communications from the College Board and ACT. Reminders to update the EEM prior to the participation process will be posted in the weekly Michigan Department of Education (MDE) [Spotlight on Student Assessment and Accountability](#) newsletter.

If you are not already familiar with the EEM and how it is used and updated, refer to the [Educational Entity Master \(EEM\)](#) chapter of this training guide.

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



Intent to Participate is the College Board's term for the process the College Board uses to identify which schools will administer the PSAT 8/9, PSAT 10, and/or the SAT with Essay every year. Schools must be established for each grade and assessment they will

administer. For example, a K-12 school will need to be established separately for PSAT 8/9 in grade 8, PSAT 8/9 in grade 9, PSAT 10, and SAT with Essay. This process is based on rules coordinated between the College Board and the Michigan Department of

Education [Office of Educational Assessment and Accountability \(OEAA\)](#). Public schools and nonpublic schools are established through different processes.

■ Public School Participation

- » Public schools are **automatically** identified as participating for PSAT 8/9 grade 8, PSAT 8/9 grade 9, PSAT 10, and SAT with Essay in accordance with the following rules:
 - the school is active in the Educational Entity Master (EEM) with actual grades of 8, 9, 10, or 11, and has tested at least five students over the previous two spring test administrations
 - for example, the school is active for grade 11 in EEM and tested two grade 11 students in 2019, and three grade 11 students in 2021; the school would be automatically established to administer the SAT with Essay for 2022
 - this includes schools that tested at least five students in either grades 11 or 12
 - each of grades 8 through 11 is individually considered for automatic establishment; rules are applied separately by school, grade, and assessment, not by school only
 - the school is active in the EEM with actual grades 8, 9, 10, or 11, and tested at least five students in the prior assessment year
 - this includes schools that tested at least five students in either grades 11 or 12
 - the school is active in the EEM with actual grades of 8, 9, 10, or 11, and is a newly established school
 - the school is active in the EEM, but while current actual grades do not include 8, 9, 10, or 11, in the prior spring assessment year the school tested five or more students in grades 8, 9, 10, or 11
 - for example, the school's actual grades in the EEM are 9 and 10 only, but in Spring 2019 the school administered the SAT to five or more students; the school would be automatically established for the SAT assessment for the Spring 2022 testing cycle
- » Public school(s) active in grades 8, 9, 10, or 11 in the EEM that did not administer one or

more College Board assessments to at least five students over the last two years will not be automatically identified as participating.

- Building Assessment Coordinators, District Assessment Coordinators, and principals (as listed in EEM) will receive an Intent to Participate email from the College Board in late October – early November; this email will contain instructions on how to submit an Intent to Participate for any new assessments for the coming school year.
- A school that wishes to participate in one of the College Board Assessments in the spring but does not receive the email should contact the Michigan Educator Hotline at 866-870-3127 or email michiganadministratorssupport@collegeboard.org by the end of November. The Intent to Participate must be completed by the end of November for students to be pre-identified in the OEAA Secure Site for testing materials.
- If a school does not respond to the Intent to Participate communication, the school will be unable to administer the College Board assessments.
- This email outreach will also be made to established schools that have added new grades.

Important Notes:

- If a school has been established for testing in previous testing cycles and has been assigned a new school code, the school will be considered new and subject to the Intent to Participate process as a new school.
- Schools that have been established and are active for grades 8 and/or 11, but do not have students eligible to take the PSAT or SAT (such as center-based programs or technical schools) must notify the College Board that they do not plan to participate in PSAT 8/9 for grade 8 or the SAT with Essay.

■ Nonpublic Schools

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

Note: If a nonpublic school plans to administer the SAT with Essay, it is expected to administer **all** parts of the [Michigan Merit Exam \(MME\)](#): SAT with Essay, ACT WorkKeys, and the M-STEP science and social studies assessments. If a nonpublic school plans to administer the PSAT 8/9 to grade 8 students, it is expected to administer the grade 8 M-STEP science and social studies assessments as well.

- » If a nonpublic school plans to administer one or more of the College Board assessments:
 - the EEM information for the building principal and the SAT and/or PSAT Test Coordinators must be made current and accurate by early September. Nonpublic schools can email nonpublicschools@michigan.gov or call 517-241-5384 to request EEM contact updates.
- » Using the contact information in the EEM, the College Board will send an email in late October – early November each year to all nonpublic high school principals and/or SAT/PSAT Test Coordinators, requesting confirmation of their Intent to Participate in the SAT/PSAT assessments. Nonpublic schools will use the

instructions in the email to confirm their intent, and will be able to confirm participation on the Test Center Participation page in the Secure Site. If a nonpublic school does not complete the process by the deadline, it will not be able to administer the College Board assessments to its students.

- » If a nonpublic school wishes to participate in one of the College Board assessments and did not receive the email, or encountered other problems when indicating intent to participate, that school should contact the Michigan Educator Hotline at 866-870-3127 or email michiganadministratorsupport@collegeboard.org. The Intent to Participate in any of the College Board assessments is due by the end of November date posted in the [Spotlight](#) newsletter and in the [SAT List of Important Dates](#). The Intent to Participate is required for schools to be able to pre-identify in the OEAA Secure Site for testing materials.

For more information on College Board assessment preparation, see the [College Board Assessments Preparation](#) chapter of this training guide.

How will I manage my participation with ACT?



Manage Participation is ACT's term for the process schools must use to acknowledge that they will be administering the ACT WorkKeys, and to record their agreement with ACT's policies and procedures. **All** public and nonpublic schools, whether or not they have previously administered WorkKeys during the MME administration, must complete the Manage Participation process each year in ACT's online system, [PearsonAccess^{next}](#).

- The assigned WorkKeys Test Coordinator listed in the [EEM](#) will receive an email from ACT in early November with a link and instructions on how to create a password for the PearsonAccess^{next} system. Once the WorkKeys Test Coordinator

has created a password, they will receive a confirmation email and will be able to log into the system.

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

- The EEM information for the WorkKeys Test Coordinator must be made current and accurate by early October, to ensure these individuals receive communications from ACT about the Manage Participation process.
- **All** public and nonpublic schools must use the PearsonAccess^{next} system every year to confirm they are participating or they will not receive test materials and will not be able to administer the WorkKeys assessment.

For additional information on PearsonAccess^{next}, see the [ACT PearsonAccess^{next}](#) chapter of this training guide.

For more information on ACT WorkKeys assessment preparation, see the [ACT WorkKeys Assessment Preparation](#) chapter of this training guide.

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



As a last step in the participation process for PSAT 8/9, PSAT 10, SAT with Essay, and for ACT WorkKeys, the Building Assessment Coordinator should always verify their school's status on the Test Center Participation page of the [OEAA Secure Site](#).

Note: The Test Center Participation page is refreshed each fall and is updated daily throughout the participation period.

Schools must be identified as participating in each planned assessment separately. For public schools this means:

- » ACT WorkKeys
- » SAT with Essay
- » PSAT 10 for 10th grade
- » PSAT 8/9 for 9th grade
- » PSAT 8/9 for 8th grade

Pre-Identification of Students for State Assessments

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)

☐ Why Pre-Identify Students?

☐ Pre-ID Differences for Each Assessment

☐ Methods for Pre-Identification

☐ Designating the Testing Mode

☐ Pre-ID Student Report

☐ Grouping for Online Sessions

☐ Practical Tips

Assessment Coordinator Training Guide

Intro

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

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

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



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

Pre-identification of students:

- creates a student record for a specific assessment
- generates a barcode number and label for all students who will be tested either online or by paper/pencil
- ensures timely and accurate assessment scoring and data results (vendors use the barcode number to associate test data with the correct student and assessment)
- ensures that your school receives the correct amount and type of materials for paper/pencil testing (refer to the [Initial Material Orders](#) chapter of this training guide for more information)
- automatically transfers student and assessment information to the vendor's online test management system for online testing, which allows schools to perform other assessment-related tasks such as:
 - » managing online sessions
 - » printing test tickets
 - » selecting embedded accommodations and supports for students
 - » monitoring students' testing status

How does the pre-identification process differ for each state assessment?



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

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

■ **M-STEP, PSAT 8/9/10, SAT with Essay, and ACT WorkKeys**

OEAA will pre-identify students in grades 3-11 and required grade 12 using data from the MSDS as described above. This will be a one-time pull for the assessment. Schools will be responsible for pre-identifying additional students through the end of the testing window, as needed.

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

■ **MI-Access**

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

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

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

Care must be taken to ensure students are not pre-identified to the same content area in both MI-Access and a general assessment. For example, students cannot be pre-identified to both an M-STEP mathematics assessment and a MI-Access mathematics assessment. Students inappropriately testing twice is one of the major causes of misadministration.

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

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

■ **WIDA ACCESS for ELLs**

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

Students will be pre-identified if they:

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

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

Answer document barcode labels **cannot** be printed from the OEAA Secure Site for WIDA ACCESS for ELLs. Refer to the [WIDA ACCESS for ELLs and Alternate ACCESS for ELLs Assessment Preparation](#) chapter of this training guide for more information.

■ WIDA Alternate ACCESS for ELLs

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

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

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

Answer document barcode labels cannot be printed from the OEAA Secure Site for WIDA Alternate ACCESS for ELLs. Refer to the [WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs Assessment Preparation](#) chapter of this training guide for more

information.

■ W-APT and WIDA Screener

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

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

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

OEAA has no way of knowing which schools will choose to participate in the Early Literacy and Mathematics Benchmark Assessments (K-2) through the MDE; consequently, students are not pre-identified by the OEAA for this assessment. Participating schools are responsible for the pre-identification of students directly on the OEAA Secure Site throughout the testing window (see the next section for details).

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



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

1. Pre-ID File Upload

A file can be created—using an OEAA-compatible format—and uploaded to the OEAA Secure Site by the School or District Authorized MSDS User. The OEAA provides a **Student Data File Format** document and a template to help create the file. This method can

be used for any number of students. The file also can be used to upload WIDA Screener and W-APT test scores as well as research and reporting codes for any pre-identified students.

2. Student Search

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

3. MSDS Copy

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

Detailed instructions for all pre-identification options can be found on the [Secure Site Training web page](#).

For more information on the OEAA Secure Site, including how to obtain access, refer to the [OEAA Secure Site](#) chapter of this training guide.

For more information on the MSDS, refer to the [Michigan Student Data System \(MSDS\)](#) chapter of this training guide.

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



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

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

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

The testing mode for a student or group of students can be changed on the OEAA Secure Site using the

Mass Update Assessments function or the Student Assessment Details page for the assessment.

The testing mode should be changed in the following cases:

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

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

Detailed instructions for [Changing the Mode \(Online, Paper/Pencil\) of Testing for Students](#) can be found on the [Secure Site Training web page](#).

How can I see a list of students who are pre-identified?



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

The Pre-ID Student Report can be used to:

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

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

- unassign a student from a test cycle

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

- ensure students are not pre-identified to multiple assessments in the same content area

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

Detailed instructions on the **Pre-ID Student Report** can be found the [Secure Site Training web page](#).

How are students who are testing online grouped into online sessions?



After students are pre-identified to take the online M-STEP, MI-Access FI, or Early Literacy and Mathematics Benchmark Assessments (K-2), Assessment Coordinators must place them into online sessions by content area on the OEAA Secure Site. This process—done for each content area—groups students by their testing session and the Test Administrator who will administer the test. The online session grouping process makes it easier to print test tickets and manage online testing for the students. Grouping does not affect reporting and is only used for management of online testing.

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

After that deadline, students will still need to be pre-identified on the OEAA Secure Site and then assigned to online sessions in the [DRC INSIGHT Portal](#), the online test management system for the M-STEP, MI-Access FI, and Early Literacy and Mathematics Benchmark Assessments (K-2).

Note: The WIDA ACCESS for ELLs online sessions are managed solely in the WIDA AMS online management system, and not on the OEAA Secure Site. Refer to the [WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs Assessment Preparation](#) chapter of this training guide for more information.

Detailed instructions regarding online sessions can be found on the [Secure Site Training web page](#).



Practical Tips

- Watch for notifications on pre-identification and other OEAA-posted deadlines in the weekly [**Spotlight on Student Assessment and Accountability**](#) newsletter.
- Enlist the help of staff member(s) who enter student data into your district's student information system, and have a plan and process for updating new student enrollments throughout the state testing window to ensure all students are pre-identified and tested in a timely manner.
- Enlist the help of your Authorized District MSDS User.
 - » If you are unsure of who this person(s) is, use the District and School Contact page on the [OEAA Secure Site](#) to find their name and contact information. Instructions for using the District and School Contact page can be located on the [Secure Site Training web page](#).
 - » Enlist their help in creating a Pre-ID Upload file (if you chose this method) to pre-identify students who will not be pre-identified by OEAA through the initial MSDS data pull directly on the OEAA Secure Site.
 - » Provide them with information on the benefits of using the Student Record Maintenance (SRM) files with student enrollment and the ability to use the MSDS Copy function on the OEAA Secure Site as a method for pre-identifying students when student enrollment is up to date in the MSDS.

Preparing Yourself and Staff as a Building Coordinator

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



Building
Coordinator
Responsibilities



Resources
Available



Training
Staff

Assessment Coordinator Training Guide

Intro

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

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

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

What are my responsibilities as a Building Assessment Coordinator?



- Verify that you can fulfill the responsibilities of the Building Assessment Coordinator by reviewing the Identification of Testing Personnel section of the [Assessment Integrity Guide \(AIG\)](#). Be aware that College Board assessments and ACT WorkKeys have additional qualifications that the Building Test Coordinator must meet. These requirements may be found in the [College Board Assessments Preparation](#) and [ACT WorkKeys Assessment Preparation](#) chapters of this training guide.
- Verify that you are listed in the [Educational Entity Master \(EEM\)](#) in the appropriate contact type, along with your physical address, email address, and phone number. Updates to the EEM can be done by the authorized district EEM user. If you are unsure who this is, you can locate their name and contact information on the District and School Contact page of the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#). Instructions for using the District and School Contacts page can be found on the [Secure Site Training web page](#) under the Miscellaneous section.
- Verify that you are assigned the correct roles for the assessment systems needed for the assessments being administered. Directions on how to request access to each of the systems are available in the [Assessment Systems](#) module of this guide.
- Create a [College Board Professional Account](#) in the College Board system. This account is required to access and receive important information regarding all College Board assessments.
- Select and train Test Administrators (TAs) and Proctors.
 - » Review the [Assessment Integrity Guide](#) to verify that selected Test Administrators and Proctors meet requirements for M-STEP, MI-Access, and the Early Literacy and Mathematics Benchmark Assessments.
 - » Review College Board and ACT policies to ensure selected Proctors meet the requirements for SAT, PSAT, and ACT WorkKeys.
 - » Review the WIDA Michigan Checklist on the [Michigan-specific WIDA web page](#).

This identifies information on state-specific policies that are not included in the WIDA Test Administration Manual.

- » Schedule and conduct training for all TAs and Proctors.
- » View the **Supported Independence and Participation Scoring Rubric Training**, located on the [Michigan Virtual](#) portal. (Enter MI-Access in the Michigan Virtual “Find Course” search bar.)
- Verify that all testing personnel have access to appropriate assessment systems well in advance of testing.
 - » Complete all chapters in the **Assessment Systems** module of this training guide to ensure you and your team can access and use all of the following:
 - OEAA Secure Site
 - DRC INSIGHT Portal
 - Educational Entity Master (EEM)
 - Michigan Student Data System (MSDS)
 - WIDA AMS
 - WIDA Secure Portal
 - College Board Systems used in state assessments
 - ACT PearsonAccess^{next}
 - » Determine who will be using each system; ensure they locate and review the appropriate training materials (videos and supporting materials).
- Create a testing schedule for all grades (online and paper/pencil).
 - » Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building’s testing schedule for monitoring and irregularity investigation purposes. Refer to the **Assessment Integrity Guide (AIG)** for more information on testing schedules.
 - » Submit off-site testing requests as appropriate (College Board requires pre-approval for off-site testing well in advance of testing).
- » Submit Alternate Insight Availability Requests, if appropriate.
- Ensure the Technology Coordinator/staff is aware of the online testing dates, needs, and resources.
- Identify which rooms will be used for testing and how/when rooms should be set up.
 - » Know the difference between College Board, ACT, and MDE-developed assessments requirements for testing facilities.
 - » Determine how many Proctors will be needed per room. Guidelines can be found in the Proctor Responsibilities section of the **Assessment Integrity Guide (AIG)**, as well as in the College Board and ACT WorkKeys assessment’s Test Administration Manuals.
 - » Ensure all academic materials are removed from or covered on the walls. Guidelines can be found in the Testing Environment section of the **Assessment Integrity Guide**.
 - » Determine if you want to display the MDE-approved **INSIGHT Tools Poster** (available on the [M-STEP web page](#)) for each room where online testing will be administered (the poster cannot be distributed to students).
- Print, secure, and distribute test tickets.
- Monitor completion of online assessments.
- Monitor communications: the weekly MDE **Spotlight on Student Assessment and Accountability** newsletter; emails from MDE/OEAA, DRC, College Board (for PSAT 8/9, PSAT 10, and SAT), and ACT (for WorkKeys).
- Collect signed **OEAA Security Compliance Forms** from test administration staff and give the forms to the District Coordinator.
- Prepare students and their families for testing.
 - » Formulate a plan for students to access the **Online Tools Training (OTTs)** – recommended sequence:
 1. View the **Student Tutorials** in class to show students how the online testing system and tools work.

2. Demonstrate how to use the [Online Tools Training \(OTTs\)](#) to the entire class (available using the Chrome browser and INSIGHT).
 3. For students testing paper/pencil, provide each student with hands-on practice with the online [Sample Item Sets](#) contained within the OTTs, ideally using the device they will use during testing.
- » Conduct pre-administration sessions with students for SAT with Essay, PSAT, and ACT WorkKeys assessments. See the appropriate Test Administration Manuals for lists of topics to be covered for each of these pre-administration sessions.
 - » Determine what and when to communicate with parents. (Informational materials are located under the Parent/Student Information section of each assessment web page.)
- Ensure the following post-administration activities are completed during the designated window:
 - » Return of test materials (see the [Materials Return](#) chapter of this training guide).
- » Accountable Students Enrolled and Demographics for accountability (see the [Accountable Students Enrolled and Demographics](#) chapter of this guide).
 - » Answer Documents Received and Students Not Tested (see the [Answer Documents Received and Not Tested Students](#) chapter of this training guide).
- Understand the assessment reporting systems, how to access reports, and what information and reports are available (see the [Preliminary Reports](#) and [Final Reporting](#) chapters of this training guide for more information):
 - » Dynamic Score Reporting System
 - » MI School Data
 - » MI-Learn
 - » College Board K-12 Reporting Portal
 - » ACT WorkKeys reports and Scale Score Interpretation Guide
 - » WIDA AMS

What resources are available to support me?



As you read through the chapters in this guide, you will be directed to the various resources available to the Building Coordinator and other assessment team members. There is a comprehensive list of resources in the [Assessment Coordinator Training Guide Quick Reference](#) chapter, which is included in the [Overview](#) module.

The new [Test Coordinator Resources](#) web page contains key resources for all state assessments, to help new Assessment Coordinators locate state assessment materials. These key resources include [Important Dates](#) and [Test Administration Manuals](#), as well as documents on [Student Supports and Accommodations](#) and [Assessment Security](#).

You should also explore the many resources available to you on each of the state assessment pages:

- » [M-STEP](#)
- » [MI-Access](#)
- » [MME](#)
- » [Early Literacy and Mathematics Benchmark Assessments](#)
- » [WIDA](#)
- » [PSAT 8/9 and PSAT 10](#)

Other resources include:

- » [Secure Site Training Page](#)
- » [MDE Spotlight on Student Assessment and Accountability](#) weekly newsletter

» [Guide to State Assessments](#)

» [College Board – Michigan website](#) for SAT with Essay and PSAT 8/9 and 10

» [ACT Testing: Michigan website](#)

» [Michigan Accountability web page](#)

» [MDE YouTube channel](#)

This contains an “Assessment” playlist that includes all the videos prepared by the OEAA, including the test administration training videos; by bookmarking (or subscribing to) the YouTube channel, you can get updates when videos are updated or added.

» [DRC INSIGHT Portal](#)

» [WIDA AMS](#)

» [Michigan page of the WIDA website](#)

Many Assessment Coordinators find it helpful to create a dedicated folder of bookmarks for resources like the ones listed. A State Assessment Bookmarks folder has been created for you to save and import into your browser. This folder contains URLs of web pages and documents that are controlled by OEAA and typically do not change from year to year. You can keep adding to this list as needed. For information on how to save and import this bookmarks folder, read the [“Bookmark How To” directions](#), located on the [Assessment Coordinator Training Guide web page](#).

What type of training am I expected to provide to Test Administrators and Proctors?



The [Assessment Integrity Guide](#) states that all staff who participate in a state assessment or handle secure assessment materials must be fully trained in assessment integrity, their roles and responsibilities, and in each assessment(s) [Test Administration Manual\(s\)](#) for the assessment they are administering. For more information on the requirements of staff training, see the [Appropriate Practices for Test Security](#) chapter of this guide.

Create a training plan for test administrators. Training should include information about all state assessments that will be given in the building. The following list includes some of the topics your training should cover. More details can be found in each assessment’s [Test Administration Manual \(TAM\)](#).

- **Test Administration Manuals** – review of applicable TAM (MDE-developed, College Board, and ACT WorkKeys assessments)
- College Board (SAT and PSAT) and ACT WorkKeys training materials
- MI-Access Functional Independence (FI), Supported Independence (SI), and Participation (P) administration:

» **Supported Independence and Participation Scoring Rubric Training**

- » MI-Access P/SI social studies plan
- » knowing which students will be taking the MI-Access FI, SI, and P assessments
- » knowing how and when to return materials

- [WIDA Secure Portal](#) training – training module review and passage of associated quizzes (required for WIDA ACCESS for ELLs, WIDA Screener, W-APT and WIDA Alternate ACCESS for ELLs)
 - » scoring training and passage of associated quizzes on the [WIDA website](#) for WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, WIDA Screener, and W-APT
- Supports and Accommodations:
 - » identifying the personnel responsible for selecting Designated Supports and Accommodations in the [DRC INSIGHT Portal](#) for M-STEP and MI-Access FI students and in [WIDA AMS](#) for WIDA ACCESS for ELLs

- » working with the school's Services for Students with Disabilities (SSD) Coordinator for College Board assessments
- » identifying, scheduling, and administering assessments with supports and accommodations
- » reviewing OEAA-required guidance documents, such as the **Scribing Protocol** and **Read Aloud Guidelines**, for personnel responsible for administering specific supports and accommodations

■ Assessment Security:

- » There are specific Assessment Security Trainings that are required prior to test administration for Building and District Assessment Coordinators and for Test Administrators.
 - Building and District Assessment Coordinators are required to complete the Assessment Security Training modules and read the **Assessment Integrity Guide (AIG)**.
 - Test Administrators and Proctors are required to complete the Assessment Security Training modules and/or read the AIG.
 - An educator who completed the Assessment Security Training modules in the previous year can use the Refresher course in place of the full training modules course.
 - Refer to the **Test Security and Integrity** module for more information about the Test Security chapters.

» **OEAA Assessment Security Compliance Form**

Ensure all staff involved in administering assessments have read and signed the form, verifying that they:

- have been trained in test administration and test security
 - understand their role in ensuring test security is maintained before, during, and after administration
- » College Board's **SAT Testing Staff Agreement** – all testing personnel responsible for SAT with Essay administration must review and sign this agreement.

- » handling secure and non-secure materials
 - storing and distributing materials
 - identifying secure and non-secure materials
 - handling of scratch paper, test tickets, test booklets, answer documents
 - returning materials (varies by assessment)

■ Testing schedules for online and paper/pencil assessments

- » managing resources such as test tickets, scratch paper, and test directions
- » scheduling computer labs to ensure all students are tested with minimal disruption to regular instruction
- » handling student breaks
- » reviewing the College Board (SAT, PSAT 8/9 and 10) and ACT WorkKeys requirements

■ Test day environment for online and paper/pencil assessments

- » ensuring all posters and displays containing academic material in the testing area are removed or covered
- » ensuring lighting, ventilation, and posted materials are appropriate
- » knowing cell phone policies (for College Board, ACT, M-STEP, MI-Access, WIDA)
- » knowing scratch paper, calculator, and use of graph paper policies (for all assessments)

■ Seating chart requirements

- » Specific requirements for SAT with Essay, PSAT 8/9, and PSAT 10 are located in the **SAT and PSAT Test Administration Manuals**.
- » Specific requirements for ACT WorkKeys are located in the **ACT WorkKeys Test Administration Manual**.
- » M-STEP, MI-Access, WIDA ACCESS, and Early Literacy and Mathematics Benchmark Assessments do not have seating chart requirements.

■ Administration day activities

- » reading **Online** and **Paper/Pencil Test Administrator's Directions** and **Manual**

- » knowing how to handle secure materials
 - printing and distribution of test tickets for online assessments
 - barcode labels, and handling of test booklets and answer documents for paper/pencil
- » knowing the College Board photo ID policy
- » understanding expectations for test administrators during testing:
 - monitoring and video surveillance
 - handling of materials
 - identifying a testing irregularity
 - handling students who need additional time testing
 - identifying and handling prohibited behavior
- » handling common problems
- » reporting irregularities (varies by assessment)
- Post-administration activities
 - » ensuring all students have tested
 - » keeping a list of students who didn't test (this information will be needed for the Answer Documents Received and Students Not Tested window)
 - » collecting used and unused test materials and returning to the Building Coordinator
- Accessing available reports after testing
- Ensuring Test Administrators review other relevant assessment resources, including:
 - » OEAA Secure Site trainings
 - » assessment web pages
 - » **Spotlight on Student Assessment and Accountability** MDE weekly newsletter
- Contact information and processes for contacting the Building Coordinator and Technology Coordinator for questions/concerns before, during, and after testing

Preparing Yourself and Staff as a District Coordinator

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access


- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)


■ WIDA™


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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)

 District Coordinator Responsibilities

 Resources Available

 Training Staff

Assessment Coordinator Training Guide

Intro

This chapter will help you prepare for your role as a **District Assessment Coordinator**, direct you to the resources available to you, and provide suggested topics for training Building Coordinators, by answering the following questions:

- ▶ What are my responsibilities as a District Assessment Coordinator?
- ▶ What resources are available to support me?
- ▶ What type of training am I expected to provide to Building Assessment Coordinators and others?

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

What are my responsibilities as a District Assessment Coordinator?



- Verify that you can fulfill the responsibilities of the District Coordinator by reviewing the Identification of Testing Personnel section of the [Assessment Integrity Guide \(AIG\)](#).
- Develop a learning plan to fill in any gaps in your understanding of the roles and responsibilities of the District Assessment Coordinator, which may include access to MDE-approved supplemental training such as this training guide and the [Assessment Security Training Modules](#), assessment-specific resources such as the Test Administration Manual(s) for the assessment(s) to be administered, and district-provided professional development (DPPD) opportunities.
- Identify your team members and ensure they also meet the qualifications described in the AIG. If you do not know who will serve in each assessment role—including Building Assessment Coordinators, Test Administrators, and Technology Coordinators—contact the appropriate District Administrator to obtain a district roster (if available). If roles need to be filled, you should participate in the district's process for appointing assessment team members, using the guidelines found in the [AIG](#).
- Monitor communications in the weekly MDE [Spotlight on Student Assessment and Accountability](#) newsletter, and emails from the Michigan Department of Education (MDE) Office of Educational Assessment and Accountability (OEAA), College Board, and ACT.
- Communicate with the person who manages the assignment of Designated Supports and Accommodations—for example, the Special Education Director.
- Include your Technology Coordinator in the planning process early, so this individual has time to assess and prevent any technology issues.
- Create a plan for training assessment team members.
- Collect and securely store [OEAA Assessment Security Compliance Forms](#). These forms must be signed by all test administration staff before test administration begins and retained for three years.
- Verify that you are listed in the [Educational Entity Master \(EEM\)](#) in the appropriate contact type,

along with your physical address, email address, and phone number. At the same time, verify that the contact information for all members of your assessment team is accurate and included in the list as well. Updates to the EEM can be done by the authorized district EEM user. If you are unsure of who this is, you can locate the name and contact information on the District and School Contact page of the [OEAA Secure Site](#). Instructions for using the District and School Contacts page can be found on the Secure Site Training web page under the Miscellaneous section.

- Request access to the DRC INSIGHT Portal, WIDA AMS, OEAA Secure Site, and the WIDA Secure Portal. Be sure all appropriate testing staff has access to the systems they will need. Make sure that staff has the correct roles in the OEAA Secure Site, including the roles that allow access to the DRC INSIGHT Portal and WIDA AMS well in advance of the online testing. Directions on how to request access to all of the systems are available in the **Assessment Systems** module of this guide.
- Create a **College Board Professional Account** in the College Board system. This account is required to access and receive important information regarding all College Board assessments.



What resources are available to support me?

As you read through the chapters in this guide, you will be directed to the various resources available to the District Coordinator and other assessment team members. A comprehensive list of resources is provided in the **Assessment Coordinator Training Guide Quick Reference**, which is included in the **Overview** module.

The [Assessment Coordinator's Resource web page](#) contains key resources for all state assessments to help new Assessment Coordinators locate state assessment materials. These key resources include Important Dates and Test Administration Manuals, as well as documents on student supports and accommodations and assessment security.

- Explore the many resources available to you on each of the state assessment pages:

- » [M-STEP](#)
- » [MI-Access](#)
- » [MME](#)
- » [Early Literacy and Mathematics Benchmark Assessment](#)
- » [WIDA](#)
- » [PSAT 8/9 and PSAT 10](#)

- Bookmark these resources:

- » [Secure Site Training Page](#)
- » [MDE Spotlight on Student Assessment and Accountability](#) weekly newsletter
- » [Guide to State Assessments](#)
- » [College Board – Michigan website](#)
- » [ACT Testing: Michigan website](#)
- » [Michigan School Accountability web page](#)
- » [MDE YouTube channel](#)
This contains an “Assessment” playlist that includes all the videos prepared by the OEAA, including the test administration training videos; by bookmarking (or subscribing to) the YouTube channel, you can get updates when videos are updated or added.
- » [DRC INSIGHT Portal](#)
- » [WIDA AMS](#)
- » [WIDA website](#)

Many Assessment Coordinators find it helpful to create a dedicated folder of bookmarks for resources like the ones listed. A State Assessment Bookmarks folder has been created for you to save and import

into your browser. This folder contains URLs of web pages and documents that are controlled by OEAA and typically do not change from year to year. You can keep adding to this list as needed. For information

on how to save and import this bookmarks folder, read the [“Bookmark How To” directions](#), located on the [Assessment Coordinator Training Guide web page](#).

What type of training am I expected to provide to Building Coordinators?



The [Assessment Integrity Guide](#) states that all staff who participate in a state assessment or handle secure assessment materials must be fully trained in assessment integrity, their roles and responsibilities, and the appropriate [Test Administration Manual \(TAM\)](#) for the assessment to be administered. Refer to the [Overview of Test Security](#) chapter of this guide for more information on assessment integrity and links to an online, four-module [Assessment Security Training](#) for training testing staff.

The District Assessment Coordinator must create a training plan for Building Assessment Coordinators. The training should include information about all state assessments that will be administered specific to the building. The following list includes some of the topics your training should cover. More details can be found in each assessment's [Test Administration Manual](#).

■ Identifying Staff:

- » who needs access to the different assessment systems
- » who is responsible for completing tasks in the [OEAA Secure Site](#), such as:
 - Pre-identification of Students
 - placing and reviewing material orders
 - setting up online test sessions
 - completing Answer Document Verification and Not Tested Verification
 - accessing score reports through the Dynamic Score Reporting Site

■ Creating testing schedules for online and paper/pencil assessments:

- » allocating resources such as headphones and calculators when needed
- » scheduling testing rooms and/or computer labs to ensure all students are tested with minimal disruption to regular instruction
- » anticipating procedures for students who need additional time, arrive late, and finish early

■ Communicating and working with the technology support person(s) to:

- » ensure smooth online testing
- » establish expectations for availability and methods of contact during testing

■ Handling secure materials:

- » identifying secure versus non-secure materials
- » storing, securing, and distributing secure materials
- » returning secure materials (this varies by assessment)

■ Retaining OEAA Assessment Security Compliance Forms:

- signed by all staff involved in test administration
- collected and returned to you for secure storage
- » reviewing the Assessment Security training available on the [M-STEP web page](#) under the Assessment Training and Resources for Educators section; this is applicable to all Michigan state assessments
- » reading the [Assessment Integrity Guide \(AIG\)](#)

- Thoroughly reviewing:
 - » Test Administration Manuals
 - » the requirements for creating and retaining testing schedules
 - specific requirements for testing schedules can be found in the AIG
 - testing schedules must be retained by the district or school for three years
 - » the requirements for seating charts
 - specific requirements for SAT with Essay, PSAT 8/9, and PSAT 10 are located in the **SAT and PSAT Test Administration Manuals**
 - specific requirements for ACT WorkKeys are located in the **ACT WorkKeys Test Administration Manual**
 - M-STEP, MI-Access, WIDA ACCESS for ELLs, and Early Literacy and Mathematics Benchmark Assessments do not have seating chart requirements
 - » common policies that come up often during testing
 - calculators, use of scratch paper, photo-ID policy
 - policies for each assessment can be found in the Test Administration Manual specific to the assessment and in the **Assessment Integrity Guide**

■ **Assigning student supports and accommodations:**

- » identify students who need:
 - Universal Tools
 - Designated Supports
 - Accommodations
- » student supports and accommodations tables
- » other student supports and accommodations companion documents and resources
- » Accommodations for the College Board (SAT, PSAT) and ACT WorkKeys assessments
- » how Designated Supports and Accommodations are assigned to students and communicated to Test Administrators

These resources are available on each assessment web page under the Student Supports and Accommodations section.

- Reviewing specific instructions communicated by the MDE in the weekly **Spotlight on Student Assessment and Accountability** newsletter or by direct communications
- Locating all available resources, including:
 - » **Assessment Selection Guidance: Interactive Decision-Making Tool.**
 - » **MI-Access SI and P Scoring Rubrics Training Modules**
 - » **WIDA Scoring training** for the WIDA assessments
 - » the **College Board** and **ACT WorkKeys** post online training programs on their websites
- Contacting you (the District Coordinator) during testing when issues arise
- Reporting incidents and irregularities:
 - » what is considered an incident or irregularity
 - **Incident Report** is a term used for M-STEP, MI-Access, WIDA, and Early Literacy and Mathematics Benchmark Assessment (K-2)
 - **Irregularity Report** is a term used for SAT, PSAT, and ACT WorkKeys
 - » how an Incident/Irregularity Report is submitted
 - » who should file an Incident/Irregularity Report
 - » who should be notified at the district and school level if an incident/irregularity happens

■ **Which assessment students are taking:**

- » M-STEP
- » MI-Access (FI, SI, P)
- » WIDA ACCESS for ELLs
- » WIDA Alternate ACCESS for ELLs
- » MME (M-STEP, SAT with Essay, ACT WorkKeys)
- » PSAT

Reporting Codes and Research Codes

Relevant assessments:

All Michigan state assessments:

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



Codes and Labels Overview



Assigning Reporting Codes and Labels



Where Reporting Codes Are Displayed



Assigning Research Codes

Assessment Coordinator Training Guide

Intro

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

- ▶ What are Reporting Codes, Reporting Code Labels, and Research Codes? How are they used?
- ▶ How are Reporting Codes and Reporting Code Labels assigned in the OEAA Secure Site?
- ▶ Where are the Reporting Codes and Reporting Code Labels displayed if assigned?
- ▶ How are Research Codes assigned in the OEAA Secure Site?

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



While reporting codes, reporting code labels, and research codes are not used by the Michigan Department of Education (MDE) or the [Office of Educational Assessment and Accountability \(OEAA\)](#), they are available for optional use by schools and districts, to enhance reporting dynamics and data analysis.

■ Reporting Codes

Reporting codes can be assigned to any content area in which a student will be tested. Reporting code labels can be teacher names or student group names. This gives districts or schools the ability to group students for reporting purposes. For example, if Mrs. Smith's mathematics class is grouped under one reporting code, a report of Mrs. Smith's class will be made available. Reporting codes allow the grouping of any set of students for the purpose of generating a report for that set of students and/or to identify that set of students with a reporting code label.

■ Research Codes

Research codes can be assigned for each content area in which a student will be tested. There are two research codes available for each content area. Research codes can be used by a district or school to gather any type of additional data on

groups of students that might be beneficial when analyzing test results. For example, a school can group students to a research code indicating which math class they were in the previous year.

Note: Research codes are published on the downloadable **Student Data Files** available through the [OEAA Secure Site](#), but they do **not** appear on reports.

Also, depending on when reporting codes and research codes are entered into the [OEAA Secure Site](#), they can be used to manipulate information in the **Student Data Files**, and for these additional functions.

- **Assigning online sessions** – If reporting codes are entered prior to the creation of test sessions in the OEAA Secure Site, schools can use them to assign test sessions by defined groups, such as teachers or classes.

Note: Reporting codes will not be helpful in managing online sessions in the DRC INSIGHT Portal.

- **Viewing reports in the Dynamic Score Reporting Site by Reporting Code and Label** – Schools can filter, print, and share reports by teachers, classes, or other defined groups.

- **Sorting and ordering information from Student Data Files by Reporting Code, Reporting Code Label, or Research Code** – Schools can view data for defined groups of students.

- **Student Record Labels** – These are sorted by grade, content, reporting code, LastName, and FirstName.

How are Reporting Codes and Reporting Code Labels assigned in the OEAA Secure Site?



Schools and/or districts build their own reporting codes using any four-digit combination of letters and numbers. They can also choose to assign labels to their codes. Reporting codes and reporting code labels are entered in the [OEAA Secure Site](#), using one of three methods.

1. **Student Assessment Details Page** – Access the student's demographic screen through the Student Search function to input the reporting codes for each content area. This can be done for only one student at a time. Instructions for using the Student Search function to access student assessment records can be found on the [Secure Site Training page](#); select One Student at a Time/Student Search.
2. **Pre-ID File Upload** – Upload a Pre-ID file with the reporting codes included in the file. This can be done even after all students have been pre-identified; as long as the UIC numbers are correct, it will not create duplicate Pre-ID records. You can find instructions on the Pre-ID File Upload,

as well as the Pre-ID File Layout, and the Pre-ID File Template on the Secure Site Training page. The district-level Michigan Student Data System (MSDS) user may be able to assist with creating this file and including the reporting codes.

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

Schools can assign a custom reporting code label to each Reporting Code they wish to use. For example, a school can create the reporting code label, "Joan Smith" for Reporting Code 1A2B, and "Advanced Mathematics" for Reporting Code 2345. Detailed instructions on how to create reporting code labels are available on the Secure Site Training page.

Each reporting code a school creates must be unique. Codes should not be duplicated, even if they are being used for different content areas and/or grade levels.

Where are the Reporting Codes and Reporting Code Labels displayed if assigned?



Reporting codes and reporting code labels will be displayed in different places for different assessments as follows:

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

- **Pre-ID Student Report** for all state assessments
- **Dynamic Score Reports** for M-STEP, MI-Access, and the Early Literacy and Mathematics Benchmark Assessments (K–2)
- **Student Data Files** for all state assessments



How are Research Codes assigned in the OEAA Secure Site?

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

The research code fields can be used by districts/schools in any manner that fits their needs. These codes appear only on the **Student Data Files** for the assessment, and are not included on reports. As mentioned earlier, research codes are not used by the OEAA or the Michigan Department of Education in any way. Districts and schools can use them to collect additional data about students assigned to these codes.

Research codes are assigned using the same process used for reporting codes.

Preparing Students and Parents for Testing

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



Preparing Students



Engaging Families

Assessment Coordinator Training Guide

Intro

A number of **resources and tools** have been developed to help parents ease their child's anxiety about state assessment and to **help students gain valuable experience** with online test tools and sample test items prior to testing. It is highly recommended that schools make parents aware of these resources and tools, and provide students with opportunities to practice using these resources before they take the online or paper/pencil tests. This chapter will introduce you to these tools and resources, by answering the following questions:

- ▶ What steps should be taken and what resources are available to prepare students for the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments?
- ▶ What steps should be taken and what resources are available to prepare students for the PSAT, SAT, and WorkKeys?
- ▶ What steps should be taken and what resources are available to prepare students for WIDA assessments?
- ▶ What resources are available to engage families in preparing for assessments?

What steps should be taken and what resources are available to prepare students for the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments?



The Office of Educational Assessment and Accountability (OEAA) has developed online resources that prepare students to take state assessments. These resources provide students with the opportunity to learn about the tools and features of the online testing engine and ensure students are able to focus on the content of the test on testing day, and not on the testing technology.

Student Tutorials These tutorials (see Figure 1) are student-narrated videos that introduce students, teachers, and parents to the online tests and tools contained in the M-STEP, MI-Access (FI only), and Early Literacy and Mathematics Benchmark Assessments (K–2). The tutorials are designed to be administered to students in a group setting, such as the classroom, using a projector or other similar resource. They can be accessed three different ways:

1. **DRC INSIGHT Portal** – Select “Documents and Training Materials” on the login screen, then select the Test Tutorials tab, then select the icon under the Action column.

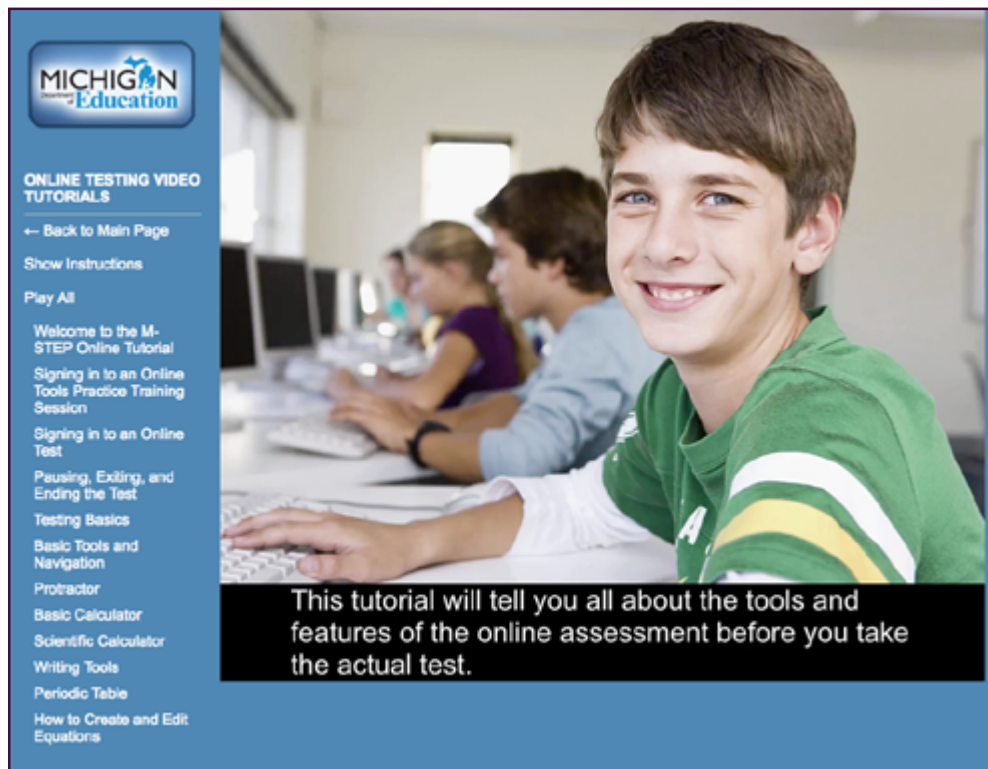
2. **INSIGHT** (the online testing environment) – Select the Student Tutorials link under the appropriate assessment program logo (see Figure 2).
3. **Online Tools Training (OTTs)** (must be opened in Chrome browser) – Select the Student Tutorials link under the appropriate assessment program logo (see Figure 2).

An important component of the Student Tutorials is that they provide explicit training on the pause/exit/end test functionality of the online testing engine, as well as how to access and use the online assessment tools.

Online Tools Training (OTTs) and Sample Item Sets

The Sample Item Sets are a select group of test items in English language arts (ELA), mathematics, science, and social studies that encompass various kinds of technology-enhanced items, such as drag and drop and hot spots. The Sample Item Sets are embedded within the OTTs by test system (see Figure 2). Teachers can model and students can practice using the sample items. Items in the Sample Item Sets are

Figure 1 – Online Testing Video Tutorials



selected to ensure that each grade and content area has a sample for each tool and item type that students will see in the actual test. The sets provide students and teachers with practice solving grade-level and content-specific test items aligned to Michigan's content standards, and provide practice navigating the online test delivery system. The OTTs can be accessed two ways:

1. **INSIGHT** – Open INSIGHT and then select the Online Tools Training link located under the appropriate assessment for students testing online.
2. **Using Chrome** – You must use the Chrome browser to access the OTTs if you are not accessing them through INSIGHT. If you do not use Chrome as your default browser, you will need to launch Chrome, and then copy and paste the full INSIGHT URL (<https://wbte.drctdirect.com/MI/portals/mi>) into the Chrome address bar. Once you reach the INSIGHT landing page, choose the Online Tools Training link located under the appropriate assessment (see Figure 2).

Figure 3 shows the **M-STEP OTTs**. These include:

- » Sample Item Sets (by grade)
- » calculator practice
- » graphing practice
- » practice using some of the online Designated Supports and Accommodations

MI-Access has an OTT for the Functional Independence (FI) assessment. The Early Literacy and Mathematics Benchmark Assessments OTT has Sample Item Sets for ELA and mathematics (see Figure 2).

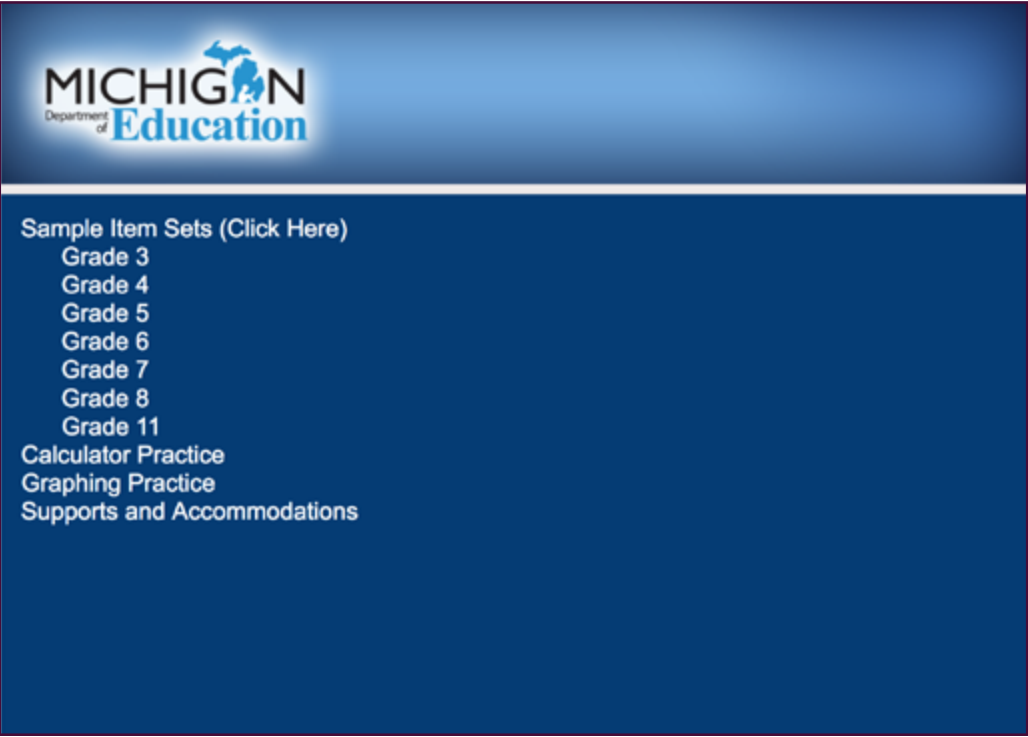
Paper/Pencil Sample Item Sets For students who will take the M-STEP paper/pencil assessments, grade-level paper/pencil sample item sets are available for all content areas on the [M-STEP web page](#) under the Parent/Student Information section.

Note: The sample items sets are not considered practice tests, as “practice test” implies a test with the same number of items and similar level of difficulty as an actual test.

Figure 2– DRC INSIGHT Online Tools Training and Assessment Tutorials



Figure 3 – M-STEP OTTs



Feedback collected from previous assessment administrations indicates that students and teachers who utilized the OTTs felt more prepared for online testing; students reported feeling confident about taking assessments online; and school administrators and teachers

experienced fewer issues related to online testing than students and teachers who did not take advantage of this resource.

As an Assessment Coordinator, you can provide training for teachers and test administrators to ensure they are aware of these tools. Show them how to find the resources, review the videos and materials, and assist them in creating a schedule for both classroom and individualized student review and practice.

The OEAA recommends that classroom teachers introduce online testing to parents via email or notes, and to their students by playing the Student Tutorial videos 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 should then show the Online Tools Training (OTTs) to the entire class (on the same or another day). Additionally, 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.

What steps should be taken and what resources are available to prepare students for the PSAT™, SAT®, and ACT WorkKeys®?



The SAT Test Coordinator should inform students about SAT test day activities and testing schedules well in advance, so that they can know what to expect, what to bring (and what NOT to bring), where to report, and how to practice for the test.

The Test Coordinator should hold a pre-administration session in advance of test day for students. The pre-administration session allows students to:

- » go over test day procedures
- » complete required personal information
- » identify the colleges, universities, or scholarship programs to which they want their four free score sends to be sent
- » opt into the Student Search Service and complete the optional questionnaire

This will save time on test day as these processes can take up to 45 minutes to complete. For more information on conducting the pre-administration session for College Board assessments, review the Before Test Day/Prepare Your Students and the Prepare Your Pre-administration Session sections in the applicable **SAT** or **PSAT Michigan Coordinator Manuals** with testing staff.

In addition, students and their parents should be made aware that the College Board offers resources, including SAT sample test items and PSAT sample

test items, to help grade 8 and high school students prepare for assessments. College Board also provides the **SAT School Day Student Guide**, which is included in pre-administration shipments. In addition, Khan Academy has partnered with College Board to provide free online practice sessions to Michigan SAT with Essay School Day test takers, tailored to each student's academic strengths and weaknesses. Go to the [Official SAT Practice Page](#) for more information on student resources.

The ACT WorkKeys Assessment Coordinator will inform students about where to report and what to bring (and not bring) to the test sessions. Consider holding a special student preparation session a few weeks prior to test day so that students can fill out demographic information on the answer documents, be informed of test day activities and guidelines, and learn where to go for ACT WorkKeys sample questions. For more information, advise students and parents to browse the Students and Parents information page on the [ACT Testing: Michigan website](#). Here they will find sample questions for each WorkKeys assessment as well as access to a free online practice test. Topics to be communicated to students during this session include:

- » what to bring to the test session (several #2 pencils with erasers, photo ID, permitted calculator)

- » how to prepare for the test
- » when and where to report; if testing off-site, how they will be transported
- » what not to bring (cell phone, prohibited calculators)

What steps should be taken and what resources are available to prepare students for WIDA ACCESS for ELLs assessments?



WIDA offers a variety of assessment preparation materials and tools and guidance for educators, parents, and students on the [Michigan-specific WIDA website](#). Additionally, WIDA suggests that schools take the following steps to acclimate students to the online test platform prior to testing:

1. Preview with students the ACCESS for ELLs online assessment using the online **Test Demo**.
2. Use the **Interactive Sample Items** in conjunction with the **ACCESS for ELLs Online Sample Items User Guide** document to familiarize students with the test engine and assessment item types.

Note: The Interactive Sample Items are not considered “practice tests,” as a practice test implies a test with the same number of items and similar level of difficulty as an actual test.

3. Have students independently preview the online **Practice Test** prior to the start of testing.

Note: For the online Test Demo, the Interactive Sample Items, and online Practice Test, it is advised that you use a Chrome browser. If you do not use Chrome as your default browser, you will need to launch Chrome, and then copy and paste the full URLs found on the [WIDA Preparing Students for ACCESS for ELLs](#) web page into your Chrome browser address bar.

Educators preparing students to take the ACCESS for ELLs paper/pencil assessment can use the Student Booklet links (by grade level) on the [WIDA Preparing Students for ACCESS for ELLs](#) web page to preview Paper Sample Items and acclimate students to the format of the Listening and Speaking domains, delivered by CD. (Sample items for Reading and Writing are not available for ACCESS for ELLs Paper at this time.) The [WIDA Preparing Students for ACCESS for ELLs](#) web page also offers a user guide to Paper Sample Items – ACCESS for ELLs Grades 1-12 Paper-Based Sample Items – which includes more instructions on how best to utilize the paper sample items with students.

What resources are available to engage families in preparing for assessments?



The OEAA has a growing set of resources designed to help families learn more about the assessments their child takes, how to prepare for the testing experience, and how results are reported.

Included in these resources is a **Communications Toolkit** for school administrators that offers timely and accurate information that can be shared with families. The toolkit is updated annually—during the

test administration window and the results reporting window—and can be found on each assessment’s web page; updates also are announced in the weekly Michigan Department of Education (MDE) [Spotlight on Student Assessment and Accountability](#) newsletter. Building Administrators can use the toolkit’s helpful documents and customizable templates to communicate with parents before the testing window opens, and again when state assessment results become publicly available. The toolkit documents can also help answer questions that might arise, including requests to allow children to “opt out” of testing.

Here is a sample of the type of resources included in the toolkit; these resources are also listed separately under the Parent/Student Information header on each assessment web page:

- [M-STEP: What can students expect?](#) (a video resource)
 - [Michigan’s State Assessment System: What it Is, What it Means – And What it Offers](#) (a handout and companion PowerPoint presentation)
 - [Parent Guide to MI-Access](#)
 - [Student Testing: What Parents Can Do to Help Students Prepare](#) (a handout)
 - [Guides to M-STEP Parent Reports](#) (includes information on PSAT in grade 8 and SAT and WorkKeys in grade 11)
 - [Parent Guide to State Assessments in Michigan – National PTA](#)
 - [What Parents Should Know About Assessments](#)
- New and updated resources for families are occasionally posted to each Michigan state assessment web page, so be sure to revisit these pages whenever you have questions about what families can do to experience successful assessments.

Initial Material Orders

Relevant assessments:

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



Initial vs.
Additional
Material Orders



Initial Material
Order Specifics



Practical Tips

Assessment Coordinator Training Guide

Intro

This chapter discusses **initial assessment materials** and how they are ordered for each of the state assessments offered in a paper/pencil format, by answering the following questions:

- ▶ What is the difference between an Initial Material Order and an Additional Material Order?
- ▶ How are initial materials ordered for each state assessments?

What is the difference between an Initial Material Order and an Additional Material Order?



An Initial Material Order is created a few months prior to testing using the Initial Material Order page on the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#). For most state assessments, the Initial Material Order will be created based on the number of students pre-identified for testing in the OEAA Secure Site. More details about this process for each of the assessments appear below. During the initial material ordering window, schools can continue to update their Pre-ID information through the OEAA-posted deadline.

An Additional Material Order can be created starting about two weeks prior to testing using the Additional Material Order page of the [OEAA Secure Site](#). This timing allows the Test Coordinator to inventory materials received in the Initial Material Order and place orders for newly arrived students. Additional Material Orders are pulled daily from the OEAA Secure Site by the testing contractor. This allows schools to place multiple Additional Material Orders throughout the testing window, if needed. Refer to the [Additional Material Orders](#) chapter of this training guide for more information about placing Additional Material Orders.

How are initial materials ordered for each state assessment?



As mentioned previously, for most assessments, Initial Material Orders are processed through the Initial Material Order page of the [OEAA Secure Site](#). Schools will also use this Initial Material Order page to check and verify orders, no matter how the materials are ordered initially.

- Different assessments have different shipping destinations.
 - » **M-STEP:** The shipping destination for materials defaults to the M-STEP Building Assessment Coordinator listed in the [Educational Entity Master \(EEM\)](#).

- » **MI-Access:** The shipping destination for materials defaults to the MI-Access District Assessment Coordinator listed in the EEM.
- » For **M-STEP** and **MI-Access:** a District-level OEAA Secure Site User can change the shipping destination on the Initial Material Orders page to “District” or “School.”
 - If the **Ship To** option is set to **School**, the M-STEP/MI-Access materials will be sent to the M-STEP/MI-Access Assessment Coordinator at the address listed for them in the EEM.

- If the **Ship To** option is set to **District**, the materials will be sent to the M-STEP/MI-Access District Assessment Coordinator at the address listed for them in the EEM.

Note: If the Ship To option is changed from District to School for one school, this selection will then be applied to **all** schools in the district for the Initial Material Order.

» **WIDA ACCESS and Alternate ACCESS for**

ELLs: Materials for these assessments will always ship to the District English Learner (EL) Assessment Coordinator at the address listed for them in the EEM.

» **College Board assessments and ACT**

WorkKeys: All assessment materials will automatically ship to the School ACT WorkKeys, SAT, and PSAT Test Coordinator, at the address listed for them in the EEM.

- Assessment Coordinators should always review the **Ship To** information in the OEAA Secure Site.

» If the shipping destination displayed on the Initial Material Orders page of the OEAA Secure Site is incorrect, contact your Authorized District EEM User to update the shipping information before the posted deadline.

» Nonpublic School Assessment Coordinators should contact the MDE Nonpublic School office at 517-335-0543, or email nonpublicschools@michigan.gov, to have the EEM updated on their behalf.

» When a change is made in the EEM, the new information will be copied to the OEAA Secure Site that night.

- For most assessments, the Initial Material Order page of the OEAA Secure Site is available for use in January. For WIDA ACCESS for ELLs and WIDA Alternate Access for ELLs, the Initial Material Order page is available in December.

Be sure to review the List of Important Dates document for the assessment being administered for the Initial and Additional Material Order

windows. Also, watch the weekly MDE [Spotlight on Student Assessment and Accountability](#) newsletter for specific dates and deadlines each year.

- Before the OEAA-posted deadline for the assessment being administered, Assessment Coordinators should always verify on the Initial Material Order page of the OEAA Secure Site that their orders accurately reflect the amount and type of materials that will be needed.

The following list contains Initial Material ordering information specific to each state assessment. Again, Initial Material Orders for all materials (including accommodated materials, glossaries), as well as verification and/or revision of Initial Material Orders, is done on the Initial Material Order page of the [OEAA Secure Site](#), unless otherwise stated in this list.

■ **SAT with Essay, PSAT 8, PSAT 9, and PSAT 10**

- » The College Board SAT and PSAT assessments are administered in paper/pencil format only.
- » Initial Material Orders to the College Board for standard test booklets are placed automatically, based on the number of students pre-identified in the OEAA Secure Site by the OEAA-posted deadline.
- » Accommodated versions of the test will be sent based on requests submitted online through the [College Board's Services for Students with Disabilities \(SSD\) web page](#). The request for accommodated materials can only be viewed in the [SSD Online Portal](#) and cannot be viewed on the Initial Material Order page of the OEAA Secure Site.

» Delivery dates are posted on the [SAT List of Important Dates](#) and the [PSAT List of Important Dates](#). If the scheduled delivery date of materials interferes with the district's spring break, College Board will assign a later delivery date, which is also listed on the List of Important Dates.

» The Intent to Participate establishment process is done in late fall, before the initial material ordering window opens.

Refer to the [College Board and ACT Participation Processes](#) chapter of this training guide for more information on the College Board assessments establishment processes.

■ ACT WorkKeys

- » The ACT WorkKeys assessment is administered in paper/pencil format only.
- » Initial Material Orders for ACT WorkKeys Standard Time, Regular Print Booklets are placed automatically, based on the number of students pre-identified on the OEAA Secure Site by the OEAA-posted deadline.
- » Accommodated versions must be ordered through the Initial Material Order page of the OEAA Secure Site by the OEAA-posted deadline.

Note: The number of Standard Time, Regular Print Booklets will be reduced by the number of accommodated versions ordered.

- » The Initial Material Order of Standard Time, Regular Print Booklets can only be adjusted by pre-identifying additional students or unassigning students from the assessment in the OEAA Secure Site before the OEAA-posted deadline.
- » If the delivery date found on the [MME List of Important Dates](#) interferes with the district's spring break, an alternate delivery date for ACT WorkKeys assessment materials can be requested during the [Manage Participation](#) process. The Manage Participation process is done in late fall, before the initial material ordering window opens.

Refer to the [College Board and ACT Participation Processes](#) chapter of this training guide for more information on the ACT assessment establishment processes.

■ M-STEP and MI-ACCESS Functional Independence (FI)

- » The M-STEP and MI-Access FI assessments are administered online. Only schools that test some or all their students using a paper/pencil format need to order materials. These include:
 - schools that have an [Online Testing Waiver](#) to test all students using a paper/pencil format

- schools testing online that have individual students who require a paper/pencil format

Note: For these students, the mode of testing must be changed from online to paper/pencil on each student's Demographic page on the [OEAA Secure Site](#). Directions on how to change the mode of testing for a student can be found on the [OEAA Secure Site training web page](#).

- » M-STEP and MI-Access FI Initial Material Orders for standard test booklets will be based on the number of students pre-identified AND identified for paper/pencil testing on their Demographic page on the OEAA Secure Site by the OEAA-posted deadline.

Note: If the school has received an [Online Testing Waiver](#), all students in the school will be automatically pre-identified for paper/pencil testing and accounted for in the Initial Material Order.

- » The number of test booklets can be changed on the Initial Material Order page of the OEAA Secure Site without adjusting the pre-identification of students by the OEAA-posted deadline. Refer to the [Secure Site Training page](#) for directions on this.
- » Accommodated versions, if needed, must be ordered from the Initial Material Order page of the OEAA Secure Site by the OEAA-posted deadline.

Note: If you enter an order for accommodated versions for M-STEP or MI-Access FI and "Save" it, the number of standard test booklets will also save and will not continue to update based on the pre-identification record. Once an order is "Saved," you can continue to adjust the number of Standard test booklets for M-STEP and MI-Access FI if needed, up through the posted deadline. If you do not "Save" your order, the standard test booklets will continue to update based on the students pre-identified to test through the OEAA-posted deadline.

- » M-STEP Glossary Reference Sheets in various languages can be downloaded (and, in some cases ordered) from the Initial Material Order page. (They will also be available for download only on the Additional Material Order page.)
- » If the delivery date found on the [M-STEP List of Important Dates](#) or the [MI-Access List of Important Dates](#) interferes with the public school district's spring break, an alternate delivery date can be requested on the Initial Material Order page.
 - If the shipping destination is set to **School**, then a school-level OEAA Secure Site User can select the delivery date for the school.
 - If the shipping destination is set to **District**, then only a district-level OEAA Secure Site User can select an alternate delivery date; if an alternate delivery date is selected for the district, it will be applied to all schools.
- » If all students are testing online, there is no need to order materials. Any needed materials, such as Test Administrator's Online Test Directions and Manuals, will be shipped directly to the school; other than verifying the **Ship To** destination, no other action by the school is required.

Note: MI-Access FI online test directions are embedded in the test. No paper directions will be sent to schools.

■ **MI-ACCESS Supported Independence (SI) and Participation (P)**

- » The MI-Access SI and P assessments are administered to students by paper/pencil format on a one-on-one basis, and the student responses are entered online by school staff.
- » On the Initial Material Order page of the OEAA Secure Site, schools enter the **Number of Assessment Administrators** who will be administering the assessment by the OEAA-posted deadline. Be sure to include both the **Primary** and **Shadow Administrators** in the Number of Assessment Administrators count.

■ **WIDA ACCESS for ELLs and WIDA Alternate Access for ELLs**

- » Initial Material Orders for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs assessments will be placed automatically, based on the number of students pre-identified and identified for paper/pencil testing on their Demographic page on the OEAA Secure Site by the OEAA-posted deadline.
- » Braille and Enlarged Print materials, if needed, must be requested on the Initial Material Order page by the OEAA-posted deadline.
- » **WIDA Alternate Access for ELLs** is administered in paper/pencil format only, and all materials will be ordered automatically based on the student's demographic information in the OEAA Secure Site. Schools will need to select **Tier T** on the student's Demographic page on the OEAA Secure Site for students taking the WIDA Alternate ACCESS for ELLs by the OEAA-posted deadline.

■ **WIDA ACCESS Placement Test (W-APT)**

- » The Kindergarten WIDA ACCESS Placement Test (W-APT) assessment is administered in paper/pencil format only.
- » The Initial Material Order page of the OEAA Secure Site is not used for this assessment.
- » Since the W-APT is a screener that can be administered at any time throughout the year, the assessment can be electronically downloaded and printed through the [WIDA Secure Portal](#) all year-long.

■ **WIDA Screener**

- » The WIDA Screener is an online test; all schools are encouraged to assess students online whenever possible.
- » The Initial Material Order page of the OEAA Secure Site is not used for this assessment.
- » If the district did not receive paper/pencil Screeners, or did not receive as many paper/pencil Screeners as they need, the district must email mde-oeaa@michigan.gov with the following information:

- district name
- school name
- number of paper/pencil assessments needed by grade level

■ **Early Literacy and Mathematics Benchmark Assessments (K-2)**

- » Early Literacy and Mathematics Benchmark Assessments (K-2) is available online only. There is no paper/pencil version of the test.
- » The Initial Material Order page of the OEAA Secure Site is not used in any way for this assessment.

Districts and schools that place Additional Material Orders through the OEAA Secure Site may view their order, the order status, and the order tracking information on the Material Order Report page of the OEAA Secure Site.

Full instructions for the Initial Material Order page of the OEAA Secure Site can be found on the [Secure Site Training web page](#) under the Material Ordering section.

For more information on other state assessment-related systems discussed in this chapter, refer to the [OEAA Secure Site](#) and the [Educational Entity Master \(EEM\)](#) chapters of this training guide.

Practical Tips



- Meet with your school or district's special education staff and/or English Learner (EL) Assessment Coordinator to determine which assessment and which accommodated version of an assessment each special education EL student needs.
- Verify the contact types in the [EEM](#) before December to avoid last-minute updates.
- Cross-reference your district calendar and the List of Important Dates of the assessment(s) being administered to ensure that material order delivery dates will not occur during spring break or other district out-of-school dates. If there is a conflict, an alternate delivery date may be requested.

Additional Material Orders

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10



Additional
Material Order
Overview



Additional
Material Order
Specifics



Practical Tips

Assessment Coordinator Training Guide

Intro

This chapter discusses how to place **Additional Material Orders** for each of the state assessments offered in a paper/pencil format, by answering the following questions:

- ▶ What is an Additional Material Order?
- ▶ How do I place an Additional Material Order?

What is an Additional Material Order?



An Additional Material Order is an order placed by schools after the Initial Material Orders for paper/pencil assessments have been delivered to the schools. (See the **Initial Material Orders** chapter of this training guide for more information about Initial Material Orders.)

The window for ordering additional assessment materials is usually open approximately two weeks

prior to testing. These orders are placed using the Additional Material Order page of the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#) or through the testing contractor depending on the assessment. For some assessments, additional materials may need to be ordered through the testing contractor. See the section below to learn how to place an additional order for assessment materials.

How do I place an Additional Material Order?



Most Additional Material Orders, but not all, can be placed directly through the Additional Material Order page of the [OEAA Secure Site](#). Additional Material Orders placed through the OEAA Secure Site are pulled daily by the assessment contractor responsible for shipping the materials. The process for placing Additional Material Orders varies for each state assessment.

- Different assessments have different shipping destinations.
 - » **M-STEP:** The shipping destination for materials defaults to the M-STEP School Assessment Coordinator listed in the [Educational Entity Master \(EEM\)](#).

- » **MI-Access:** The shipping destination for materials defaults to the MI-Access District Assessment Coordinator listed in the EEM
- » For M-STEP and MI-Access, anyone entering an order for additional materials can select the shipping destination and the selection will only apply to that order.
 - If the **Ship To** option is set to “**School**,” the M-STEP/MI-Access materials will be sent to the M-STEP/MI-Access School Assessment Coordinator at the address listed for them in the EEM.

- If the **Ship To** option is set to “**District,**” the materials will be sent to the M-STEP/MI-Access District Assessment Coordinator at the address listed for them in the EEM.

» **WIDA ACCESS and Alternate ACCESS for**

ELLs: Materials for these assessments will always ship to the District English Learner (EL) Assessment Coordinator at the address listed for them in the EEM.

» **College Board assessments and ACT**

WorkKeys: All assessment materials will automatically ship to the School ACT WorkKeys, SAT, and PSAT Test Coordinator, at the address listed for them in the EEM.

■ Assessment Coordinators should always review the **Ship To** information in the OEAA Secure Site.

- » If incorrect shipping information is displayed on the shipping destination of the Additional Material Orders page of the OEAA Secure Site, contact your Authorized District EEM User to have it updated before the order is placed.
- » Nonpublic School Assessment Coordinators must contact the MDE Nonpublic School office at 517-335-0543, or email nonpublicschools@michigan.gov, to have the EEM updated on their behalf.
- » When a change is made in the EEM, the new information will be copied to the OEAA Secure Site that night.

- Be sure to review the List of Important Dates document for the assessment being administered for Initial and Additional Material Order windows. Also, watch the weekly MDE [**Spotlight on Student Assessment and Accountability**](#) newsletter for specific dates and deadlines each year.

The following list discusses Additional Material ordering specifics and exceptions for each state assessment.

Note: In the OEAA Secure Site, PSAT 8/9 is listed as two separate test cycles, PSAT 8 and PSAT 9.

■ **SAT with Essay, PSAT 8, PSAT 9, and PSAT 10**

- » The College Board SAT with Essay and PSAT assessments are administered in paper/pencil format only.

- » The Additional Material Orders page of the OEAA Secure Site is used for ordering additional assessment materials for the initial day of testing for SAT and PSAT 8/9 and 10.

- » Assessment materials for Makeup Day testing for the SAT and PSAT assessments must be ordered through the College Board. On the day of or day before initial testing, the SAT or PSAT Test Coordinators will receive an email regarding makeup day test materials from the College Board, with instructions and a link.

Note: The time frame for responding to the email is very short (2-3 days) and cannot be extended.

- » Standard test booklets, answer documents, and supervisor manuals can be ordered from the Additional Material Order page of the OEAA Secure Site.
- » Accommodated versions of the test will be sent based on requests submitted online through the [College Board’s Services for Students with Disabilities \(SSD\) web page](#). The request for accommodated materials can only be viewed in the College Board [SSD Online Portal](#) and cannot be viewed on the Additional Material Order page of the OEAA Secure Site.
- » If you do not receive shipping labels and other necessary return materials, contact the College Board Educator Hotline immediately at 866-870-3127, Option 1, to ensure you do not miss the materials return deadline.

■ **ACT WorkKeys**

- » The ACT WorkKeys assessment is administered in paper/pencil format only.
- » The Additional Material Orders page of the OEAA Secure Site is used for ordering additional test materials, including accommodated versions for the initial day of testing for WorkKeys.
- » The Additional Material Orders page of the OEAA Secure Site is used for ordering Makeup Day assessment materials.

Note: The window for ordering makeup materials is very short and starts on the day of initial testing. Be sure to watch for notifications on deadlines.

- » Standard time, regular print books; answer documents; Test Administration Manuals; and accommodated versions of the test can be ordered from the Additional Material Order page OEAA of the Secure Site.
- » If you do not receive shipping labels and other necessary return materials, contact ACT immediately at 319-337-1270 to ensure you do not miss the materials return deadline.

■ **M-STEP and MI-Access Functional Independence (FI)**

- » The M-STEP and MI-Access FI assessments are administered online. Only schools that test some or all their students using a paper/pencil format need to order materials; these include:

- schools that have an **Online Testing Waiver** to test all students using a paper/pencil format
- schools testing online that have students who require a paper/pencil format.

Note: For these students, the mode of testing must be changed from online to paper/pencil on each student's Demographic page in the [OEAA Secure Site](#). Directions on how to change the mode of testing for a student can be found on the [Secure Site training web page](#).

- » Standard test booklets, answer documents, Test Administration Manuals, accommodated versions, FedEx Airbills, Scorable Return Labels, and Special Handling Envelopes can be ordered through the Additional Material Order page of the Secure Site.
- » Answer documents must be ordered separately; they are not included with the standard test booklets.
- » When an English language arts (ELA) standard test booklet is ordered, a Listening CD or Listening Script must also be ordered if the school does not already have one, so the Listening portion of the ELA test can be administered.
- » M-STEP Glossary Reference Sheets in various languages can be downloaded from the Additional Material Order page of the OEAA Secure Site.

- » Following M-STEP's staggered testing schedule, the Additional Material Order page is open to different grade levels at different times, based on the testing schedule.

- » MI-Access FI materials for all grades can be placed through the Additional Material Order page throughout the Additional Material Order window.

■ **MI-Access Supported Independence (SI) and Participation (P)**

- » The MI-Access SI and P assessments are administered one-on-one to students using the paper/pencil format, and student responses are entered online by the Primary Assessment Administrator. Therefore, test administrator materials are not ordered for each student, but will need to be ordered for each administrator.
- » If you did not place an Initial Material Order for test administration materials or you need additional test administration materials, these can be ordered from the Additional Material Order page of the OEAA Secure Site by entering the **Number of Assessment Administrators**. Be sure to include both the Primary and the Shadow Administrators in the count.

■ **WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs**

- » After the Initial Material Order window has closed, assessment materials (test administrator scripts, student response booklets, student test booklets, writing booklets, speaking and listening CDs, kindergarten materials, accommodated versions, and return materials) for WIDA ACCESS ELLs and WIDA Alternate ACCESS for ELLs must be ordered through the [WIDA Assessment Management System \(AMS\)](#) and not through the OEAA Secure Site. (See the [WIDA AMS Basics](#) chapter of this training guide if you are not yet familiar with WIDA AMS.)

■ **WIDA ACCESS Placement Test (W-APT)**

- » The kindergarten WIDA ACCESS Placement Test (W-APT) assessment is administered in paper/pencil format only.

- » The Initial and Additional Material Order pages of the OEAA Secure Site are not used in any way for this assessment.
- » Since the [W-APT](#) is a screener that can be administered any time throughout the year, the assessment can be electronically downloaded and printed from [WIDA Secure Portal](#) year-long.

■ **WIDA Screener**

- » The WIDA Screener is an online test; all schools are encouraged to assess students online whenever possible.
- » The Initial and Additional Material Order pages of the OEAA Secure Site are not used in any way for this assessment.
- » If the district needs paper/pencil screeners, the WIDA Paper Screener Order Form found on MDE's [WIDA web page](#) will need to be completed and emailed to mde-oeaa@michigan.gov.

■ **Early Literacy and Mathematics Benchmark Assessments (K-2)**

- » Early Literacy and Mathematics Benchmark Assessments (K-2) is available online only. There is no paper/pencil version of the test.

Districts and schools that place Additional Material Orders through the OEAA Secure Site can view the orders they placed, their status, and their tracking information on the Material Order Report page of the OEAA Secure Site.

Full instructions for the Initial Material Order page of the OEAA Secure Site can be found at the [Secure Site Training web page](#) under the Material Ordering section.

For more information on the OEAA Secure Site and the EEM, see the [OEAA Secure Site](#) and the [Educational Entity Master \(EEM\)](#) chapters of this training guide.

Practical Tips



- Meet with special education staff and English Learner (EL) Assessment Coordinators to determine which assessment and which accommodated version of an assessment your special education or EL students may need.
- Verify the contact types in the [EEM](#) before December to avoid possible last-minute updates.

MI-Access: Who Takes an Alternate Assessment?

Relevant assessments:

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

- ☐ Alternate Assessment Overview
- ☐ Determining Who Takes a MI-Access Assessment
- ☐ Combining Assessment Levels
- ☐ MI-Access Resources

Intro

This chapter discusses the **MI-Access** assessment, and provides an overview of how students are selected to participate in a MI-Access assessment, by answering the following questions:

- ▶ What is the alternate assessment?
- ▶ What is the process for determining who should take a MI-Access assessment and, specifically, which one?
- ▶ Can students take both a M-STEP and a MI-Access assessment if it is appropriate?
- ▶ Where can I find MI-Access Assessment Coordinator resources?

What is the Alternate Assessment?



MI-Access is Michigan's alternate assessment program, and is based on alternate content expectations. It is designed for students with the most significant cognitive impairments, for whom

the IEP team has determined inappropriate for them to participate in the state's general education assessments, and whose instruction is primarily based on Michigan's alternate content expectations.

What is the process for determining who should take a MI-Access assessment and, specifically, which one?



Individualized Education Program (IEP) teams determine which students should take an alternate assessment. IEP teams must use the state guidelines for participation in an alternate assessment to make this determination.

MI-Access offers three levels of assessment. IEP teams should select the level that matches the student's instructional experience. All of these levels should be considered for students who have or function as if they have a significant cognitive impairment.

- **Functional Independence (FI)** – for students whose instruction is most closely aligned to the High range of complexity of the alternate content

expectations and who require some basic supports to function independently but cannot work toward general content standards.

- **Supported Independence (SI)** – for students whose instruction is most closely aligned to the Medium range of complexity of the alternate content expectations and who need ongoing supports for many major life roles.
- **Participation (P)** – Low range of complexity of the alternate content expectations and who will require extensive ongoing support for much of their life.

Multiple guidance resources for participation in MI-Access are available on the [MI-Access web page](#),

including an [Interactive Decision-Making Tool](#) and an [Assessment Selection Guidance Training](#) video. These resources discuss state guidelines and include a flowchart matrix for use in deciding:

- » whether or not a student should take a MI-Access assessment
- » which specific MI-Access assessment type should be used to assess the student

Additional documents supporting the decision-making process, also located on the [MI-Access web page](#) are:

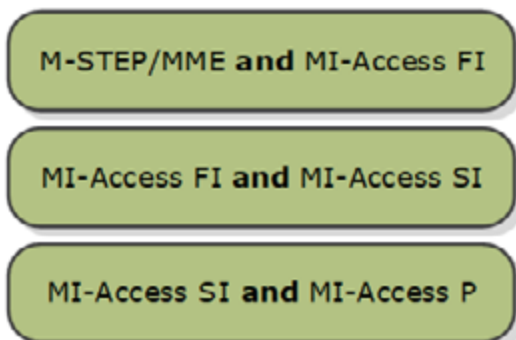
- [Should My Student Take the Alternate Assessment?](#) flow chart – the Interactive Decision Making Tool is based on this flow chart
- [Guide to State Assessments](#) – provides guidance to help teams understand the full array of Michigan’s assessments

Can students take both a M-STEP and a MI-Access assessment if it is appropriate?



Yes! There is flexibility guiding IEP team decisions to allow students to be tested in MI-Access (FI) and M-STEP in different content areas. **Note:** the student must not take the same content area test in the two different assessment programs.

The assessment program flexibility includes adjacent levels of the MI-Access assessments. Based on a student’s instructional needs, an IEP team may determine that the student should take MI-Access assessments at different levels, provided the student is not taking more than a total of two levels, and provided those levels are adjacent to one another. In other words, only the following assessment combinations are permitted:



There are several policy requirements to be aware of:

- » An M-STEP assessment cannot be combined with any level of a MI-Access assessment other than the Functional Independence (FI) level.

- » A student may only take adjacent levels of any assessments; in other words, any combination of assessments other than the three previously listed is not permitted.
- » Students may only be assessed with one type of assessment per content area.
- » In grade 8, ELA and mathematics cannot be split between PSAT™ 8/9 and MI-Access FI, as the PSAT 8/9 ELA and mathematics tests are considered to be a set. Students must be administered both content areas with either the PSAT 8/9 or the MI-Access FI.
- » In grade 11, ELA and mathematics cannot be split between SAT® with Essay and the MI-Access FI. Students must be administered both content areas with either the SAT with Essay or the MI-Access FI.
- » Students must not be pre-identified for multiple assessment programs and/or levels in the same content area. Review the [Pre-Identification of Students for State Assessments](#) chapter of this training guide for more information.

For further details, see the Assessment Flexibility section of the [MI-Access Test Administration Manuals \(TAMs\)](#). Be sure to review the weekly MDE [Spotlight on Student Assessment and Accountability](#) newsletter for notifications regarding when the manuals will be available.



Where can I find MI-Access Coordinator resources?

The [MI-Access web page](#) provides a comprehensive range of resources designed to assist in every facet of the assessment. The resources are listed by category to simplify your search for materials. They include:

- What's New
- Current Assessment Window
- Student Supports and Accommodations
- Participation, Supported Independence, and Functional Independence
- Reporting
- Assessment Training and Resources for Educators
- General Information
- Parent/Student

Understanding the WIDA Assessments

Relevant assessments:

■ WIDA™

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



What is WIDA?



Newly Enrolling Students



Why Test for English Language Proficiency?



Basics of WIDA Assessments



Preparing to Administer WIDA ACCESS for ELLs



WIDA Assessment Results

Intro

The **WIDA ACCESS for ELLs** and the **WIDA Alternate ACCESS for ELLs** are required K-12 yearly summative assessments of students' English language abilities in Listening, Reading, Writing, and Speaking, for students identified as English Learners (ELs). Students are identified as ELs through the use of the **Kindergarten WIDA ACCESS Placement Test (W-APT)** or the **WIDA Screener** until they reach the level the Michigan Department of Education (MDE) has determined as proficient. This chapter will help coordinators understand what the EL proficiency assessments are, how to prepare for them, and the reports available after administration, by answering the following questions:

- ▶ What is WIDA?
- ▶ What do I do with my newly enrolling students?
- ▶ Why are states required to give a summative English language proficiency assessment?
- ▶ What are the basics of the WIDA Assessments?
- ▶ How do I prepare myself and other staff members to administer WIDA assessments?
- ▶ Who else do I need to know and work with in my district?
- ▶ How will results be reported?

What is WIDA?



WIDA is actually a consortium, managed through the University of Wisconsin. This consortium creates a set of assessments, English language development standards, and professional learning targeted towards helping states meet the federal obligations as outlined in the Every Student Succeeds Act (ESSA) of 2015, as well as many civil rights laws for students who are non-native English speakers. Michigan uses four WIDA assessments: Kindergarten WIDA ACCESS Placement Test (W-APT), WIDA Screener (Grades

1-12), WIDA ACCESS for ELLs [English Language Learners] (Grades K-12), and WIDA Alternate ACCESS for ELLs (Grades 1-12). The Kindergarten W-APT and the WIDA Screener are used to identify students who are English learners (ELs). The WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs are summative assessments that are used to ensure schools are helping their ELs achieve English language proficiency.

What do I do with my newly enrolling students?



You will want to have a good understanding of your enrollment processes, and have the following things in place for all students at the time of enrollment:

- **Home Language Survey Questions** All students' enrollment forms must have the following state required questions on them:

- » Is your child's native tongue a language other than English?
- » Is the primary language used in your child's home or environment a language other than English?
- Refer to the [MDE English Learner Program Entrance and Exit Protocol Document](#). Based on the criteria found in this document, you and possibly the team of educators with whom you work will need to screen the student using the appropriate WIDA screening test and then identify the student as an EL or not based on the Entrance and Exit Protocol.
- Ensure the student is appropriately identified as needing EL services in MSDS:
 - » You will work with those responsible for updating student level information and sending it to the state. Inappropriate identification can lead to loss of funding opportunities as well as other assessment and accountability issues.
 - » Ensure that all students who are identified as needing EL services take the summative WIDA ACCESS for ELLs or the WIDA Alternate ACCESS for ELLs. This includes transfer students who were identified by a different district as EL.

Why are states required to give a summative English language proficiency assessment?



There is a simple answer to the question of why states give students identified as English learners a test every year to measure their English language proficiency—because it's required by the federal Every Student Succeeds Act (ESSA) of 2015. The longer part of the answer is that this requirement to assess students stems from many cases of non-native English-speaking students being underserved in schools. A landmark Supreme Court case (*Lau v. Nicholls*, 1974) resulted in the Supreme Court ruling that schools must provide a “meaningful” education for these students. This does not mean merely including them in general education courses; it means providing additional English language services so that the students can learn enough English for those

general education classes to be understandable. The English proficiency assessments are tied to this ruling to ensure that schools are following through on the requirement to provide English language support to these students. The assessments help to answer the questions of whether or not students are attaining English proficiency and are making progress in learning English. ELs are still required to take the appropriate grade level content area assessments—such as M-STEP, MI-Access, PSAT, SAT, or ACT—in addition to the WIDA ACCESS assessment. The only exception to this rule is for students who are identified as “recently arrived” students. You can learn more about these qualifications by reviewing the chapter on this topic in the [Supports and Accommodations Guidance Document](#).

What are the basics of the WIDA Assessments?



The K W-APT is designed to be a one-on-one paper/pencil assessment that can be downloaded when needed from the WIDA Secure Portal. For more information about the basics of this assessment, see the chapter called [WIDA ACCESS Placement Test \(W-APT\) and WIDA Screener Preparation and](#)

[Administration](#) as well as the [WIDA Screener and W-APT Michigan Policy Manual](#). The WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs are required K-12 yearly summative assessments of the student's English language abilities in Listening, Reading, Writing, and Speaking, for students

identified as English learners. ESSA requires each state to administer an assessment that tests students in these areas of language development. Students are identified as ELs until they reach the level MDE has determined as proficient.

The testing window for both of these assessments occurs in the winter of each year, typically during a 7-week window in February and March. For dates and testing activities, refer to the [List of Important Dates](#), located on the [WIDA web page](#).

The difference between the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs is that the WIDA Alternate ACCESS for ELLs is a paper/pencil assessment specifically for students who are English learners but are also identified as students with significant cognitive disabilities. The Alternate ACCESS is only available for students in grades 1-12. For information about how to determine which assessment a student should take, educators should review the Michigan [WIDA Alternate ACCESS for ELLs Selection Guidance Document](#) found on the [WIDA web page](#).

The WIDA ACCESS for ELLs is an online assessment for students in grades 1-12; the kindergarten form of this test remains a paper/pencil test.

IMPORTANT NOTE: Educators will discontinue the use of the K W-APT at the end of the 2021-22 school year and transition to using the WIDA Screener for Kindergarten. Beginning in April 2022, students enrolling as a part of Kindergarten round-up should

be screened using WIDA Screener for Kindergarten instead of the K W-APT. However, all students enrolling as Kindergartners and receiving services during the 2021-22 school year should be assessed using the K W-APT.

The WIDA Alternate ACCESS for ELLs must be administered individually. Portions of the WIDA ACCESS for ELLs require the test to be administered individually as well, depending on the grade level and mode of testing.

Additionally, depending on the test administered, grade level, and domain (Listening, Speaking, Reading, or Writing), educators may be required to score the assessment themselves. Because of this, educators must pass an online assessment training course to ensure they are appropriately trained to administer and score these assessments. The training course and online quizzes are available through educators' [WIDA Secure Portal](#) accounts. You can get more information about obtaining an account from your district EL Assessment Coordinator or in the [WIDA Secure Portal](#) chapter of this training guide.

The length of time to administer these assessments varies between grade level, mode of testing, and even the student's English language proficiency level. For example, a student with very low speaking ability may complete the Speaking test more quickly than more proficient students. More information about the timing of assessments can be found in the appropriate [WIDA Test Administration Manuals](#).

How do I prepare myself and other staff members to administer WIDA assessments?



Educators overseeing and administering the WIDA tests will need access to a number of different online systems for the following purposes:

- » [WIDA Secure Portal](#) – a secure portal through which training courses and some administration materials can be accessed
- » [OEAA Secure Site](#) – a secure website through which students' scores can be downloaded

- » [WIDA AMS](#) – a secure website through which educators will manage administrative tasks such as assigning students to test sessions, ordering additional materials, and printing test tickets

All educators who will be administering these assessments must complete appropriate assessment training courses to earn a certificate that verifies the skills and knowledge required to administer and

score (where appropriate) these assessments. See the appropriate assessment preparation chapters for training requirements.

The best resources to review in preparation for administering the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs are the following (available on the [WIDA web page](#)):

» [Michigan-Specific Test Administration Manual](#)

» [WIDA ACCESS for ELLs Checklist](#) (available on the [Michigan page of the WIDA website](#))

Who else do I need to know and work with in my district?



As you think about creating your internal processes for enrollment and W-APT administration, you will want to know and/or specifically identify who would be responsible for each of the following steps in your process. If no one is currently responsible for these activities, work with your district's leadership to get the role filled.

■ Enrollment

- » Who actually enrolls students initially? Who updates the enrollment forms? Do the enrollment forms include the correct Home Language Survey questions?

■ Test Administrators

- » Who will be administering the different WIDA assessments in your district? Are the educators who screen students the same as those who administer the summative WIDA assessment?

■ MSDS

- » Who is responsible for entering student information into your Student Information System?
- » Who is responsible for making sure that the student information is uploaded correctly to the Michigan Student Data System (MSDS)? Does your MSDS person know when to exit eligible proficient students from EL services so these students do not need to be tested in the following school year?

■ EEM

- » Who is responsible for updating the district's personnel list on a regular basis? Are you listed as the District EL Assessment Coordinator yet?

How will results be reported?



For the WIDA ACCESS and WIDA Alternate ACCESS for ELLs assessments, educators will receive Individual Student Reports, Class Roster, School Frequency, and District Frequency reports, both in hard copy format and electronic format through [WIDA AMS](#). For the WIDA Screener, educators can print individual student reports from [WIDA AMS](#). A variety of other reports can be accessed through other systems. More information about these reports can be found in the [After Testing](#) module of this training guide.

Educators can use the [WIDA Interpretive Guide](#) to help them best understand the reports for students who took the WIDA ACCESS for ELLs. A similar guide is available for the WIDA Alternate ACCESS for ELLs. These interpretive guides can be found on the [Michigan page of the WIDA website](#). Under the Assess tab, select ACCESS for ELLs Scores and Reports.

All summative WIDA assessment results can be found in the OEAA Secure Site. The Kindergarten W-APT and WIDA Screener results will only appear in this site if educators have entered them for students.

Educators will also use the scores found in these reports to inform their decision about whether to identify a student as an EL or alert them to which

students were eligible to exit. By reviewing these reports in conjunction with the requirements and criteria outlined in the [**MDE English Learner Program Entrance and Exit Protocol**](#), educators can make these entrance and exiting decisions.

M-STEP Assessment Preparation

Relevant assessments:

- M-STEP

- ☐ Important Dates and Deadlines
- ☐ Policies and Procedures
- ☐ Test Security
- ☐ Test Directions
- ☐ OEAA Secure Site and DRC INSIGHT Portal
- ☐ Schedule Test Sessions
- ☐ Off-Site Testing
- ☐ Accommodated Testing
- ☐ Preparing Staff and Students
- ☐ Paper/Pencil Testing

Assessment Coordinator Training Guide

Intro

If as a new **M-STEP** Assessment Coordinator you have not already reviewed the [Quick Start Guide](#) in the **Overview Module** of this training guide, be sure to do so. The Quick Start Guide was developed with you in mind and lists several up-front tasks that all Test Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

This chapter provides an overview of the tasks that must be completed **before administering the M-STEP**, as well as information about where to find the resources and tools necessary to complete each task, by answering the following questions:

- ▶ Where can I find important dates and deadlines for M-STEP assessment-related tasks?
- ▶ Where can I find all the administration policies and procedures for M-STEP testing?
- ▶ Where can I find information about assessment integrity and security?
- ▶ Where can I find test directions for each assessment?
- ▶ What tasks do I need to do in the OEAA Secure Site and how do I do them?
- ▶ What do I need to do in the DRC INSIGHT Portal?
- ▶ How do I schedule test sessions? How much time should I plan for each test session?
- ▶ How do I create a testing schedule and what does it need to contain?
- ▶ What is needed for off-site testing?
- ▶ Where can I find information about student supports and accommodations?
- ▶ How do I prepare staff for testing?
- ▶ How do I prepare students for testing?
- ▶ How do I prepare for students who are testing by paper/pencil?

Where can I find important dates and deadlines for M-STEP assessment-related tasks?



The [M-STEP List of Important Dates](#) document includes a list of all major testing tasks that need to be done, the deadline for each task, and the testing mode—paper/pencil or online—for each task. There is also a Microsoft Excel file and Google calendar that include all important dates for all statewide assessments. These documents are posted each year

in the late fall on the [M-STEP web page](#) in the Current Administration section. The availability of these documents, as well as other assessment-specific dates, will be announced in the weekly Michigan Department of Education (MDE) [Spotlight on Student Assessment and Accountability](#) newsletter.

Where can I find all the administration policies and procedures for M-STEP testing?



MDE has prepared an [M-STEP Test Administration Manual \(TAM\)](#). The TAM is the primary source for all test administration policies and procedures. It outlines the responsibilities of the District Assessment Coordinator, Building Assessment Coordinator, and Test Administrators. It also includes detailed information about the policies and procedures for the assessment, including the calculator policy, scratch paper policy, reporting of any testing irregularities, and more. The M-STEP TAM is available in January–February each year. An announcement will be made in the MDE [Spotlight](#) newsletter when it is available. The TAM is available on the [M-STEP web page](#). Be sure to read and thoroughly review all the content in the M-STEP TAM so you are prepared to administer the assessment.

Once you have reviewed the calculator and scratch paper policies, you will need to determine how these tools will be managed during testing.

■ **Online Testing:** headphones, scratch paper, graph paper

- » **Headphones** (for Text to Speech [TTS] test directions [if using], online ELA Listening passages, and students using TTS) – Establish a process to ensure that all headphones are in working order, that storage is available, and that Test Administrators know how to access, distribute, and collect them.
- » **Scratch paper** (all tests) – Establish a process for the secure storage and destruction of scratch paper at all times during and after online testing. Make sure Test Administrators are aware of the policies and procedures regarding scratch paper before testing.?
- » **Graph paper** (grades 6–7 mathematics) – Establish a process for the secure storage of graph paper before and during paper/pencil

testing, and for the secure destruction of the graph paper after testing.

■ **Paper/Pencil Testing:** scratch paper, graph paper, calculators

- » **Scratch paper** (all tests) – Establish a process for the secure storage and destruction of scratch paper at all times during and after paper/pencil testing. Make sure Test Administrators are aware of the policies and procedures regarding scratch paper before testing.
- » **Graph paper** (grades 6–7 mathematics) – Establish a process for the secure storage of graph paper before and during paper/pencil testing, and for the secure destruction of the graph paper after testing.
- » **Calculators** (grades 6–7 mathematics) – Establish a process to ensure that all calculators are available and in working order and that Test Administrators know how to access, distribute, and collect them.

■ **Designated Supports/Accommodations**

- » How will students who require materials for a Designated Support or Accommodation be identified? Who is responsible for identifying the students?
- » How will materials for accommodated testing be provided and maintained during and after testing?

■ **Testing Schedules**

- » What location(s) will be used for testing?
- » How will technology needs impact testing schedules and location(s)?
- » On what times and dates will testing occur?
- » Who is the Test Administrator for each testing session?

Where can I find information about assessment integrity and security?



The [Assessment Integrity Guide](#) defines all the assessment security requirements for the M-STEP and other state assessments. It details requirements regarding, but not limited to:

- cell phones and electronic devices
- who can administer assessments
- testing schedules

- prohibited behavior and materials
- assessment monitoring procedures
- reporting administration irregularities and incidents

Assessment Coordinators must be aware of all policies and expectations prior to testing.

Where can I find test directions for each assessment?



Test directions are included in the Test Administrator's Directions and Manual document that must be read by all Test Administrators prior to administering any M-STEP assessment.

- **M-STEP Online Test Administrator's Directions and Manual documents** are provided for each grade. They are printed and sent to schools, and are available on the [M-STEP web page](#).

- **M-STEP Test Administrator's Directions and Manual documents** are provided for each grade. They are printed and sent to schools, and are available on the [M-STEP web page](#).

Be sure to determine how test directions will be made available to Test Administrators, and who will be responsible for their distribution.

What tasks do I need to do in the OEAA Secure Site and how do I do them?



The following is a list of OEAA Secure Site tasks with links to related chapters from this training guide and to instructional documents located on the [OEAA Secure Site Training web page](#).

- Confirm that you have access to the [Secure Site](#)
 - » Refer to the [OEAA Secure Site](#) chapter of this training guide for information about the OEAA Secure Site, and how to get access to it.
 - » [Requesting Access to Secure Site](#) (instructional PDF)
- Pre-identify students for the test they will be taking

- » Refer to the [Pre-Identification of Students for State Assessments](#) chapter of this training guide for information about how to pre-identify students for testing.

- » [Pre-Identification of State Assessments Overview](#) (instructional PDF)

- Set up test sessions for online testing
 - » Refer to the [Creating Online Sessions](#) document on the [OEAA Secure Site Training web page](#) for directions to set up test sessions from the OEAA Secure Site

- » Refer to the [DRC INSIGHT Portal User Guide](#) for directions to set up test sessions within the DRC INSIGHT Portal
- Set up reporting codes and/or research codes, if used
 - » Refer to the [Reporting Codes and Research Codes](#) chapter of this training guide for information about how to set up reporting codes and research codes.
 - » [Reporting Code Label](#) (instructional PDF)
- Report testing irregularities (during testing)

» Go to the [Incident Reporting](#) chapter of this training guide for information on testing irregularities and how to report them.

» [Incident Reporting](#) (instructional PDF)

- Refer to the [Accountable Students Enrolled and Demographics](#) and the [Answer Documents Received and Not Tested Students](#) chapters
 - » [Accountable Students Enrolled and Demographics](#) (instructional PDF)
 - » [Answer Documents Received and Not Tested Students](#) (instructional PDF)

What do I need to do in the DRC INSIGHT Portal?



The DRC INSIGHT Portal is Data Recognition Corporation's (DRC) test management system. It is used to manage student online testing and performs the following functions:

- assign student supports and accommodations
- print test tickets and test rosters
- set up and maintain test sessions
- monitor test completion

Refer to the [DRC INSIGHT Portal Basics](#) chapter of this training guide for more information about the portal and how to obtain access.

Additional directions for performing tasks in the DRC INSIGHT Portal, including step-by-step instructions for managing test sessions, are available in the [DRC INSIGHT Portal User Guide](#) or in the [Mini-Modules](#), which are found in [DRC INSIGHT Portal](#).

How do I schedule test sessions? How much time should I plan for each test session?



Online test session time estimates for each grade and content area are provided in the [Guide to State Assessments](#) on the [M-STEP web page](#). These estimates will help Building and District Assessment Coordinators build a schedule for each school that ensures all students are tested and all tests are administered on time.

When reviewing the test session time estimates, remember that time estimates do not include any classroom tasks, such as taking attendance, passing out test tickets, reading directions, or addressing any technology issues that may arise. Also consider that

the M-STEP is not a timed test, so when building the schedule, have a plan in place for students who finish early, as well as for students who need extra time.

Because MDE does not extend testing windows regardless of whether or not students finish the test, all testing must be completed within the posted testing window. Be sure to monitor student completion of testing on the DRC INSIGHT Portal Testing Status screen throughout the window to be sure all tests are complete. Also note that the Testing Status screen in the portal lists students who are pre-identified in the OEAA Secure Site; if a student is expected to test but

is not pre-identified, that student will not appear on the Testing Status screen.

Any student(s) testing using paper/pencil must test within the published test window.

Schools are allowed flexibility in scheduling online test sessions to best meet the needs of their students. However, the OEAA recommends that schools not wait until the end of a testing window to administer the test unless absolutely necessary, as unforeseen events, such as building emergencies, technology

problems, or student illness, may impact a school's ability to ensure all students complete testing. The OEAA will not grant exceptions to the assessment participation requirement for students who were not tested because the tests were scheduled for administration too late in the testing window.

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building's testing schedule for monitoring and irregularity investigation purposes.

How do I create a testing schedule and what does it need to contain?



It is the Building Coordinator's responsibility to develop test administration schedules for the M-STEP assessments based on the school's needs and resources. The testing schedule must follow the test administration windows established by the OEAA. Testing schedules should minimally include the following information:

- district name
- building name
- Building Coordinator's name
- date of assessment administration
- location of testing session(s) (such as room number or classroom)

- starting and ending time of testing session
- assessment/grade/content being administered for each testing session
- the names of the test administrator(s) and proctor(s) for each testing session

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building's testing schedule for monitoring and testing irregularity investigation purposes. Refer to the [Assessment Integrity Guide](#) for the detailed test schedules policy and for sample test schedule templates.

What is needed for off-site testing?



There is an [Off-Site Test Administration Request](#) form for M-STEP. The dates to request off-site test administrations are listed in the M-STEP Important Dates resources, and will be posted in the weekly [Spotlight on Student Assessment and Accountability](#) newsletter.

Off-Site Test Administration Requests are completed through the [OEAA Secure Site](#). For more information on Off-site Test Administration Request procedures, see the [Appropriate Practices for Test Security](#) chapter of this training.

Where can I find information about student supports and accommodations?



The Student Supports and Accommodations section of the [M-STEP web page](#) provides detailed information and documents regarding which Universal Tools, Designated Supports, and Accommodations are available to students taking the M-STEP.

For more information on student Designated Supports and Accommodations, refer to the following chapters of this training guide:

- **[Student Supports and Accommodations Overview](#)** – includes detailed information about which universal tools, designated supports, and accommodations are available to students when testing.

- **[Selecting and Assigning Universal Tools, Designated Supports, and Accommodations](#)** – describes how to assign Designated Supports and Accommodations for students who need them.

Note: An Individualized Education Program (IEP) team may determine that the MI-Access assessment (Michigan's alternate assessment) is more appropriate for a student than the M-STEP assessment. Refer to the **[MI-Access: Who Takes an Alternate Assessment?](#)** chapter of this training guide for more information.

How do I prepare staff for testing?



District Assessment Coordinators are responsible for providing training on the policies and procedures listed in the **[M-STEP Test Administration Manual](#)** and the **[Assessment Integrity Guide](#)** for all staff involved in test administration. Also, all staff involved in testing must sign the **[OEAA Assessment Security Compliance Form](#)**.

For more information about preparing staff for testing, refer to the following chapters of this training guide:

- **[Preparing Yourself and Staff as a District Coordinator](#)**
- **[Preparing Yourself and Staff as a Building Coordinator](#)**

How do I prepare students for testing?



MDE recommends that all students be prepared and have time to practice prior to testing.

For online testing, there are three steps for preparing students to use the tools and functionality of the test. The recommended order is for test administrators to:

1. View the **[Student Tutorials](#)** in the **[DRC INSIGHT Portal](#)** with students in the classroom.
2. Model the use of the **[Online Tools Training \(OTTs\)](#)** for students in the classroom.

3. Provide students the opportunity to practice with the OTTs on the device they will use for testing prior to the test administration.

For students using the paper/pencil test, they can practice using the **[Paper/Pencil Sample Item Sets](#)**.

Prior to test day, Assessment Coordinators and/or Test Administrators should talk to students about the following:

- » Doing their best.

- » Not cheating.
- » Allowable post-test reading materials.
- » Cell phone policy during testing.
- » Types of writing materials they will need for paper/pencil testing.

» Calculators to be used for mathematics paper/pencil (grades 6 and 7). More information about locating these resources and other considerations for preparing students for testing is available in the [Preparing Students and Parents for Testing](#) chapter of this training guide.

How do I prepare for students who are testing by paper/pencil?



Some schools might have individual students who are testing with paper/pencil due to their assigned accommodations. In a few unique situations, an entire building may need to test using paper/pencil.

Paper/pencil testing requires pre-identifying student(s) and ordering materials. The paper/pencil test window dates are posted every fall on the [M-STEP web page](#) in the [Summative Testing Schedule](#).

When an entire building needs to test using paper/pencil, an [Online Waiver Request](#) must be submitted in the [OEAA Secure Site](#). The Online Waiver window opens and closes in late fall each year, preceding spring testing. Be sure to watch the [Spotlight](#)

newsletter and refer to the [M-STEP List of Important Dates](#) for the Online Waiver window dates.

For more information on all of these activities, see the following chapters of this training guide:

- [Pre-Identification of Students for State Assessments](#)
- [OEAA Secure Site](#)
- [Initial Material Orders](#)
- [Additional Material Orders](#)

MI-Access Assessments Preparation

Relevant assessments:

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

- ☐ Who Takes MI-Access Assessments
- ☐ Important Dates
- ☐ Policies and Procedures
- ☐ Security
- ☐ Test Directions
- ☐ OEAA Secure Site and DRC INSIGHT Portal
- ☐ Testing Schedule
- ☐ Off-Site Testing
- ☐ Accommodations
- ☐ Preparing Staff
- ☐ Paper/Pencil Administration

Assessment Coordinator Training Guide

Intro

If as a new **MI-Access** Assessment Coordinator you have not already reviewed the [Quick Start Guide](#) in the **Overview Module** of this training guide, be sure to do so. The Quick Start Guide was developed with you in mind and lists several up-front tasks that all Assessment Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

MI-Access is Michigan's alternate assessment program. This chapter provides an overview of the tasks that need to be completed **before the MI-Access tests are administered**, as well as information about where to find the resources and tools necessary to complete each task, by answering the following questions:

- ▶ Who should take a MI-Access assessment?
- ▶ Where can I find important dates and deadlines for MI-Access assessment-related tasks?
- ▶ Where can I find all the administration policies and procedures for MI-Access testing?
- ▶ Where can I find information about assessment integrity and security?
- ▶ Where can I find Test Directions for each assessment?
- ▶ What tasks do I need to do in the OEAA Secure Site and how do I do them?
- ▶ What do I need to do in the DRC INSIGHT Portal?
- ▶ How do I create a testing schedule and what must it contain?
- ▶ What is needed for off-site testing?
- ▶ Where can I find information about student supports and accommodations?
- ▶ How do I prepare students for FI online testing?
- ▶ How do I prepare FI students who are testing by paper/pencil?
- ▶ How do I prepare staff for testing?
- ▶ Where can I find additional MI-Access resources?

Who should take a MI-Access assessment?



MI-Access is Michigan's alternate assessment program. The program offers three levels of assessment:

- **Functional Independence (FI)**
- **Supported Independence (SI)**
- **Participation (P)**

All MI-Access assessments are designed for students with the most significant cognitive impairments, whose Individualized Education Program (IEP) teams have determined that it is not appropriate for them to participate in the state's general education assessments. Numerous resources to help teams guide their decisions are found on the [MI-Access web page](#).

Refer to the [MI-Access: Who Takes an Alternate Assessment?](#) chapter of this training guide for more information on the assessment selection process for MI-Access.

Where can I find important dates and deadlines for MI-Access assessment-related tasks?



MI-Access administration allows for a seven-week window to complete all testing. It requires a great deal of internal scheduling and planning, since the Functional Independence (FI) assessments are designed to be administered in small groups (defined as five or fewer students) or in one-on-one situations, while the Supported Independence (SI) and Participation (P) assessments require two administrators (Primary and Shadow Administrators) and are usually instructionally embedded.

The [MI-Access List of Important Dates](#) document includes all major testing milestones and deadlines for testing. This document is posted to the [MI-Access web page](#) each year in late fall, in the Current Administration section. Reminders and updates to assessment-specific deadlines are also announced in the weekly Michigan Department of Education (MDE) [Spotlight on Student Assessment and Accountability](#) newsletter.

Where can I find all the administration policies and procedures for MI-Access testing?



The primary sources for all MI-Access test administration policies and procedures are the two [Test Administration Manuals \(TAMs\)](#), both are available on the [MI-Access web page](#):

- The [Functional Independence \(FI\) Test Administration Manual \(TAM\)](#) covers the student-facing online testing and the paper/pencil booklet procedures for FI administration.
- The [Participation \(P\) and Supported Independence \(SI\) Test Administration Manual \(TAM\)](#) is developed for SI and P Assessment Coordinators and administrators and includes procedures for how the tests are administered and the student responses are entered online.

Where can I find information about assessment integrity and security?



The [Assessment Integrity Guide](#) defines all the assessment security requirements for MI-Access and other state assessments. It is posted on the [MI-Access web page](#) and details requirements regarding, but not limited to:

- cell phones and electronic devices
- who can administer assessments
- prohibited behavior and materials
- assessment monitoring procedures

- reporting administration irregularities and incidents

It is important that Assessment Coordinators are aware of all policies and expectations prior to testing.

Where can I find Test Directions for each assessment?

Test directions are used during the administration of the MI-Access assessments.

- Online test directions for FI are embedded in the online test engine and are read aloud to students, either by the text-to-speech feature of the online testing system or by the assessment administrator.
- Paper/pencil directions are provided in the [FI TAM](#), for FI administrators to read aloud to the students.
- While there are no SI or P directions that are to be read aloud to the student, the [Assessment Administrator Booklet](#), which is included in the assessment materials order, provides specific directions for administering and adapting the testing environment to meet student needs during testing observations.

What tasks do I need to do in the OEAA Secure Site and how do I do them?

- **Confirm your access** to the [Office of Assessment and Accountability \(OEAA\) Secure Site](#)
 - » See the [OEAA Secure Site](#) chapter of this training guide for information about the OEAA Secure Site and how to get access to the site.
- **Pre-identify Students** for testing to the assessment, type, and content area
 - » See the [Pre-Identification of Students for State Assessments](#) chapter of this training guide for more information.
- **Set up or confirm Test Sessions** for FI online testing
 - » See the [Pre-Identification of Students for State Assessments](#) chapter of this training guide for more information on test sessions.
- **Set up Reporting Codes and/or Research Codes**, if used
 - » See the [Reporting Codes and Research Codes](#) chapter of this training guide for more information.
- **Place Material Orders** for students using MI-Access FI paper/pencil assessments and for the administrators who are administering the SI and P assessments
 - » The [Initial Material Orders](#) and [Additional Material Orders](#) chapters of this training guide both discuss how to order MI-Access assessment materials through the OEAA Secure Site.
- **Manage Accountable Students and Test Verification**

Full directions for all of the OEAA Secure Site tasks described in this section can be found on the [Secure Site Training web page](#).



What do I need to do in the DRC INSIGHT Portal?

The [DRC INSIGHT Portal](#) is Data Recognition Corporation's (DRC) test management system; it is used to manage student online testing, and perform the following functions:

- Assign student supports and accommodations (FI only)
- Print test tickets and test rosters (for FI online testing and P and SI score entry)
- Set up and maintain test sessions

- Monitor Test Completion (FI only)

Refer to the [DRC INSIGHT Portal Basics](#) chapter of this training guide for more information on the portal and how to obtain access.

Additional directions for performing tasks in the DRC INSIGHT Portal, including step-by-step instructions for managing test sessions, are available on the DRC INSIGHT Portal welcome page. Select the link in the [Documents and Training Materials](#) bullet.



How do I create a testing schedule and what must it contain?

It is the Building Assessment Coordinator's responsibility to develop test administration schedules for the MI-Access assessments based on the school's resources and needs. The testing schedule must follow the test administration windows as established by the OEAA. Testing schedules minimally include the following information:

- district name
- building name
- Building Assessment Coordinator's name
- date of assessment administration

- location of testing session(s), such as room number or classroom
- starting and ending time of testing session
- assessment/grade/content being administered for each testing session
- test administrator(s) and proctor(s) for each testing session

Testing schedules must be retained by the district or school for three years. The OEAA might request a copy of a building's testing schedule for monitoring and testing irregularity investigation purposes.



What is needed for off-site testing?

There is an [Off-Site Test Request](#) form for MI-Access. The request window dates are posted in the [MI-Access List of Important Dates](#) document and Excel file, and will be posted in the weekly [Spotlight on Student Assessment and Accountability](#) newsletter. For more information on Off-site Test Administration Request procedures, see the [Appropriate Practices for Test Security](#) chapter of this training.

Students should be familiar with the administrators who will be conducting the off-site testing. Administrators are encouraged to make testing a part of the student's instruction by embedding the assessment into daily instructional routine. This means when a staff member meets with a student for instruction, they should present the student with the MI-Access assessment as if it were a daily learning activity.

Where can I find information about student supports and accommodations?



The Student Supports and Accommodations section of the [MI-Access web page](#) provides detailed information and documents regarding which universal tools, designated supports, and accommodations are available to MI-Access students during testing, following the directions found in a student's IEP.

Additionally, the [Student Supports and Accommodations Overview](#) chapter of this

training guide includes detailed information about which universal tools, designated supports, and accommodations are available to students while testing. The [Selecting and Assigning Universal Tools, Designated Supports, and Accommodations](#) chapter of this training guide describes how to assign supports and accommodations for students.

How do I prepare students for FI online testing?



The MDE recommends that all students taking FI online tests be prepared to use the tools and functionality of the test prior to testing. The recommended order is:

1. View the [Student Tutorials](#) in the [DRC INSIGHT Portal](#) with students in the classroom
2. Model the use of the [Online Tools Training \(OTTs\)](#) for students in the classroom

3. Provide students the opportunity to **work with the OTTs on the device they will use for testing** prior to the test administration

More information about where to find these resources and other considerations for preparing students for testing is available in the [Preparing Students and Parents for Testing](#) chapter of this training guide.

How do I prepare FI students who are testing by paper/pencil?



Some schools might have a few students who are testing with paper/pencil, due to their assigned accommodations. In some situations, all of the students taking FI assessments may need to test using paper/pencil.

Testing with paper/pencil requires pre-identification of the student(s) to the paper/pencil administration of the assessment, and ordering materials for the student(s).

When all students taking the FI assessment in a building need to test using paper/pencil, an [Online Waiver Request](#) must be submitted in the [OEAA Secure Site](#). The Online Waiver window occurs in late

fall each year, preceding testing. Be sure to watch the [Spotlight](#) newsletter and refer to the [MI-Access List of Important Dates](#) for the dates.

For more information on all of these activities, see the following chapters of this training guide:

- [Pre-Identification of Students for State Assessments](#)
- [OEAA Secure Site](#)
- [Initial Material Orders](#)
- [Additional Material Orders](#)



How do I prepare staff for testing?

District Assessment Coordinators are responsible for providing training on the policies and procedures listed in the two [MI-Access TAMs](#) and in the [Assessment Integrity Guide](#) for staff involved in test administration. Also, all staff involved in testing must sign the [OEAA Assessment Security Compliance Form](#).

For more information on preparing staff for testing, refer to the following chapters of this training guide:

- [Preparing Yourself and Staff as a District Coordinator](#)
- [Preparing Yourself and Staff as a Building Coordinator](#)



Where can I find additional MI-Access resources?

The MI-Access web page has various documents that provide guidance on a variety of assessment activities including, but not limited to:

- [Assessment Training and Resources for Educator](#) section that covers all levels of the assessments and your administration training needs.
- [List of Important Dates](#) documents for each of the assessment programs
- [Assessment Selection](#) guidance documents and online training modules
- [Test Administration Manuals \(TAMs\)](#), the primary training source for each assessment program
- [Supports and Accommodations Guidance](#) documents, including [FAQs](#)
- various assessment-specific, detailed resources, such as the [Supported Independence and Participation Scoring Rubric Training](#), located on the [Michigan Virtual](#) portal (enter MI-Access in the Michigan Virtual “Find Course” search bar), which shows how these two levels of the assessment are administered and scored

College Board Assessments Preparation

Relevant assessments:

- MME
 - » SAT® with Essay
- PSAT™ 8/9 for Grade 8
- PSAT 8/9 for Grade 9
- PSAT 10

- ☐ Who Takes the College Board Assessments
- ☐ Intent to Participate
- ☐ Important Dates
- ☐ OEAA Secure Site
- ☐ Policies and Procedures
- ☐ Preparing the Test Environment
- ☐ Test Directions
- ☐ Off-Site Testing
- ☐ Accommodated and EL Testing
- ☐ Preparing Staff and Students

Assessment Coordinator Training Guide

Intro

If as a new **College Board** Test Coordinator you have not already reviewed the [Quick Start Guide](#) in the **Overview Module** of this training guide, be sure to do so. The Quick Start Guide, developed with you in mind, lists several up-front tasks that all Test Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

The Michigan Merit Exam (MME) assesses students in grade 11 and eligible students in grade 12. The MME is administered each spring and consists of three required components:

- **SAT® with Essay** – College Board's paper/pencil format college entrance exam, which provides the English language arts (ELA) and mathematics scores for accountability purposes
- **ACT® WorkKeys®** – ACT's paper/pencil format work skills assessments in Applied Math, Graphic Literacy, and Workplace Documents
- Michigan-developed **M-STEP science and social studies** online assessments

The College Board's **PSAT™ 8/9** and **PSAT™ 10**—parts of the SAT suite of assessments—are administered to students in grades 8, 9, and 10 in a paper/pencil format. The PSAT tests assess the skills and knowledge most important for success in college and careers, and target areas of greatest need for study and practice in preparation for the **SAT with Essay** college entrance exam given in 11th grade. Assessment results from the SAT with Essay and the PSAT 8/9 for grade 8 will be part of Michigan's accountability system.

This chapter provides an overview of the tasks that must be completed before the [College Board Suite of Assessments](#) is administered, as well as information about where to find the resources and tools necessary to complete each task, by answering the following questions:

- ▶ Who is expected to take the SAT with Essay, the PSAT 10, or the PSAT 8/9?
- ▶ What do I need to do to ensure the College Board knows my school will administer a College Board assessment?
- ▶ Where can I find important dates and deadlines for College Board assessment-related tasks?
- ▶ What tasks must be done through the OEAA Secure Site for College Board assessments?
- ▶ Where can I find the administration policies and procedures for College Board testing?
- ▶ How do I prepare the testing environment for the SAT with Essay, the PSAT 10, or the PSAT 8/9?
- ▶ Where can I find test directions for College Board assessments?
- ▶ What do I need to do if my school needs an off-site test location for a student or group of students?
- ▶ What do I need to know about testing students who need accommodations and English Learners (ELs)?
- ▶ How do I identify and train staff to administer the SAT with Essay and/or the PSAT?
- ▶ How do I prepare students to take the SAT with Essay and/or the PSAT?

Who is expected to take the SAT with Essay, the PSAT 10, or the PSAT 8/9?



Here are the specifics of each assessment:

■ **SAT with Essay**

- » All public school grade 11 students are expected to take the entire MME.

Due to the many nuances in high school enrollment, the Michigan Department of Education (MDE) has developed a document titled [Who Must/Can Take the MME?](#) to provide additional guidance for Test Coordinators responsible for any of the MME components.

- » Private schools opting to offer the MME are required to offer all three components of the MME, including the SAT with Essay, the ACT WorkKeys, and the M-STEP assessments.

■ **PSAT 8/9 for grade 8**

- » The PSAT 8/9 is a required English language arts and mathematics assessment for grade 8 students.
- » Grade 8 students are also required to take the M-STEP online assessments for science and social studies.
- » Private schools opting to offer the PSAT 8/9 for grade 8 are also required to offer the M-STEP science and social studies assessments.

■ **PSAT 8/9** (for grade 9) and **PSAT 10** (for grade 10)

- » Offered free of charge to high school students (for the Michigan April school-day administration only).
- » Assessment results from the PSAT 8/9 for grade 9 and the PSAT 10 will not be part of Michigan's accountability system.

Students taking the MI-Access FI alternate assessment may take the SAT with Essay. However, ELA and mathematics cannot be split between SAT with Essay and the MI-Access FI. Students must be assessed with either the SAT with Essay or the MI-Access FI assessment for both content areas.

This also applies to grade 8 students. Students taking the MI-Access FI alternate assessment may take the PSAT 8/9 for grade 8. However, the ELA and mathematics assessments cannot be split between PSAT 8/9 for grade 8 and the MI-Access FI. Students must be assessed with either the PSAT 8/9 for grade 8 or the MI-Access FI assessment for both ELA and mathematics. Refer to the [MI-Access: Who Takes an Alternate Assessment?](#) chapter of this training guide for more information.

What do I need to do to ensure the College Board knows my school will administer a College Board assessment?



In Michigan, the process for notifying the College Board of your school's intent to participate in SAT with Essay, PSAT 8/9 for grade 8, PSAT 8/9 for grade 9, and/or PSAT 10 is called **Intent to Participate**. Most public schools in Michigan will be automatically flagged as participating. However there are some exceptions. The Intent to Participate process takes

place in the fall of each year, long before the spring testing. Therefore, it is very important that you carefully review the [College Board and ACT Participation Processes](#) chapter of this training guide early in the school year, so you do not miss important details and deadlines.

Where can I find important dates and deadlines for College Board assessment-related tasks?



Every year, MDE publishes a [List of Important Dates](#) document for each of the state's assessments that Test Coordinators need to be aware of. [The College Board List of Important Dates](#) documents are posted on each assessment's web page.

■ High School Assessments

- » [SAT List of Important Dates](#) – includes SAT with Essay important dates and deadlines; located on the [MME web page](#)
- » [PSAT List of Important Dates](#) – includes PSAT 8/9 for grades 8 and 9 and PSAT 10 important dates and deadlines; located on the MDE [PSAT web page](#)

■ Grade 8 Assessment

- » [PSAT List of Important Dates](#) – includes PSAT 8/9 for grade 8 important dates and deadlines; located on the [MDE PSAT web page](#).

MDE has provided an [Excel File of Important Dates for All Spring 2022 Assessments](#). This spreadsheet allows users to filter the Important Dates for all Michigan assessment programs according to individual needs. Users may also filter by start date, end date, task/activity, test mode, and/or by testing window. Instructions on using this Excel file are included on the spreadsheet, which is posted on the [MME](#), [PSAT](#), and [M-STEP](#) web pages.

Important Dates are published in the fall, so Test Coordinators will want to stay apprised of when these documents become available by reviewing the weekly MDE [Spotlight on Student Assessment and Accountability](#) newsletter and the MME, PSAT, and M-STEP web pages.

What tasks must be done through the OEAA Secure Site for College Board Assessments?



For the April administrations of the SAT with Essay, PSAT 8/9 for grade 8, PSAT 8/9 for grade 9, and PSAT 10, students are registered through the [OEAA Secure Site](#) and not through the College Board Online Registration Portal.

In addition, only students who are pre-identified through the OEAA Secure Site will receive the initial materials for the April test date(s).

Initial material orders and additional material orders are placed through the OEAA Secure Site.

Makeup materials must be ordered through the College Board.

For more information on pre-identifying students and ordering materials (including makeup materials), see the [Pre-identification of Students for State Assessments](#), the [Initial Material Orders](#), and the [Additional Material Orders](#) chapters of this training guide.

Where can I find the administration policies and procedures for College Board testing?



Always refer to the following documents for guidance on planning for the administration of and the return of materials for the SAT with Essay and PSAT assessments:

- For Test Coordinators:
 - » **Michigan SAT School Day Coordinator Manual**
- For Test Proctors:
 - » **Michigan SAT School Day Standard Testing Manual**
 - » **Michigan SAT School Day Accommodated Testing Manual**
- For Test Coordinators and Proctors:
 - » **Michigan PSAT 8/9 Coordinator Manual**

» **Michigan PSAT 10 Coordinator Manual**

Note: College Board uses the title Test Coordinator when referring to the person responsible for coordinating test administration tasks, rather than the title of Building Assessment Coordinator used elsewhere in this training. This chapter will refer to the Assessment Coordinator as the SAT or PSAT Test Coordinator.

The manuals, as well as other detailed documents and additional resource links for the MME and the College Board assessments, can be found on the following MDE web pages :

» [MME web page](#)

» [PSAT web page](#)

How do I prepare the testing environment for the SAT with Essay, the PSAT 10, or the PSAT 8/9?



For all College Board assessments, the first step in preparing the test environment for test day is to build your Master Student List of students eligible for testing. From the Master Student List, students can be assigned to room rosters, which can be used to inform proctors and students of when and where students will test. You will generate the Master Student List from those students who are pre-identified through the [OEAA Secure Site](#). For more information on the pre-identification process, see the [Pre-Identification of Students for State Assessments](#) chapter of this training guide.

For specific details on building your Master Student List, refer to the section, Build Your Master List for Testing, and the Appendix (for a Sample Master Student List) in the appropriate Michigan **SAT School Day** and/or **Michigan PSAT Coordinator Manual**.

The Test Coordinator is responsible for scheduling rooms and testing sites. It is vitally important for you to

be aware of the specific requirements for facilities and testing rooms that must be followed.

For testing room requirements and tasks associated with preparing the testing environment, consult the Plan Your Space section of the following manuals:

- **Michigan SAT School Day Coordinator Manual**
- **Michigan PSAT 8/9 Coordinator Manual**
- **Michigan PSAT 10 Coordinator Manual.**

Also consult the Prepare Your Room for Test Day section of the following manuals:

- **SAT Michigan Accommodated Testing Manual**
- **SAT School Day Standard Testing Manual**

These manuals are located on the [MME web page](#), and the MDE [PSAT web page](#). To prevent test irregularities, it is critical that the guidelines provided in these manuals are followed closely.

Where can I find Test Directions for College Board Assessments?



■ SAT with Essay

- » The **Standard Time Testing Script** is provided in the **Michigan SAT School Day Standard Testing Manual**.
- » **Accommodated Scripts** are provided in the **Michigan SAT School Day Accommodated Testing Manual**. Both manuals can found on the [MME web page](#). Accommodated scripts may be combined, depending on the type of accommodation the student requires.

■ PSAT 8/9 and PSAT 10

- » Both the **Standard Time Scripts** and the **Accommodated Scripts** for PSAT 8/9 and PSAT 10 are provided in the **Michigan PSAT 8/9 and PSAT 10 Coordinator Manuals**, found on the [PSAT web page](#).

Make sure Proctors read in advance and follow the standard and accommodated scripts, including breaks, exactly as they are written for College Board assessments.

What do I need to do if my school needs an off-site test location for a student or group of students?



Schools using off-site testing facilities must submit an Off-Site Administration Request to the College Board well in advance of testing. Check the List of Important Dates documents for the beginning and ending dates of the Off-site Administration Request window. The deadline for an off-site request is typically in January. For more information on off-site testing, see the [MME web page](#), under **SAT – College Entrance Assessment**

Note: Off-Site Test Administration Requests for the M-STEP component of the MME, the 8th grade M-STEP social studies and science assessments,

and the ACT WorkKeys are submitted separately. For more information on submitting an Off-Site Test Administration Request for the M-STEP component, refer to the **[M-STEP Assessment Preparation](#)** chapter of this training guide.

For more information on submitting on Off-Site Test Administration Request for the ACT WorkKeys, refer to the **[ACT WorkKeys Assessment Preparation](#)** chapter of this training guide.

What do I need to know about testing students who need accommodations and English Learners?



The Test Coordinator will need to work with the Services for Students with Disabilities (SSD) Coordinator to plan for students who require accommodations or specific testing conditions, based on their Individualized Education Programs (IEPs) or 504 Plans.

Some students who need accommodations and some English Learners (ELs) will require an additional level of support. Testing with accommodations requires pre-approval from the College Board. Accommodations requiring documentation must be requested at least seven weeks in advance of the

test day. The school's SSD Coordinator applies for accommodations for students through the College Board [SSD Online Portal](#) and provides the Test Coordinator with the [Nonstandard Administration Report \(NAR\)](#).

The Test Coordinator should meet with the SSD Coordinator after the SSD Coordinator has secured accommodations through SSD Online, and well in advance of the test date. The Test Coordinator and the SSD Coordinator should review the students listed on the NAR to make sure all required supports and room requirements have been provided. The NAR should be available 30 days before testing and will be updated as students are added/subtracted from the NAR.

For more information about testing facilities and room requirements for accommodated and English Learner students, consult the following:

- **Prepare Your Room for Test Day** section of the SAT School Day Accommodated Testing Manual, which is located on the [MME web page](#) under **SAT – College Entrance Assessment**
- **Plan Your Space** section of the Michigan PSAT 8/9 Coordinator Manual and the Michigan PSAT 10 Coordinator Manual, which is located on the [PSAT web page](#) under **Current Assessment Administration**

Additional information on the College Board SSD Online Portal is provided in the [College Board Systems Used in State Assessments](#) chapter of this training guide.

In addition to the SAT School Day Accommodated Testing Manual, refer to the [Student Supports and Accommodations Overview](#) chapter of this training guide, and the [Supports and Accommodations Guidance Document](#) for resources to determine allowable supports and accommodations for all College Board assessment administration.

On the [MME web page](#), you will find a [Supports and Accommodations Frequently Asked Questions](#) document.

Note: The use of accommodations of any kind other than the allowable supports listed in these documents is considered a modification of the test and thus violates the construct the test is designed to measure.

It is important to follow all standard and accommodated test administration procedures, requirements, scripts, and timing regulations to ensure these students' scores are valid and reportable. These procedures and requirements are provided in the [Michigan SAT School Day Accommodated Testing Manual](#) and in the [Michigan SAT School Day](#) or [PSAT Coordinator Manuals](#) in the Before Test Day/Prepare to Test with Accommodations section, depending on the assessment being administered.

English Learner supports are posted prior to spring testing and will be available on the [MME web page](#) under SAT – College Entrance Assessment, and the [PSAT web page](#) under Current Assessment Administration. For more information on the tasks associated with testing English Learners, refer to the Before Test Day/Prepare to Test with English Learner Supports section of the [Michigan SAT School Day](#) or [PSAT Coordinator Manual](#), depending on the assessment being administered.

How do I identify and train staff to administer the SAT with Essay or the PSAT 8/9 and PSAT 10?



Test Coordinators are required to complete online College Board training every year and are responsible for selecting and training the testing staff.

Testing staff roles must be filled well in advance of test day. There are specific rules for who may and may not act as testing staff. See the [Michigan SAT](#)

School Day and/or **Michigan PSAT Coordinator Manual**, as well as the [Assessment Integrity Guide](#), to review policies for selecting testing staff.

A complete description of each role and its responsibilities can be found in the Introduction section of the **Michigan SAT School Day** and/or **Michigan PSAT Coordinator Manual**, depending on the assessment being administered, under Staff Roles and Responsibilities.

The Test Coordinator is responsible for training all testing staff, regardless of if they are new or returning, and should begin training sessions three to four weeks prior to test day. Refer to the Before Test Day/

Train Your Staff section of the **Michigan SAT School Day** and/or **Michigan PSAT Coordinator Manual** for a list of topics to be addressed during the training session. The College Board provides online training that can be provided to Proctors as well as resources for training Hall and Room Monitors.

In addition to College Board training, all staff members who participate in a state assessment must be fully trained in assessment security. Assessment Security Training Requirements can be found in the [Assessment Integrity Guide](#), available on the [MME](#) and [PSAT](#) web pages and in the [Overview of Test Security](#) chapter of this training guide.

How do I prepare students for testing?



Test Coordinators should inform students about SAT and PSAT test day activities and testing schedules well in advance.

A pre-administration session for students taking the SAT with Essay or the PSAT 10 will give students time prior to test day to bubble in required demographic information, to opt into Student Search Services, and to complete the optional questionnaire. Students taking the SAT with Essay will also be able to send their SAT with Essay scores to colleges, universities, and scholarship programs.

For more information on conducting the pre-administration session for College Board assessments, review with testing staff the Before Test Day/Prepare Your Students and the Prepare Your Pre-administration Session sections in the applicable **SAT** or **PSAT Michigan Coordinator Manuals**. These sections provide key information on:

- information to provide students prior to test day
- informing families about test day
- where to find test practice opportunities
- where and when to report on test day
- what to bring (and not bring) to the test sessions
- how to complete the demographics section of the student answer sheets

Testing staff conducting the pre-administration session must follow the scripts in the Conduct the Pre-administration Session section of the **SAT Standard Testing Manual** and the **PSAT 8/9** and **PSAT 10 Michigan Coordinator Manuals**.

For additional resources for preparing students to take the SAT with Essay or the PSAT 8/9 and 10 assessments, refer to the chapter on [Preparing Students and Parents for Testing](#) of this training guide.



Practical Tips

- Use the **Coordinator's Checklist** and timelines in the **Michigan SAT School Day** and/or **Michigan PSAT Coordinator Manual**, depending on the assessment being administered, to make sure you have accomplished all tasks associated with College Board testing in a timely manner. The checklist also points to resources and sections in the manual that provide additional information associated with each task.
- Be sure to continue updating your **Master Student List** and room rosters right up until testing day, to ensure that all students eligible to test, particularly accommodated students, are assigned to testing rooms and have the materials needed for testing.
- If your school has multiple testing rooms, MDE strongly recommends using the testing room code field on the student answer sheets to assign a unique three-digit code to each testing room. This will help you organize materials prior to and during testing, and if an irregularity occurs, to identify who may have been affected, for faster resolution and release of scores.

ACT WorkKeys Assessment Preparation

Relevant assessments:

- MME
 - » ACT WorkKeys®

- ☐ Who Takes the ACT WorkKeys and Participation
- ☐ OEAA Secure Site, and Dates and Deadlines
- ☐ Policies and Procedures
- ☐ Test Directions
- ☐ Off-Site Testing
- ☐ Preparing Staff and Students
- ☐ Accommodated and EL Testing

Intro

As a new ACT WorkKeys Assessment Coordinator, if you have not already done so, make sure that you review the [Quick Start Guide](#) in the **Overview Module** of this training guide. The Quick Start Guide was developed with you in mind and lists several up-front tasks that all Test Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

The Michigan Merit Exam (MME) is administered each spring and has three required components:

- **SAT® with Essay** – College Board’s paper/pencil format college entrance exam, which provides the English language arts (ELA) and mathematics scores for accountability purposes
- **ACT WorkKeys®** – ACT’s paper/pencil format work skills assessments in Applied Math, Graphic Literacy, and Workplace Documents
- Michigan-developed **M-STEP science and social studies** online assessments

This chapter provides an overview of the tasks that need to be completed before administering the ACT WorkKeys assessment, as well as information about where to find the resources and tools necessary to complete each task, by answering the following questions:

- ▶ Who is expected to take the ACT WorkKeys assessment?
- ▶ What do I need to do to ensure ACT knows my school will administer the ACT WorkKeys assessment?
- ▶ What tasks must be done through the OEAA Secure Site for ACT WorkKeys testing?
- ▶ Where can I find important dates and deadlines for WorkKeys assessment-related tasks?
- ▶ Where can I find all the administration policies and procedures for ACT WorkKeys testing?
- ▶ How do I prepare the testing environment for the WorkKeys assessment?
- ▶ Where can I find WorkKeys Test Directions?
- ▶ What do I need to do if my school needs an off-site test location for a student or group of students?
- ▶ How do I identify and train staff for administering the WorkKeys assessment?
- ▶ How do I prepare students to take the WorkKeys assessment?
- ▶ What do I need to know about testing students who are English Learners (ELs) or who need accommodations?



Who is expected to take the ACT WorkKeys assessment?

All public school 11th grade students are expected to take the entire MME. Private schools may choose to offer the entire MME, including the ACT WorkKeys, to their eligible students.

Due to the many nuances in high school enrollment, the Michigan Department of Education (MDE) has developed a document titled [Who Must/Can Take the MME?](#) to provide additional guidance for Test Coordinators responsible for any of the MME components.

Note: It is permissible for a student who is assessed by the MI-Access Functional Independence (FI)

assessment to also take the ACT WorkKeys work skills assessment, if the student's Individualized Education Program (IEP) team determines that it is appropriate and beneficial for the student to do so. See the [MI-Access: Who Takes an Alternative Assessment?](#) chapter of this training guide for more information.

All students taking the ACT WorkKeys assessment must be pre-identified (and will receive assessment materials) through the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#).



What do I need to do to ensure ACT knows my school will administer the ACT WorkKeys assessment?

The process in Michigan for notifying ACT of your school's intent to administer the WorkKeys assessment is called [Manage Participation](#). You will need to notify ACT of your school's intent to administer WorkKeys early in the school year.

See the [College Board and ACT Participation Process](#) chapter of this training guide for more details on the [Manage Participation](#) process.



What tasks must be done through the OEAA Secure Site for ACT WorkKeys testing?

All students in grade 11 and eligible students in grade 12 will be automatically pre-identified through the [OEAA Secure Site](#) for the ACT WorkKeys assessment, if the school has completed the Manage Participation process before the published deadline. Any student enrolling after the deadline for pre-identification will have to be manually pre-identified in the OEAA Secure Site in order to receive materials for the spring WorkKeys test administration.

For more information on the Manage Participation process, pre-identifying students, and ordering materials (including makeup materials) for the ACT WorkKeys assessments, see the following chapters of this training guide:

- [College Board and ACT Participation Processes](#)
- [Pre-identification of Students for State Assessments](#)
- [Initial Material Orders](#)
- [Additional Material Orders](#)

Where can I find important dates and deadlines for WorkKeys assessment-related tasks?



Every year in the fall, MDE publishes the [ACT WorkKeys List of Important Dates](#) which includes important dates and deadlines for the ACT WorkKeys assessment.. This document is located on the [MME web page](#). The availability of this document, as well as other assessment-specific dates, will be announced in the MDE weekly [Spotlight on Student Assessment and Accountability](#) newsletter. Refer to

this document early in the school year to be apprised of important dates for the MME in general and dates specific to ACT WorkKeys. ACT also publishes a [Schedule of Events](#) in PDF format on the [State of Michigan ACT WorkKeys State Testing website](#). Consider keeping this schedule handy to stay informed of ACT-specific dates.

Where can I find all the administration policies and procedures for ACT WorkKeys testing?



Always refer to the following manuals for guidance on the planning for, administration of, and the return of materials for the WorkKeys assessment. The following manuals can be found on the [MME web page](#) (under the ACT WorkKeys header) and on the [Michigan ACT WorkKeys State Testing website](#):

- **ACT WorkKeys Standard Time Administration Manual**

- **ACT Test Coordinator Information Manual**

- **ACT WorkKeys Administration Manual for Accommodations and English Learner Supports**

In addition to the Test Administration Manuals, both the MME web page (under the ACT WorkKeys header) and the Michigan ACT WorkKeys State Testing website offer several other resources for the WorkKeys assessment.

How do I prepare the testing environment for the WorkKeys assessment?



The WorkKeys Test Coordinator is responsible for selecting the test site, and for reserving and preparing the testing rooms. For a specific list of requirements for facilities and standard testing rooms, see the Test Facility Requirements section in the [ACT WorkKeys Standard Time Manual](#) and the [Accommodations and English Learner Supports Administration Manual](#), both of which can be found on the [MME web page](#) (under the ACT WorkKeys header) and on the [Michigan ACT WorkKeys State Testing website](#).

These manuals include additional information regarding the test environment, such as:

- seating arrangement guidelines
- required testing staff-to-student ratios
- considerations for quiet, distraction-free testing
- creation and maintenance of Test Rosters

In order to avoid a test irregularity, it is critical that the guidelines in these manuals are followed closely.



Where can I find WorkKeys Test Directions?

Verbal test directions for both the completion of student demographics on the answer document and for administration of the WorkKeys assessments are provided in the appropriate Test Administration Manual. To ensure standardized testing conditions, these verbal instructions must be read aloud exactly as written in the following manuals, both of which can be found on the [MME web page](#) (under the ACT WorkKeys header) and on the [Michigan ACT WorkKeys State Testing website](#):

■ ACT WorkKeys Standard Time Administration Manual

■ ACT WorkKeys Administration Manual for Accommodations and English Learner Supports

Ensure Room Supervisors are provided with the appropriate verbal instructions for each student who needs extended and /or accommodated time prior to test administration. The supervisors should read and review the verbal instructions for standard time and extended time testing in advance to ensure an irregularity-free test administration.



What do I need to do if my school needs an off-site test location for a student or group of students?

Any time students test in a place other than where they receive their instruction, an **Off-Site Test Administration Request** must be submitted to the OEAA on the OEAA Secure Site. Under the Assessment Registration tab, select Off-Site Test Administration Request.

Once the request is granted, the school must ensure the security of the assessment during all phases of testing. Test booklets, answer documents, scratch

paper, and any other secure materials should be securely transported to and from the remote location.

Scores must be reported to each examinee's official home high school. If you have an examinee who tests at a school other than his or her home high school, then staff at the test site must complete block D of the blank site header and grid the home high school code in block 18 of the answer document.



How do I identify and train staff for administering the WorkKeys assessment?

Test Coordinators are responsible for selecting and training the testing staff. Testing staff roles have to be filled well in advance of test day. There are specific rules for who may and may not act as testing staff. To review the rules for selecting testing staff, refer to the Staffing: Roles and Responsibility section of the **ACT Test Coordinator Information Manual**, found on the [MME web page](#) (under the ACT WorkKeys header) and on the [Michigan ACT WorkKeys State Testing website](#). Be sure to list all testing staff, for

both standard time and accommodated testing, on the **ACT WorkKeys Staff List** forms. These forms will be returned with the test materials after testing, and a copy kept on file by the school for one year.

Once each role in the testing staff has been identified, Test Coordinators must ensure that all testing staff read the sections in the ACT WorkKeys standard time and accommodations and/or English learner supports administration manuals pertinent to their role prior

to subsequent training. Both manuals can be found on the [MME web page](#) (under the ACT WorkKeys header) and on the [Michigan ACT WorkKeys State Testing website](#).

The Test Coordinator must schedule a training session to prepare the testing staff in advance of test day, and all testing staff must attend regardless of their role or years of experience. Refer to the ACT WorkKeys standard time and accommodations and/or English learner supports administration manuals for a detailed list of topics to cover during the training session.

In addition, ACT provides supplemental training resources on the Michigan ACT WorkKeys State Testing website, via email, or in material shipments. These resources should be reviewed by all staff to supplement training. Preparation and training will help ensure a successful testing experience.

In addition to ACT supplemental training, all staff members who participate in a state assessment must be fully trained in assessment security. Assessment Security Training Requirements can be found in the [Assessment Integrity Guide](#) available on the MDE MME web page and in the [Overview of Test Security](#) chapter of this training guide.

How do I prepare students to take the WorkKeys assessment?



The ACT WorkKeys Test Coordinator will need to inform students about test day activities. Students might want to practice test questions in advance. Consider holding a test preparation session a few days prior to test day, so that students can fill out demographic information on the answer documents, be informed of test day activities and guidelines,

and learn where to go for ACT WorkKeys practice questions. See the Prepare Your Examinees section on the [Michigan ACT WorkKeys State Testing website](#). There you will find sample questions for each WorkKeys assessment as well as access to a free online practice test.

What do I need to know about testing students who are English Learners (ELs) or who need accommodations?



ACT WorkKeys offers two types of allowable accommodations. The use of some accommodations allows students to receive a National Career Readiness Certificate while others do not. The [Supports and Accommodations Guidance Document](#) provides information on these distinct types of accommodations.

You will find additional resources for determining allowable supports and accommodations for the ACT WorkKeys administration in the Accommodations and Supports Testing section of the [ACT WorkKeys Administration Manual for Accommodations and English Learner Supports](#), available on the ACT WorkKeys Michigan web page in the WorkKeys on Paper Resources section

Keep in mind that while ACT does not require a pre-approval request for an allowable accommodation prior to test administration, ACT does require that students for whom accommodations are requested have current Individualized Education Programs (IEPs), Section 504 Plans, or English Learner plans. Educators should refer to the Accommodations and Supports Testing section of the [ACT WorkKeys Administration Manual for Accommodations and English Learner Supports](#) for more information about the required documentation needed for the use of accommodations.

WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs Assessment Preparation

Relevant assessments:

■ WIDA™

- » WIDA ACCESS for ELLs
- » WIDA Alternate ACCESS for ELLs

- ☐ Important Dates and Deadlines
- ☐ Policies and Procedures
- ☐ Test Security
- ☐ Test Directions
- ☐ OEAA Secure Site and WIDA AMS
- ☐ Testing Schedule
- ☐ Off-Site Testing
- ☐ Supports and Accommodations
- ☐ Preparing Myself, Staff, and Students
- ☐ Paper/Pencil Testing

Assessment Coordinator Training Guide

Intro

If as a new **WIDA** Assessment Coordinator you have not already reviewed the **Quick Start Guide** in the **Overview Module** of this training guide, be sure to do so. The Quick Start Guide was developed with you in mind and lists several up-front tasks that all Test Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

The WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs are required K-12 yearly summative assessments of students' English language abilities in Listening, Reading, Writing, and Speaking, for students identified as English Learners. Students are identified as English Learners (ELs) until they reach what MDE has determined as "proficient." This chapter will provide WIDA Assessment Coordinators with an overview on how to prepare for administering WIDA assessments, by answering the following questions:

- ▶ Where can I find important dates and deadlines for WIDA assessment-related tasks?
- ▶ Where can I find all the administration policies and procedures for WIDA testing?
- ▶ Where can I find information about assessment integrity and security?
- ▶ Where can I find Test Directions?
- ▶ What tasks do I need to do in the OEAA Secure Site and how do I do them?
- ▶ What tasks do I need to do in WIDA AMS and how do I do them?
- ▶ How do I create a testing schedule and what does it need to contain?
- ▶ What is needed for off-site testing?
- ▶ Where can I find information about student supports and accommodations?
- ▶ What training do I need?
- ▶ What do I need to do to prepare staff for testing?
- ▶ What do I need to do to prepare students for testing?
- ▶ What do I need to do if I have any students testing by paper/pencil?

Where can I find important dates and deadlines for WIDA assessment-related tasks?



Assessment Coordinators should review the current year's **WIDA List of Important Dates** document found on the Michigan Department of Education (MDE) [WIDA web page](#). Additionally, Assessment

Coordinators should always review the weekly MDE **Spotlight on Student Assessment and Accountability** newsletter for announcements, dates, and important information regarding WIDA assessments.

Where can I find all the administration policies and procedures for WIDA testing?



In addition to getting the dates on their calendars, Assessment Coordinators should also be sure that they are prepared for additional testing policies. Many of these can be found in the [**WIDA ACCESS for ELLs Michigan-Specific Test Administration Manual**](#), which is located on the MDE [WIDA web page](#).

Note: This manual differs from the WIDA manual that is shipped with the assessment materials. Because more than 40 states use the WIDA assessments, the manual shipped with materials is a generic document. Michigan's policies are different in some ways from other states and because of this, it is important for Assessment Coordinators to download and review the [**WIDA ACCESS for ELLs Michigan-Specific Test Administration Manual**](#).

Assessment Coordinators should also utilize the [**ACCESS for ELLs Checklist**](#), found on the [Michigan page of the WIDA website](#). This document is a valuable step-by-step guide for before, during, and after testing activities for Test Administrators and Coordinators.

Coordinators should also review the [**WIDA ACCESS Placement Test \(W-APT\) and WIDA Screener Preparation and Administration**](#) chapter of this training guide, and might also want to review the [Online](#) or [Paper/Pencil Checklists](#) available on the MDE [WIDA web page](#) as additional sources of information.

Where can I find information about assessment integrity and security?



The [**Assessment Integrity Guide**](#) defines all the assessment security requirements for WIDA and other state assessments. It is posted on the MDE [WIDA web page](#) and details requirements regarding, but not limited to:

- cell phones and electronic devices
- who can administer assessments

- prohibited behavior and materials
- assessment monitoring procedures
- reporting administration irregularities via Incident Reporting

It is important that Assessment Coordinators are aware of all policies and expectations prior to testing.

Where can I find Test Directions?



Test directions can be found in the [**Test Administrator's Script**](#), which is included in the district's [**Initial Materials Order**](#). What the test

administrator will say for all four domains is contained within this document. The Test Administrator's Script must be followed exactly.

What tasks do I need to do in the OEAA Secure Site and how do I do them?



The Michigan **WIDA ACCESS for ELLs Checklist**, which can be found on the [Michigan page of the WIDA website](#), provides details on the specific Office of Educational Assessment and Accountability (OEAA) Secure Site tasks that must be performed, including the following:

- **Confirm your access** to the [OEAA Secure Site](#)
 - » Refer to the [OEAA Secure Site](#) chapter of this training guide for information about the OEAA Secure Site and how to acquire access.
- **Pre-identify Students** for WIDA testing and assign those who need it to paper/pencil format
 - » Refer to the [Pre-Identification of Students for State Testing](#) chapter of this training guide for more information.
- **Set Up Test Administrator** accounts for [WIDA AMS](#)

» Refer to the [WIDA AMS Basics](#) chapter of this training guide for information about the WIDA AMS system and how to obtain access.

- **Submit Online Waiver Requests**
- **Submit Test Exception Requests**
- **Place material orders** (only for students who may need braille and large print)
- **Assign students to take the WIDA Alternate ACCESS for ELLs**
- **Manage Accountable Students and Test Verification**

Specific directions for performing all of these activities can be found on the [Secure Site Training web page](#).

What tasks do I need to do in WIDA AMS and how do I do them?



[WIDA AMS](#) is the Data Recognition Corporation (DRC) test management system used to manage student online testing for WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, and WIDA Screener assessments. You will use WIDA AMS for the following functions:

- » manage test sessions (add and remove students as needed)
- » print test tickets
- » set up paper/pencil test sessions for the Writing test, for students in grades 4–12
- » assign student accommodations

All of these major tasks are identified on the **Michigan WIDA ACCESS for ELLs Checklist**, and directions for completing these steps can be found in the **WIDA AMS User Guide**, which is found on [WIDA AMS](#).

Refer to the [WIDA AMS Basics](#) chapter of this training guide for additional information on acquiring access to and using the WIDA AMS system.

How do I create a testing schedule and what does it need to contain?



It is the Building Assessment Coordinator's responsibility to develop test administration schedules for WIDA ACCESS for ELLs based on the school's resources and needs. The testing schedule must follow the test administration windows as established by the OEAA. Testing schedules should minimally include the following information:

- district name
- building name
- Building Coordinator's name
- date of assessment administration

- location of testing session(s) (room number, classroom)
- starting and ending time of testing session
- assessment/grade/content being administered for each testing session
- test administrator(s) and proctor(s) for each testing session

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building's testing schedule for monitoring and testing irregularity investigation purposes.

What is needed for off-site testing?



There is an **Off-Site Test Request** form for the WIDA assessments. The dates to request off-site test administrations will be listed in the WIDA Important Dates document and Excel file, and will be posted in the weekly Spotlight on Student Assessment and

Accountability newsletter. Off-site test administration requests are done through the [OEAA Secure Site](#). For more information on Off-site Testing Requests procedures, see the **[Appropriate Practices for Test Security](#)** chapter of this training.

Where can I find information about student supports and accommodations?



The **Student Supports and Accommodations** section of the MDE [WIDA web page](#) provides detailed information about which Universal Tools, Designated Supports, and Accommodations are available to WIDA students.

Additionally, the **[Student Supports and Accommodations Overview](#)** chapter of this training guide includes detailed information about which Universal Tools, Designated Supports, and Accommodations are available to students when testing. The chapter called **[Selecting and Assigning Universal Tools, Designated Supports, and](#)**

[Accommodations](#) describes how to assign supports and accommodations for students.

Assessment Coordinators should also review the **[WIDA Accessibility and Accommodations Manual](#)**, which is located on the MDE [WIDA web page](#).

WIDA assessments have only two levels of supports:

- **Universal Tools** (available to all students)
- **Accommodations** (only available for students who have an IEP or 504 Plan)



What training do I need?

If you are an Assessment Coordinator, you must complete the appropriate assessment training courses available through the WIDA Secure Portal: Kindergarten, Online Admin, Paper Admin, and Alternate. You only need to complete the courses

for the type of test you will be overseeing. If you are scoring any aspect of the tests, you must complete the appropriate scoring courses as well: Kindergarten, Speaking 1-5, Speaking 6-12, and Alternate.



What do I need to do to prepare staff for testing?

District Assessment Coordinators are responsible for providing training on the policies and procedures listed in the [WIDA Michigan-Specific Test Administration Manual \(TAM\)](#) and the [Assessment Integrity Guide](#) for staff involved in test administration. Also, all staff involved in testing must sign the [OEAA Assessment Security Compliance Form](#).

Specific to WIDA, as an Assessment Coordinator, you should ensure that all those who will be administering and proctoring the WIDA assessments have received the required training through the [WIDA Secure Portal](#) account, including the successful completion of WIDA-related quizzes. The Michigan [WIDA ACCESS for ELLs Checklist](#), found on the Michigan page of the [WIDA website](#), outlines which modules are required for educators to complete.

In order for those involved in administering the WIDA assessments to do this required training on the WIDA

Secure Portal, the Coordinator must first ensure that all administrators and proctors have an account.

Refer to the [WIDA Secure Portal](#) chapter of this training guide for more information on the WIDA Secure Portal and how to gain access.

Once a coordinator has their own WIDA Secure Portal account, they can consult the [WIDA Test Coordinator Quick Start Guide](#) for information on how to set up WIDA Secure Portal accounts for others in their district.

WIDA also offers a variety of assessment preparation materials as well as tools and guidance for educators through the Michigan page of the [WIDA website](#).

For more information on preparing staff for testing, see the [Preparing Yourself and Staff as a District Coordinator](#) and/or the [Preparing Yourself and Staff as a Building Coordinator](#) chapters of this training guide.



What do I need to do to prepare students for testing?

[WIDA ACCESS for ELLs Test Demos](#) are available on the [WIDA Preparing for ACCESS Testing](#) web page, and are designed to be viewed by students prior to taking the WIDA ACCESS for ELLs. The Test Demos use graphics, screen captures, and sound to present visual and verbal descriptions of the properties and features of the WIDA ACCESS for ELLs assessment, while walking students through animated test directions.

Each Test Demo is composed of a series of small modules. Students are allowed to repeat the Test Demo as often as desired and needed. There is a unique Test Demo for each of the following grade spans:

- » grades 1–3
- » grades 4–5
- » grades 6–12

Typically, Test Demos are presented to students prior to the administration of the **Interactive Sample Items**. Many schools schedule a Test Demo session for students and then immediately have students practice what they have viewed by completing the online **Practice Test**. Educators should provide time for students to experience **Sample Items** in each specific domain, as needed (Listening, Reading, Writing, and Speaking).

If your school's computer lab has capacity issues, Assessment Administrators may show the Test Demo in the regular classroom using an LCD projector and an internet connection. This option could also be used with younger learners to ensure that students understand that they do not need to interact with the video, but rather just listen and watch. However, the Interactive Sample Items will require that students have access to individual devices.

Login information for the Interactive Sample Items can be found in Part 2 of the [Michigan WIDA TAM](#), which is located on the MDE [WIDA web page](#).

Note: For the online Test Demo, the Interactive Sample Items, and online Practice Test, you must use the Chrome browser. If you do not use Chrome as your default browser, you will need to launch Chrome, and then copy and paste the full URLs found on the [WIDA Preparing for ACCESS Testing](#) page into your Chrome browser address bar.

Educators preparing students to take the ACCESS for ELLs paper/pencil assessment can use the PDF links (by grade level and tier) on the WIDA Preparing for ACCESS Testing web page to preview Paper Sample Items and acclimate students to the format of the Listening and Speaking domains, delivered by digital audio files on the WIDA Preparing for ACCESS Testing web page.

For more information about where to find resources and other considerations for preparing students for testing, see the [Preparing Students and Parents for Testing](#) chapter of this training guide.

What do I need to do if I have any students testing by paper/pencil?



Some schools might have individual students who are testing with paper/pencil due to assigned accommodations or because they are recent arrivals (have attended U.S. schools for 12 months or less).

For these individuals, a school must select the paper/pencil format during the **Pre-Identification of Students Testing** process in the [OEAA Secure Site](#). This process automatically links these students to the **Initial Material Order** for paper/pencil assessments materials and assigns them a barcode number for their answer document labels.

- If students are pre-identified for paper/pencil format before the OEAA-posted deadline, they will receive an answer document student barcode label directly from the vendor.
- Unlike other state assessments, student barcode labels cannot be printed directly from the OEAA

Secure Site for the WIDA assessments. For those students who are registered for the paper/pencil format of a WIDA assessment after the OEAA-posted pre-identification deadline, schools will need to place a school/district barcode label on the student's answer document, then enter the student information on the answer document, including the student barcode number. (The **Pre-ID Student Report**, which can be generated from the OEAA Secure Site, lists the student barcode number for each student.) Educators should refer to the [WIDA ACCESS for ELLs Michigan-Specific Test Administration Manual](#) for a specific list of what student information must be bubbled.

Paper/pencil assessment materials may also be ordered during the **Additional Material Order** window in [WIDA AMS](#).

In some unique situations, an entire building may need to test using the paper/pencil mode of assessment. In these cases, an **Online Waiver Request** must be submitted in the [OEAA Secure Site](#).

More information on performing all of these activities can be found by reviewing the Michigan WIDA **ACCESS for ELLs Checklist**, located on the [Michigan page of the WIDA website](#), and also in the following chapters of this training guide:

- [Pre-Identification of Students for State Assessments](#)
- [OEAA Secure Site](#)
- [Initial Material Orders](#)
- [Additional Materials Orders](#)

Early Literacy and Mathematics Benchmark Assessments Preparation

Relevant assessments:

- Early Literacy and Mathematics Benchmark Assessments (K-2)



Important Dates
and Deadlines



Policies,
Procedures,
and Security



Test Directions



DRC INSIGHT
Portal and Test
Sessions



Preparing Staff
and Students

Assessment Coordinator Training Guide

Updated: February 2022

Intro

As a new **Early Literacy and Mathematics Benchmark Assessments** District and Building Assessment Coordinator, if you have not already done so, make sure that you review the [Quick Start Guide](#) in the **Overview Module** of this training guide. The Quick Start Guide was developed with you in mind and lists several up-front tasks that all Assessment Coordinators must complete in order to ensure a smooth test administration, regardless of the assessment(s) you are responsible for.

This chapter provides an overview of the tasks that need to be completed before administering the Early Literacy and Mathematics Benchmark Assessments, as well as information about where to find the resources and tools necessary to complete each task, by answering the following questions:

- ▶ Where can I find important dates and deadlines for Early Literacy and Mathematics Benchmark assessment-related tasks?
- ▶ Where can I find all the administration policies and procedures for testing?
- ▶ Where can I find information about assessment integrity and security?
- ▶ Where can I find Test Directions?
- ▶ What tasks do I need to do in the Office of Assessment and Accountability (OEAA) Secure Site and how do I do them?
- ▶ What do I need to do in the DRC INSIGHT Portal?
- ▶ How do I schedule Test Sessions? How much time should I plan for each Test Session?
- ▶ Where can I find information about student supports and accommodations?
- ▶ What do I need to do to prepare staff for testing?
- ▶ What do I need to do to prepare students for testing?

Where can I find important dates and deadlines for Early Literacy and Mathematics Benchmark assessment-related tasks?



The [Early Literacy and Mathematics Benchmark Assessments Important Dates and Resources](#) document includes all major testing tasks that need to be done, the deadline or window for each task, and a list of resources with the dates they are available and their locations. This document is posted to the [Early Literacy and Mathematics Benchmark Assessments](#)

[web page](#) each year in early fall in the Current Assessment Administration section. The availability of this document, as well as other assessment-specific dates, will be announced in the weekly Michigan Department of Education (MDE) [Spotlight on Student Assessment and Accountability](#) newsletter.

Where can I find all the administration policies and procedures for testing?



The MDE has prepared the [Early Literacy and Mathematics Benchmark Assessments Test Administration Manual \(TAM\)](#). The TAM is the primary source for all test administration policies and procedures. It outlines the responsibilities of the District Assessment Coordinator, Building Assessment Coordinator, and Test Administrators. It also includes detailed information about the policies and procedures for the assessment, including the scratch paper policy and reporting of any testing irregularities. The TAM is available in early fall each year. An announcement will be made in the MDE [Spotlight on Assessment and Accountability](#) newsletter when it is available. The TAM is available on the [Early Literacy and Mathematics Benchmark Assessments web page](#). Be sure to read and thoroughly review all the content in the TAM so you are prepared to administer the assessment.

As an Assessment Coordinator, you will need to determine how you will manage the tools used during testing:

■ Headphones

- » Who will ensure all headphones are in working order? Where are they stored?
- » How will Test Administrators access, distribute, and collect them?
 - all kindergarten and grade 1 tests for English Language Arts (ELA) and mathematics require headphones
 - grade 2 ELA and mathematics tests that have been assigned Text-to-Speech (TTS) require headphones

■ Test Tickets

- » Where are they stored?
- » How will Test Administrators access, distribute, and collect them?

■ Designated Supports/Accommodations

- » Who will identify students who require materials for a designated support or accommodation?

Where can I find information about assessment integrity and security?



The [Assessment Integrity Guide](#) defines all the assessment security requirements for the Early Literacy and Mathematics Benchmark Assessments. It details requirements regarding, but not limited to:

- cell phones and electronic devices
- who can administer assessments
- prohibited behavior and materials

- assessment monitoring procedures
- reporting of administration irregularities and incidents

It is important that Assessment Coordinators are aware of all policies and expectations prior to testing.



Where can I find Test Directions?

Test directions are used by Test Administrators, in addition to the TAM, during the administration of the Early Literacy and Mathematics Benchmark Assessments. Be sure to determine how test directions will be made available to Test Administrators, and who will be responsible for their distribution. The online test directions are provided by grade and available for download from the following sites:

- [Early Literacy and Mathematics Benchmark web page.](#)
- [DRC INSIGHT Portal](#) Under Documents, select the current **Administration** and then **Document Type: Manuals & Directions.**



What tasks do I need to do in the OEAA Secure Site and how do I do them?

- Confirm your access to the [Office of Assessment and Accountability \(OEAA\) Secure Site](#)
 - » See the [OEAA Secure Site](#) chapter of this training guide for more information about the OEAA Secure Site, and how to get access to it.
- Pre-identify students to the test they will be taking
 - » See the [Pre-Identification of Students for State Assessments](#) chapter of this training guide for information about how to pre-identify students for testing.
- Set up test sessions for online testing
- Set up reporting codes and/or research codes, if used
 - » Refer to the [Reporting Codes and Research Codes](#) chapter of this training guide for information about how to set up reporting codes and research codes.
- Report testing irregularities (during testing)
 - » Refer to the [Incident Reporting](#) chapter of this training guide for information on testing irregularities and how to report them.

Directions for all of these activities can be found on the [Secure Site Training web page.](#)



What do I need to do in the DRC INSIGHT Portal?

The DRC INSIGHT Portal (formerly known as eDIRECT) is Data Recognition Corporation's (DRC) test management system; it is used to manage student online testing and perform the following functions:

- » assign student supports and accommodations
- » print test tickets and test rosters
- » set up and maintain test sessions
- » monitor test completion

Refer to the [DRC INSIGHT Portal Basics](#) chapter of this training guide for more information about the portal and how to obtain access.

Additional directions for performing tasks in the DRC INSIGHT Portal, including step-by-step instructions for managing test sessions, are available in the [DRC INSIGHT Portal User Guide](#) or in the [Mini-Modules](#), which are located in the DRC INSIGHT Portal. Under **Documents**, select Document Type: Mini-modules.

How do I schedule Test Sessions? How much time should I plan for each Test Session?



Online test session time estimates for each grade and content area are provided in the [Guide to State Assessments](#) on the [Early Literacy and Mathematics Benchmark Assessments web page](#). These estimates will help Building and District Assessment Coordinators build a schedule that works for each school to ensure all tests are administered.

When reviewing the test session time estimates, it is important to remember that the estimates do not include any classroom tasks such as taking attendance, passing out test tickets, reading directions, or addressing any technology needs.

Note: The Early Literacy and Mathematics Benchmark Assessments are not timed, so when building the schedule, be sure to plan for fast finishers, as well as for students who need extra time.

Because MDE does not extend testing windows regardless of whether students finish the test or not,

all testing must be completed within the published testing window. Be sure to monitor student completion of testing on the DRC INSIGHT Portal Testing Status screen throughout the testing window to be sure all tests are complete.

Note: The Testing Status screen in the DRC INSIGHT Portal only includes students who are pre-identified in the OEAA Secure Site; if a student is expected to test but is not pre-identified, that student will not appear on the Testing Status screen.

Schools are allowed significant latitude in scheduling test sessions in a manner that best meets the needs of their students. With that, the OEAA recommends not waiting until the end of a testing window to administer the test unless absolutely necessary, as unforeseen events—such as building emergencies, technology problems, or student illness—might have a negative impact on a school's ability to ensure all students can complete testing.

Where can I find information about student supports and accommodations?



The Current Assessment Administration section of the [Early Literacy and Mathematics Benchmark Assessments web page](#) includes the [Supports and Accommodations Table and Resources for Early Literacy and Mathematics Benchmark Assessments \(K-2\)](#). This document includes details on state-allowed Universal Tools, Designated Supports, and Accommodations available to students taking the Early Literacy and Mathematics Benchmark Assessments.

For more information on student supports and accommodations, refer to the following chapters of this training guide:

- [Student Supports and Accommodations Overview](#) – includes detailed information about which universal tools, designated supports, and accommodations are available to students when testing
- [Selecting and Assigning Universal Tools, Designated Supports, and Accommodations](#) – describes how to assign universal tools, designated supports and accommodations for students

What do I need to do to prepare staff for testing?



District Assessment Coordinators are responsible for providing training on the policies and procedures listed in the [Early Literacy and Mathematics Benchmark Assessments Test Administration Manual \(TAM\)](#) and the [Assessment Integrity Guide](#) for staff involved in test administration. Also, all staff involved in testing must sign the [OEAA Assessment Security Compliance Form](#), which must be kept on file at each district or school for three years.

For more information about preparing staff for testing, refer to the following chapters of this training guide:

- [Preparing Yourself and Staff as a District Coordinator](#)
- [Preparing Yourself and Staff as a Building Coordinator](#)

What do I need to do to prepare students for online testing?



MDE recommends that all students be prepared to use the tools and functionality of the test prior to testing. The recommended order is for test administrators to:

1. View the [Student Tutorials](#) in the [DRC INSIGHT Portal](#) with students in the classroom
2. Model the use of the [Online Tools Training \(OTTs\)](#) for students in the classroom
3. Provide students the opportunity to practice with the OTTs on the device they will use for testing prior to the test administration

More information about locating these resources and other considerations for preparing students for testing is available in the [Preparing Students and Parents for Testing](#) chapter of this training guide.

M-STEP Assessment Administration

Relevant assessments:

- M-STEP

- ☐ Assessment Coordinator Responsibilities
- ☐ Test Session Preparation
- ☐ Handling Secure Materials During Testing
- ☐ Managing Supports and Accommodations
- ☐ Handling Testing Irregularities
- ☐ Ensuring All Students Have Tested

Assessment Coordinator Training Guide

Intro

This chapter provides an overview of the tasks that need to be completed **during the M-STEP test administration** by the Building and District Assessment Coordinator(s), by answering the following questions:

- ▶ What are the responsibilities of District and Building Assessment Coordinators during testing?
- ▶ What will Test Administrators and students need during the Test Session?
- ▶ How should secure materials be handled during the test administration?
- ▶ How do I assign and manage student Designated Supports and Accommodations?
- ▶ What do I do if there is a testing irregularity?
- ▶ How do I ensure that all students have tested?

For information about how to prepare for the test administration, go to the [M-STEP Assessment Preparation](#) chapter of this training guide.

What are the responsibilities of District and Building Assessment Coordinators during testing?



Both District and Building Assessment Coordinators have an important role during the test administration. There are a number of tasks that must be done, and depending on the staff available and assignments in your building or district, you may be responsible for tasks in one or both of the following lists. These lists are intended as a general guideline of responsibilities.

During the M-STEP test administration, District Assessment Coordinators are expected to:

- Communicate established district policies regarding test administration to Building Assessment Coordinators, including:
 - » scratch paper policy
 - » cell phone and personal electronic device policy
 - » testing room policies regarding who has access to the room (including testing personnel, Michigan Department of Education [MDE] Assessment Monitors, tech support personnel, Test Administrators, outsiders), and under what conditions
- Serve as the contact person between the district and the Office of Educational Assessment and Accountability (OEAA)
- Know where to find and become familiar with information related to testing
- Share all correspondence to relevant district and school staff members during testing
- Collaborate and communicate regularly with the Technology Coordinator
- Ensure the Technology Coordinator has completed any necessary software updates before the beginning of the test window
- Investigate and inform the OEAA of any testing irregularities
- Initiate and submit Incident Reports as needed
- Oversee and ensure the timely return of all secure materials for scoring, if applicable

During the M-STEP test administration, Building Assessment Coordinators are expected to:

- Distribute and discuss the district policies (such as scratch paper policy, cell phone/personal electronic device policy) with Test Administrators, Proctors, and other staff involved in testing
- Serve as the contact person between the school and the District Assessment Coordinator
- Ensure appropriate distribution, security, and collection of test materials
- Ensure students are assigned to appropriate Designated Supports and Accommodations in the [DRC INSIGHT Portal](#), and ensure accommodated tests and materials are available for Test Administrators and students; this may include reviewing students' Individualized Education Programs (IEPs) and 504 plans to prepare early for required supports
- Ensure that rooms used for testing do not contain any visual materials that would provide clues or answers to questions

- Manage printing, distribution, and secure storage of test tickets, test rosters, test booklets, answer documents, and other secure materials
- Initiate and submit Incident Reports and/or report any testing irregularities to the District Assessment Coordinator

Schools or districts may modify these tasks during testing; however, all of these activities must be managed during testing.

For tasks that need to be done after the testing window, Assessment Coordinators should read the following chapters:

- [Materials Return](#)
- [Accountable Students Enrolled and Demographics](#)
- [Answer Documents Received and Not Tested Students](#)

What will Test Administrators and students need during the Test Session?



During testing, District and Building Assessment Coordinators must make sure that Test Administrators have everything they will need to administer the test. This includes:

■ Online Testing:

- » test tickets and rosters for online tests
- » Test Administrator's Directions and Manual for the assessment being administered
- » headphones for all students taking the English language arts (ELA) assessment and for students using Text-to-Speech (TTS)
- » scratch paper (optional)
- » graph paper for mathematics grades 6–7

- » any assigned accommodated materials or tools that students need to use during testing
- » sharpened pencils for students to use with scratch and graph paper

■ Paper/Pencil Testing:

- » Test Administrator's Directions and Manual for the assessment being administered
- » test booklets and answer documents for paper/pencil tests
- » scratch paper (optional)
- » graph paper for mathematics grades 6–7 (optional)
- » calculators for mathematics (part 2) grades 6–7 and for science in all tested grades

- » any assigned accommodated materials or tools that students need to use during testing
- » sharpened No. 2 pencils for students

Test Administrators need to know:

- The district's cell phone/personal electronic device policy
- How the district will manage secure materials and where to store secure materials after testing (test rosters, test tickets, any used scratch paper or used graph paper)

- How to manage any items used, such as headphones for online students testing ELA or who use TTS

There is an MDE-approved **INSIGHT Tools Poster** that can be posted in testing rooms during testing to remind students of the tools available in INSIGHT during testing. This document is provided in 8.5 x 11, 11 x 17, and 16 x 24 inch formats on the [M-STEP web page](#) under the Current Assessment Administration header. If it is used, the poster should be posted in the testing room and not at student desks or work stations. Specific directions regarding the allowable use of this poster is provided in the [M-STEP Test Administration Manual](#) and on the [M-STEP web page](#).

How should secure materials be handled during the test administration?



District and Building Assessment Coordinators are responsible for developing and communicating the policy regarding the handling of secure materials during testing and for managing the secure handling of materials throughout the test window.

All secure materials must be retained in one secure, locked location within the school. During the test administration, secure materials must be distributed and collected each day.

For online testing, secure materials include:

- » test rosters and test tickets
- » used scratch paper and used graph paper

Test rosters and test tickets must be collected by the Test Administrator and returned to the Building Assessment Coordinator. Test tickets for tests that have been completed and submitted must be securely shredded. Test tickets for tests that have not been completed and will be resumed in a later test session must be collected and stored in the secure, locked location in the school.

Used scratch paper and graph paper can be collected for redistribution when resuming an in-progress test if the student name is on the scratch or graph paper and it is used for the completion of the

same test. Any used scratch paper for a test that has been completed or that does not have the student's name on it must be securely shredded.

For paper/pencil testing, secure materials include:

- » test booklets
- » all used answer documents
- » L1 (First Language) glossaries (mathematics)
- » any accommodated versions of the test
- » Reader Scripts
- » used scratch or graph paper

After testing is complete, Test Administrators must collect test booklets, used answer documents, and used scratch or graph paper individually from students (do not pass down rows). These materials must be returned to the Building Assessment Coordinator to be stored in the locked, secure location until materials are returned to the scoring contractor. Used scratch paper and graph paper must be securely destroyed.

Detailed information about handling secure materials after testing is available in the [M-STEP Test Administration Manual](#).

How do I assign and manage student supports and accommodations?



Students who are assigned Designated Supports and Accommodations according to the supports and accommodations tables located in the [Supports and Accommodation Guidance Document](#) will need to have access to these supports and accommodations.

If the student is testing online, many—but not all—Designated Supports and Accommodations are assigned in the [DRC INSIGHT Portal](#). Other Designated Supports or Accommodations can require materials that students should have access to during testing.

For information about how to assign Designated Supports or Accommodations in the DRC INSIGHT Portal, go to the [DRC INSIGHT Portal Basics](#) chapter of this training guide.

MDE has developed optional tools that can be used to help monitor and track student supports and accommodations. These tools are available on the [M-STEP web page](#) under the Student Supports and Accommodations section. These tools—or other locally developed tools—can be used to help track the Designated Supports and Accommodations that

are needed in each test session. It is the responsibility of the Building Assessment Coordinator to ensure that Test Administrators are made aware of Designated Supports and Accommodations in the test session(s) they administer, and that any accommodated materials or tools are made available.

The Building Assessment Coordinator should work closely with the Special Education Director to assign, monitor, and track Designated Supports or Accommodations before and during testing for students who have IEPs or 504 plans. Building Assessment Coordinators also must work closely with the English Learner (EL) Director to assign, monitor, and track Designated Supports before and during testing for students identified as English Learners.

For more information on Universal Tools, Designated Supports, and Accommodations, see the [Student Supports and Accommodations Overview](#), and the [Selecting and Assigning Universal Tools, Designated Supports, and Accommodations](#) chapters of this training guide.

What do I do if there is a testing irregularity?



A testing irregularity is any deviation of the test administration from the policies and procedures defined in the [M-STEP Test Administration Manual](#), [Test Administrator's Directions and Manual](#), and [Assessment Integrity Guide](#).

For M-STEP, District Assessment Coordinators use the [Incident Reporting Tool](#) in the [Office of Assessment and Accountability \(OEAA\) Secure Site](#) to report and resolve testing irregularities. These could be student

prohibited behavior, a request to unlock a test, a misadministration, or any other event that requires reporting and resolution.

The [M-STEP Test Administration Manual](#) includes an Incident Reporting Table that schools are to use in determining whether a testing irregularity occurred and how to address it.

More information about testing irregularities is available in the [Incident Reporting](#) chapter of this training guide.



How do I ensure that all students have tested?

It is important that District and/or Building Assessment Coordinators make sure that all students who are expected to test complete testing before the window closes. To help with this task for students testing online, the [DRC INSIGHT Portal](#) has a Testing Status screen that allows users to view how many students have not started, are in progress, or have completed tests they are assigned to by grade and content area.

Note: Only students who are pre-identified and assigned to an online session will appear on this page. You will still need to make sure that all students who are expected to test are assigned to an online session for each content area tested in the grade.

For more information on the DRC INSIGHT Portal see the [DRC INSIGHT Portal Basics](#) chapter of this training guide.

MI-Access Assessments Administration

Relevant assessments:

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)



Test Directions



Administering the
FI Assessments



Administering
the SI and P
Assessments



Materials Needed
During Testing



Handling Secure
Materials



Ensuring All
Students Have
Tested

Assessment Coordinator Training Guide

Intro

This chapter addresses the **MI-Access** Assessment Administrations, by answering the following questions:

- ▶ How can I find the Test Directions?
- ▶ How do I administer the Functional Independence (FI) assessments?
- ▶ How do I administer the Supported Independence (SI) and Participation (P) assessments?
- ▶ What materials will students and test administrators need during testing?
- ▶ How should the secure materials be handled during test administration?
- ▶ How do I ensure that all students have tested?

Where can I find the Test Directions?



Detailed test directions are provided for each of the assessments.

- For the online **Functional Independence (FI)** assessment, detailed test directions are embedded in the test engine and will be read aloud through text-to-speech when the student begins the test. For paper/pencil administration of the assessment, the test directions are in the **FI Test Administration Manual (TAM)**, in the Assessment Administrator section.
- For the **Supported Independence (SI)** and **Participation (P)** assessments, the test directions are inside the front cover of the **Assessment Administrator Booklet**. This administrator booklet is included in the test materials that are delivered to the school. Item specific adaptation guidance and options for read-aloud instructions are found below each item within the assessment administrator booklet.

How do I administer the Functional Independence (FI) assessments?



The MI-Access Functional Independence (FI) assessments are administered online, unless a student needs to take the paper/pencil format. An administration flowchart on the [MI-Access web page](#) describes the online and paper/pencil protocols for MI-Access FI testing.

For online administration:

- The **ELA: Expressing Ideas** component of the FI:ELA assessment must still be administered in paper/pencil format.
- All students taking the MI-Access FI assessment must be pre-identified in the [OEAA Secure Site](#) (and must also be assigned to paper/pencil testing, if needed).

Be sure to review the **Pre-Identification of Students for State Assessments** chapter of this training guide for more information on this process.

- If a student(s) requires an accommodation(s) during testing (such as masking areas of the computer screen), the accommodation must be assigned to the student in the [DRC INSIGHT Portal](#), before the student's test ticket is generated. (Be sure to securely destroy any test tickets that may have been printed by mistake before the accommodations were assigned.)
- The assessment administrator must log the student into the test to begin the testing process, and also help the student navigate through the assessment; the administrator may not help the student with any items on the test.
- The text-to-speech function of the assessment defaults to "on"; this function may be turned off or the volume may be turned down.
- Administrators should monitor student progress and be prepared to minimize any potential distractions to keep students engaged in the assessment.
- When the assessment is complete, the administrator must "Submit" the test for the student.

- Be sure to review the MI-Access [Online Training Tools \(OTTs\)](#) and the [Student Tutorials](#) that are discussed in the [Preparing Students and Parents for Testing](#) chapter of this training guide.

For paper/pencil administration:

- Students mark their responses in the test booklets during administration, not in an answer document. The only exception is FI ELA Expressing Ideas, where students respond directly on the answer document.
- Assessment administrators then transfer the student responses from the test booklet to a paper answer document.
- The answer document is returned for scoring after testing is complete.
- The [FI Test Administration Manual](#) found on the [MI-Access web page](#) has complete instructions on paper/pencil administration and the return of materials.

How do I administer the Supported Independence (SI) and Participation (P) assessments?



The MI-Access Supported Independence (SI) and Participation (P) assessments are quite different from the FI assessments. They require two administrators, Primary (PAA) and Shadow (SAA), and they are administered as observational assessments. It is strongly recommended that PAAs and SAAs review the [Supported Independence and Participation Scoring Rubric Training](#), located on the [Michigan Virtual](#) portal. (Enter MI-Access in the Michigan Virtual "Find Course" search bar). This self-directed course is an excellent tool for training staff, while providing continuing education credits for completion. This resource may also be accessed through [Michigan Virtual](#) by entering "MI-Access" in the search box, and selecting "Training: Participation and Scoring Administration."

- Students must be pre-identified in the [OEAA Secure Site](#) for either the MI-Access P or SI assessment; a session will automatically be created so the student test tickets can be printed.

Note: Student test tickets for P and SI are printed for score entry purposes after the assessment is completed.

- The assessments include activity-based observations (found in the [Assessment Administrator Booklet](#)) and selected-response items, which use student picture cards. The PAA may choose to provide adaptations of the activity-based observations using classroom items during the assessment instead of the student picture cards, to help engage the student with the test.

- The two administrators score the student responses to the questions independently and simultaneously, based on the rubric in the **Assessment Administrator Booklet** and on the scoring documents (where they will record their observations).
- After testing is complete, the PAA and SAA scoring documents are collected and the PAA will use the printed test tickets to log into each student's online answer document to enter the student scores.
- Refer to the **Participation (P) and Supported Independence (SI) Test Administration Manual** for detailed instructions on how to enter the student scores into the online answer document.
- A flowchart is also available on the web page that describes the administration protocols for MI-Access SI and P testing.

What materials will students and test administrators need during testing?



Test Administrators and students will need various test materials, depending on whether the assessment is being administered online or by paper/pencil. Also, materials for designated supports and accommodations are based on the individual supports or accommodations that are assigned to students in each test session.

- All online FI assessment administrators will need:
 - » test tickets and a test roster(s) to log students into the FI testing environment
 - » headphones for all students (these must be available and plugged in before testing begins, since the text-to-speech function will begin as soon as the student is logged into the test system)
 - » calculators (calculators are allowed on the FI mathematics assessments if they are routinely used in the classroom during instruction, even though no FI items are intended to be calculator-dependent)

Note: Students taking the **ELA: Accessing Print and Using Language** assessment (whether online or by paper/pencil) must complete the **Expressing Ideas (EI)** portion of the assessment in paper/pencil format. The **Expressing Ideas** component of the FI ELA assessment is not currently available online.

- All paper/pencil format FI assessment administrators will need:
 - » the **Paper/Pencil Test Administration Directions** found in the **FI Test Administration Manual**
 - » a test booklet for each student testing
 - » accommodations that have been approved by the student's Individualized Education Program (IEP) team, as required during testing
 - » Listening Scripts for the **ELA: Accessing Print and Using Language** assessment (provided in material orders)
 - » a sharpened number 2 pencil for each student plus extra pencils
 - » an answer document with the student barcode label affixed for each student
- P and SI assessment administrators will need:
 - » an **Assessment Administrator Booklet** (included in the test materials that are delivered to the school) for both the PAA and the SAA
 - » the assessment's student picture cards or adaptive items for use while testing
 - » scoring documents for both PAA and SAA to document student responses

- » test tickets and a test roster(s) for use when entering the SI and P student scores online
- » any adaptations or classroom items they will be using as substitutes for picture cards

How should the secure materials be handled during test administration?



All secure test materials must be kept in a locked storage area when not in use during testing. During assessment administration, secure materials must be distributed and collected daily. Secure materials include:

- » test tickets and test rosters
- » all paper/pencil test booklets
- » used and unused answer documents
- » FI ELA Listening Scripts
- » any accommodated versions of the tests (braille, audio CDs, enlarged print, and Assessment Administrator Booklet for braille)

- » student picture cards
- » Assessment Administrator Booklets

Building Assessment Coordinators are responsible for ensuring the secure storage of materials throughout the assessment window, and for the secure destruction of any secure materials that are not returned to the scoring contractor; this includes securely destroying test tickets and rosters.

Refer to the **MI-Access Test Administration Manuals (TAMs)** found on the [MI-Access web page](#) for detailed information on the secure storage and disposal of test materials during and after testing.

How do I ensure that all students have tested?



It is important that District and/or Building Assessment Coordinators ensure that all students who are expected to test complete testing before the MI-Access testing window closes. For the FI online assessment, Assessment Coordinators will use the [DRC INSIGHT Portal](#) Testing Status page for this task. This page allows users to view how many students have not started, are in progress, or have completed tests they were assigned to, by grade and content area. However, only students who are pre-identified and assigned to an online session will appear on this page. You will still need to make sure that all students

who are expected to test are assigned to an online session for each content area tested in the grade.

For more information about the DRC INSIGHT Portal, refer to the [DRC INSIGHT Portal Basics](#) chapter of this training guide.

For more information about the OEAA Secure Site, refer to the [OEAA Secure Site](#) chapter of this training guide.

Also be sure to review the [MI-Access Assessments Preparation](#) chapter of this training guide.

College Board Assessments Administration

Relevant assessments:

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



Policies and Procedures



Test Coordinator Responsibilities



Managing the Testing Schedule



Accommodated Testing



Finding Test Directions



Checking In Students on Test Day



Makeup Testing and Testing Irregularities

Assessment Coordinator Training Guide

Updated: February 2022

Intro

The months of planning are over and test day is here. Provided you have taken all the appropriate steps leading up to test administration, have trained your staff well, and have anticipated and resolved potential issues, testing should go smoothly. This chapter will further prepare you to be ready for **successful SAT with Essay, PSAT 8/9, and PSAT 10 test administrations**, by answering the following questions:

- ▶ Where can I find administration policies and procedures for College Board testing?
- ▶ What are the responsibilities of the Test Coordinator during the SAT with Essay, PSAT 8/9, and PSAT 10 test administration?
- ▶ How do I manage the testing schedule for College Board assessments?
- ▶ How is the test administered for extended time and other accommodated students?
- ▶ Where can I find Test Directions for the College Board assessments?
- ▶ How do I check in students on test day?
- ▶ How do I handle makeup testing for students who were not able to test on the initial test day?
- ▶ What do I do if there is a testing irregularity?

Where can I find administration policies and procedures for College Board testing?



Always refer to the following documents for guidance on the planning for, administering of, and returning materials for the SAT with Essay and PSAT assessments. The manuals can be found on the MDE [MME web page](#) and the MDE [PSAT web page](#):

For Test Coordinators:

- **Michigan SAT School Day Coordinator Manual**

For Test Proctors:

- **Michigan SAT School Day Standard Testing Manual**
- **Michigan SAT School Day Accommodated Testing Manual**

For Test Coordinators and Proctors:

- **Michigan PSAT 8/9 Coordinator Manual**

- **Michigan PSAT 10 Coordinator Manual**

Note: The College Board uses the title Test Coordinator when referring to the person responsible for coordinating test administration tasks, rather than the title of Building Assessment Coordinator used elsewhere in this training. This chapter will refer to the Assessment Coordinator as the SAT Test Coordinator.

The following web pages also offer detailed documents and additional links for resources for the MME and the College Board assessments:

- [MME web page](#)
- [MDE PSAT web page](#)
- [College Board – Michigan website](#)

What are the responsibilities of the Test Coordinator during the SAT with Essay, PSAT 8/9, and PSAT 10 test administrations?



Most of the test day administration duties are the responsibility of the Proctors as they will be administering the tests directly to students. However, the Test Coordinator's role is to ensure the process goes smoothly at the testing site. Refer to the **Coordinator's Checklist** at the end of the Introduction section in the applicable **Michigan SAT School Day Coordinator Manual** or **Michigan PSAT 8/9 Coordinator Manual** and **PSAT 10 Coordinator Manual** for a list of tasks for which the Test Coordinator is directly responsible, before and during test administration. These manuals are located on the Michigan Department of Education (MDE) [MME web page](#) in the SAT (College Entrance Assessment) section, and on the MDE [PSAT web page](#) in the Current Administration Information section.

Here are a few additional things to consider.

- Prepare packets for Proctors on or before the morning of the testing days. A list of materials needed for the testing room packets is in the Prepare Your Materials section of both the **Michigan SAT School Day Coordinator Manual** and the **Michigan PSAT 8/9** and **PSAT 10 Coordinator Manuals**.
- If you are testing off-site, be sure to also prepare off-site testing packets with the additional materials needed for off-site testing. A list of materials needed for off-site testing is located in both the **Michigan SAT School Day Coordinator Manual** and the **Michigan PSAT 8/9** and **PSAT 10 Coordinator Manuals**, in the During the Test section.
- Have a plan for maintaining test security during testing. Be aware that MDE, the College Board, and/or the Educational Testing Service (ETS) may send representatives to observe testing. Make sure to check the credentials of any representative before admitting them to the testing rooms.
- Have a plan for handling any situation and know the appropriate response for testing irregularities as they occur.
- Monitor testing rooms and make sure Proctors have everything needed for a smooth administration.

How do I manage the testing schedule for the College Board assessments?



Since all College Board assessments are timed tests, the test day schedules must be followed as closely as possible to ensure standardization across all testing, regardless of the assessment.

■ SAT with Essay Schedules and Timing

To ensure the test is administered in a non-discriminatory manner and under standardized conditions in all testing environments, be sure to adhere to the prearranged schedule as closely as possible in all test rooms and locations. For sample

schedules for both standard and non-standard test administrations, see the Appendix of the **SAT Michigan Coordinator Manual**. Standard time testing for the SAT with Essay must take place on the designated initial test day and the designated makeup test day.

Accommodated testing may take place on any day or consecutive days within the accommodated testing window for students designated on the **Nonstandard Administration Report (NAR)** as testing with accommodations.

■ PSAT 8/9 for grade 8, PSAT 8/9 for grade 9, and PSAT 10 for grade 10 Schedules and Timing

Afternoon testing is allowed for all PSAT assessments; however, all students in a grade are expected to test at the same time.

The PSAT 8/9 for grade 8 will have one designated initial test day. The PSAT 8/9 for grade 9 and PSAT 10 initial test day may be scheduled on one of

several test days. All PSAT assessment makeup test opportunities may be flexibly scheduled at any time within the makeup testing windows.

Every year, MDE publishes a [Spring Summative Assessment Schedule](#) for all spring tests. Refer to this schedule for a calendar of initial, makeup, and accommodated testing windows for the SAT with Essay and PSAT assessments.

How is the test administered for extended time and other accommodated students?



Some accommodated students will follow a different testing schedule that, in some cases, may spread over a period of two days. Refer to the [Appendix](#) of the [Michigan SAT School Day Accommodated Testing Manual](#) and the [Michigan PSAT 8/9 Coordinator Manual](#), found on the [MDE MME](#) and [MDE PSAT](#) web pages, for the table titled [Overview of Accommodated Timing and Breaks](#). It is important to exactly follow the scripts, timings, and breaks to ensure a uniform administration across all testing conditions.

Some accommodations may require additional materials, such as large-type test booklets, braille test booklets, assistive technology compatible (ATC) devices, and MP3 audio formats. Ensure that testing rooms are equipped with the proper equipment—such as computers, electronic readers, and braille writers—so that the equipment is available for the accommodated students testing in those rooms.

Where can I find Test Directions for the College Board Assessments?



Make sure Proctors follow the standard and accommodated scripts, including breaks, exactly as they are written for all College Board assessments.

■ SAT with Essay

The standard time testing script is provided in the [Michigan SAT School Day Standard Testing Manual](#). Accommodated scripts are provided in the [Michigan SAT School Day Accommodated](#)

[Manual](#). Both can be found on the [MDE MME web page](#).

■ PSAT 8/9 and PSAT 10

Test day scripts for the PSAT 8/9 and the PSAT 10 are provided in the [Michigan PSAT 8/9 Coordinator Manual](#) and the [Michigan PSAT 10 Coordinator Manual](#), both located on the [MDE PSAT web page](#).



How do I check in students on test day?

Both the **Michigan SAT School Day Coordinator Manual** and the **Michigan PSAT 8/9 and PSAT 10 Coordinator Manuals** contain a list of tasks and procedures for managing the check-in process under Admit Students to the Testing Area in the During the Test section. Both manuals can be found on the [MME web page](#) and the [PSAT web page](#).

There, you will find detailed information on:

- » student check-in procedures
- » admitting extra students and late arrivals
- » how to address student requests for changes between standard and accommodated testing



How do I handle makeup testing for students who were not able to test on the initial test day?

Most students who did not complete testing or were not present for testing on the initial test day are eligible for makeup testing.

Makeup testing for SAT and PSAT assessments may occur only on the dates specified each year by the College Board and the Michigan Department of Education. Test dates, including makeup dates, can be found in the following documents:

- » **Guide to State Assessments** document, located on the [MME web page](#)
- » **SAT** and **PSAT List of Important Dates** documents, located on the [MME](#) and the MDE [PSAT web pages](#)

- » **Summative Testing Schedule**, located on the main MDE [Student Assessment web page](#)

These documents are updated annually in the fall.

Test Coordinators will receive an email from College Board just prior to or on the initial test day, with instructions on requesting makeup test materials. Refer to the **List of Important Dates** documents for the makeup test materials request window (which is just two days after the initial test date), makeup testing date(s), and the makeup materials return window.



What do I do if there is a testing irregularity?

Test Coordinators must file a separate **Irregularity Report (IR)** for each group or individual irregularity that occurs during the administration of all College Board assessments (SAT with Essay, PSAT 8/9 for grade 8, PSAT 8/9 for grade 9, and PSAT 10). When handling an irregularity for College Board assessments, Test Coordinators and Proctors should refer to the following:

- the **Incident Reporting** chapter of this training guide
- the **Testing Irregularity Chart** in the Appendix of the **Michigan SAT School Day Coordinator**

Manual and the **Michigan PSAT 8/9 and PSAT 10 Coordinator Manuals**

For more information on Test Security, refer to:

- the **Overview of Test Security** and the **Appropriate Practices for Test Security** chapters of this training guide
- the Maintain Security section of the **Michigan SAT School Day Coordinator Manual** and the **Michigan PSAT 8/9 and PSAT 10 Coordinator Manuals**

ACT WorkKeys Assessment Administration

Relevant assessments:

■ MME

» ACT WorkKeys®

- ☐ Test Coordinator Duties
- ☐ Managing the Test Schedule
- ☐ Checking In Students on Test Day
- ☐ Testing Irregularities
- ☐ Accommodated Testing
- ☐ Makeup Testing

Assessment Coordinator Training Guide

Updated: February 2022

Intro

Provided you have taken all the appropriate steps leading up to test administration, have trained your staff well, and have anticipated and resolved potential issues in testing, the day of testing should go smoothly. This chapter will further prepare you to be ready for a **successful WorkKeys® administration**, by answering the following questions:

- ▶ As the WorkKeys Test Coordinator, what are my duties during test administration?
- ▶ How do I manage the test schedule?
- ▶ How do I check in students on test day?
- ▶ What do I do if there is a testing irregularity?
- ▶ How is the WorkKeys test administered for extended time and other student accommodations?
- ▶ How do I handle makeup testing for students who were not able to test on the initial test day?

As the WorkKeys Test Coordinator, what are my duties during test administration?



Once testing day arrives, the Test Coordinator's main responsibility is to ensure that the WorkKeys test administration is standardized and secure. Many of the administration tasks will be handled by the Room Supervisors; however, the Test Coordinator will conduct the pre-test briefing session for testing staff, deliver test materials to the testing rooms, monitor the testing rooms, complete and sign irregularity reports, and collect test materials from the Room Supervisors after testing.

- **Briefing Session:** This session will be held on the morning of every test day with all testing personnel, even those who have administered the WorkKeys test for many years. Remind testing staff of cell phone and electronic device usage policies, food and beverages policies, calculator policies, and bathroom breaks. Discuss acceptable forms of identification and how to mark the room rosters. Discuss prohibited behaviors.
- **Distribution of test materials:** Test Coordinators should have already organized each room packet and stored them in a secure, locked storage area. On the day of testing, the Test Coordinator will hand the test booklets directly to the Room Supervisors and record on the **ACT WorkKeys Test Room Report** the quantity and serial numbers of test booklets received by each Room Supervisor. The Test Coordinator will make sure that every Room Supervisor has a complete **ACT WorkKeys Standard Time Administration Manual** for reference. This manual can be found on the [MME web page](#) in the ACT WorkKeys section, and on the [ACT Testing: Michigan website](#).
- **Monitor the test rooms:** The Test Coordinator is to be available to verify acceptable identification (see the **ACT WorkKeys Standard Time Administration Manual** for acceptable forms of identification); admit late arrivals (**Note:** no student may be admitted to the testing room once test booklets have been distributed); deny admission when appropriate; determine whether a student marked absent is eligible for makeup testing; and ensure that administration is irregularity-free.

- **Check and sign Irregularity Reports:** If an irregularity occurs, the Test Coordinator and the Room Supervisor must work together to document what happened, the time of the irregularity, the

form code and test booklet number, the student or students impacted by the irregularity, actions taken by the test site personnel, and whether the answer document was voided.

How do I manage the test schedule?



To ensure the test is administered in a nondiscriminatory manner and under standardized conditions in all testing environments, verbal instructions for the WorkKeys test should start no later than 9:00 a.m. in all test rooms and locations. To see a sample schedule, see the Test Day Activities

section in the **ACT WorkKeys Standard Time Administration Manual**, found on the [MME web page](#) under the ACT WorkKeys header, and on the [ACT Testing: Michigan website](#). Testing must conclude before students break for lunch on all testing days.

How do I check in students on test day?



WorkKeys Test Coordinators are advised to hold an informational session for all students in a central location, if possible, before sending students to their test rooms to be formally checked in. During this session, Test Coordinators should make an announcement regarding permissible calculators and the use of cell phones, smart devices, or other electronic devices. A sample script is provided in the Test Day Activities section of each of the manuals, both of which are found on the [MME web page](#) in the ACT WorkKeys section, and on the [ACT Testing: Michigan website](#):

- **ACT WorkKeys Standard Time Administration Manual**
- **ACT WorkKeys Administration Manual for Accommodations and English Learner Supports**

Be prepared to make this announcement more than once for late arrivals.

Note: Once test booklets have been distributed, students may not be admitted to the test room. Students who arrive after the test booklets are distributed must be scheduled for makeup testing.

Room Supervisors are responsible for admitting students to the test room. However, the Test Coordinator must be available to help verify student identification on the student roster, and to mark students who were not present, were denied admittance due to being late, have unacceptable identification, or are in possession of a prohibited calculator. These students must be scheduled for makeup testing.

What do I do if there is a testing irregularity?



ACT WorkKeys requires an **Irregularity Report** to be filed for each testing room in which an observed individual or group irregularity occurs. Information on what to do if an individual or group irregularity occurs is provided in:

- » the **[Incident Reporting](#)** chapter of this training guide
- » the Irregularities section of the **ACT WorkKeys Standard Time Administration Manual**, found on the **[MME web page](#)** in the ACT WorkKeys section,

and on the **[ACT Testing: Michigan website](#)**

For more information on test security, refer to:

- » the **[Overview of Test Security](#)** chapter of this training guide
- » the **[Appropriate Practices for Test Security](#)** chapter of this training guide
- » the Test Security Requirements section of the **ACT WorkKeys Standard Time Administration Manual**

How is the WorkKeys test administered for extended time and other student accommodations?



It is critical that guidelines for extended time and accommodated testing be followed closely, as failure to document the extended time and/or accommodated administration may affect a student's eligibility for WorkKeys scores and the National Career Readiness Certificate (NCRC).

Students needing extended time and/or other supports and accommodations while testing must test in separate rooms from the students testing with standard time materials; students with supports/accommodations will use materials specific to the accommodation(s) needed.

The **ACT WorkKeys Administration Manual for Accommodations and English Learner Supports**, found on the **[MME web page](#)** in the ACT WorkKeys section and on the **[ACT Testing: Michigan website](#)**, provides detailed instructions regarding WorkKeys administration to students using accommodated test materials and for following accommodated administration procedures.

For more information on accommodated WorkKeys test administration see the **[Student Supports and Accommodations Overview](#)** and the **[Selecting and Assigning Universal Tools, Designated Supports, and Accommodations](#)** chapters of this training guide.

How do I handle makeup testing for students who were not able to test on the initial test day?



WorkKeys makeup testing may occur only on the dates specified each year by ACT and the Michigan Department of Education. Test dates, including makeup dates, can be found in the following documents, which are updated each fall:

- **[Guide to State Assessments](#)** – located on the **[MME web page](#)**
- **[ACT WorkKeys List of Important Dates](#)** – located on the **[MME web page](#)**

- **Schedule of Events** – located on the [ACT Testing: Michigan website](#)

Most students who did not complete testing or were not present for testing on the initial test day are eligible for makeup testing. Refer to the section on Makeup Testing in the **ACT Test Coordinator Information Manual**, found on the [MME web page](#) under the ACT WorkKeys header and on the [ACT Testing: Michigan website](#), to determine whether a student is eligible for makeup testing and to learn what to do with partially completed answer documents.

Test Coordinators will need to order makeup WorkKeys test materials from the Additional Material Order page of the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#). The window for ordering makeup materials is very short, so it is important to familiarize yourself with the dates in the **ACT WorkKeys List of Important Dates** and ACT's **Schedule of Events**. For information on ordering makeup and/or additional material orders, refer to the **Additional Material Orders** chapter of this training guide.

WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs Assessment Administration

Relevant assessments:

■ WIDA™

- » WIDA ACCESS for ELLs
- » WIDA Alternate ACCESS for ELLs



Assessment Coordinator Responsibilities



What is Needed During Testing



Handling Secure Materials



Managing Student Supports and Accommodations



Testing Irregularities



Ensuring All Students Have Tested

Assessment Coordinator Training Guide

Intro

This chapter provides an overview of the tasks that the Building and District Assessment Coordinator(s) need to complete **during the WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs test administration**, by answering the following questions:

- ▶ What are the responsibilities of District and Building Assessment Coordinators during testing?
- ▶ How should secure materials be handled during the test administration?
- ▶ How do I assign and manage Student Supports and Accommodations?
- ▶ What will Test Administrators and students need during the test session?
- ▶ What do I do if there is a testing irregularity?
- ▶ How do I ensure that all students have tested?

For information about how to prepare for the test administration, go to the [**WIDA ACCESS for ELLs and Alternate Access for ELLs Assessment Preparation**](#) chapter of this training guide.

What are the responsibilities of District and Building Assessment Coordinators during testing?



District and Building Assessment Coordinators have an important role during the test administration. Your main goal is to ensure that you are organized, so that your colleagues and your students have a smooth testing experience. There are a number of tasks that must be done; depending on the staff available and assignments in your building or district, you may be responsible for tasks on one or both of the following lists. These lists are intended as a general guideline of responsibilities.

During the WIDA ACCESS for ELLs/WIDA Alternate ACCESS for ELLs test administration, District Assessment Coordinators are expected to:

- **Establish and communicate district policies** regarding test administration to Building Assessment Coordinators, including:
 - » cell phone and personal electronic device policy
 - » access to testing rooms policy; that is, aside from the TA/proctors/testing students, who has
- **access to the testing rooms and under what conditions** (including technology support, school/district/administration, Michigan Department of Education monitors, outsiders)
- **Serve as the contact person** between the district and the Office of Educational Assessment and Accountability (OEAA)
- **Know where to find and be familiar with information related to testing**
- **Share all correspondence** to relevant district and school staff members during testing
- **Collaborate and communicate** regularly with the Technology Coordinator
- **Ensure the Technology Coordinator has completed any necessary software updates** at the beginning of the test window

- **Investigate and inform the OEAA of any testing irregularities**
- **Initiate and submit Incident Reports** as needed
- **Initiate and submit Transfer Request Forms** as needed
- **Oversee and ensure the timely return of all secure materials for scoring**

During the WIDA ACCESS for ELLs/WIDA Alternate ACCESS for ELLs test administration, Building Assessment Coordinators are expected to:

- **Distribute and discuss the district policies** (such as cell phone/personal electronic device policy) with test administrators, proctors, and other staff involved in testing
- **Serve as the contact person** between the school and the District Assessment Coordinator
- **Ensure appropriate distribution, security, and collection of test materials**

- **Ensure students are assigned to appropriate Accommodations** in WIDA AMS, and ensure Accommodated tests and resources are available for Test Administrators and students; this may include reviewing students' Individualized Education Program (IEPs) and 504 plans to ensure required supports are planned for
- **Ensure that rooms used for testing do not contain any visual materials that would provide clues or answers to questions**
- **Manage the printing, distribution, and secure storage of test tickets, test rosters, test booklets, and other secure materials**
- **Report any testing irregularities** to the District Assessment Coordinator

Schools or districts may modify these tasks during testing; however, all of these tasks must be covered during testing.

What will Test Administrators and students need during the test session?



During testing, District and Building Assessment Coordinators will make sure that Test Administrators have everything they will need to administer the test. This includes:

■ **Online Testing:**

- » headphones
- » test tickets
- » test rosters
- » test administrator's script
- » grades 1-3 writing test booklets
- » grades 4-12 writing response booklets
- » scratch paper (optional)
- » any assigned accommodated materials or resources that students need during testing

- » sharpened pencils for students to use with scratch paper and for those students who are handwriting their Writing responses

■ **Paper/Pencil Testing:**

- » test administrator's script
- » Listening and Speaking CDs
- » speaking test booklets
- » test booklets
- » student response booklets (for Alternate ACCESS for ELLs only)
- » scratch paper (optional)
- » any assigned accommodated materials or resources that students need to use during testing

- » sharpened No. 2 pencils for testing

Test Administrators will need to know:

- **the district's cell phone/personal electronic device policy**

- **how the district will manage secure materials** and where to store secure materials after testing (test rosters, test tickets, any used scratch paper or used graph paper)
- **how to manage any items used during testing**, such as headphones for online students

How should secure materials be handled during the test administration?



District and Building Assessment Coordinators are responsible for developing and communicating the policy regarding the handling of secure materials during testing and for managing the secure handling of materials throughout the test window.

All secure materials must be retained in one secure, locked location within the school. During the test administration, materials must be distributed and collected each day.

For online testing, these materials include:

- » test rosters and tickets
- » used scratch paper

Test rosters and test tickets must be collected by the Test Administrator and returned to the Building Assessment Coordinator. Test tickets for tests that have been completed and submitted must be securely shredded. Test tickets for tests that have not been completed and will be resumed in a later test session must be collected and stored in the secure, locked location in the school.

Used scratch paper can be collected for redistribution when resuming an in-progress test if the student's name is on the scratch paper and it is used for the completion of the same test. Any used scratch paper for a test that has been completed or that does not have the student's name on it must be securely shredded.

After testing is complete, Test Administrators must collect test booklets, used answer documents, and used scratch paper individually from students (do not pass down rows). These materials must be returned to the Building Assessment Coordinator to be stored in the locked, secure location until materials are returned to the scoring contractor; used scratch paper must be securely destroyed.

Detailed information about handling secure materials after testing is available in the [WIDA Access for ELLs Michigan-Specific Test Administration Manual](#).

How do I assign and manage Universal Tools and Accommodations?



Students who are assigned Universal Tools or Accommodations according to the [WIDA Accessibility and Accommodations Supplement](#) must have access to these Universal Tools and Accommodations at the time of testing. This

supplement is located on the [WIDA web page](#) under the Student Supports and Accommodations section.

For students testing online, many but not all accommodations are assigned in [WIDA AMS](#) (Assessment Management System). Other

Universal Tools and Accommodations can require non-embedded materials and resources that students can have access to during testing.

For information about how to assign Accommodations in WIDA AMS, review the [WIDA AMS User Guide](#) found on the WIDA AMS website.

For paper/pencil formats, the Accommodations students use during testing can be bubbled in following the directions found in the [WIDA ACCESS for ELLs Michigan-Specific Test Administration Manual](#).

MDE has developed optional resources that can be used to help monitor and track Universal Tools and Accommodations for WIDA assessments.

These tools are available on the [WIDA web page](#) under the Student Supports and Accommodations section. These resources—or other locally developed resources—can be used to help track tools and accommodations that are needed in each test session. It is the responsibility of the Building Assessment Coordinator to ensure that Test Administrators are made aware of Universal Tools and Accommodations in the test session(s) they administer, and that any accommodated materials are made available.

The Building Assessment Coordinator should work closely with the Special Education Director to assign, monitor, and track Universal Tools and Accommodations for any student with disabilities, before and during testing.

What do I do if there is a testing irregularity?



A testing irregularity is any deviation of the test administration from the policies and procedures defined in the [Test Administration Manual](#) and the [Assessment Integrity Guide](#).

For WIDA, District Assessment Coordinators use the [Incident Reporting Tool](#) in the [OEAA Secure Site](#) to report and resolve testing irregularities. These could

be student prohibited behavior, a test regeneration request, a misadministration, or any other event that requires reporting and resolution.

More information about testing irregularities is available in the [Incident Reporting](#) chapter of this training guide.

How do I ensure that all students have tested?



It is important that District and/or Building Administrators make sure that all students who are expected to test complete their testing before the testing window closes. Directions for how to use WIDA AMS to help with this task for students testing online can be found in the [WIDA AMS User Guide](#) located on [WIDA AMS](#).

Be sure to read the [After Testing](#) module of this training guide for tasks that need to be done after the testing window.

WIDA ACCESS Placement Test (W-APT) and WIDA Screener Preparation and Administration

Relevant assessments:

- **WIDA™**
 - » WIDA ACCESS Placement Test (W-APT)
 - » WIDA Screener

- ☐ Identifying Who Needs Screening
- ☐ Intro to WIDA Screener & W-APT
- ☐ Preparing for WIDA Screener or W-APT
- ☐ Quizzes to Complete
- ☐ Administration of WIDA and W-APT
- ☐ Recording Results
- ☐ Additional Resources

Assessment Coordinator Training Guide

Intro

As a new WIDA Assessment Coordinator, if you have not already done so, make sure that you review the [Quick Start Guide](#) in the **Overview Module** of this training guide. The **Quick Start Guide** was developed with you in mind and lists several up-front tasks that all Test Coordinators must complete in order to ensure a smooth **test administration**, regardless of the assessment(s) you are responsible for.

The WIDA™ Screener and the kindergarten WIDA ACCESS Placement Test (W-APT) are assessments required by the Michigan Department of Education (MDE) for students for whom a language other than English is primarily spoken in the home. These assessments help educators determine if students should be identified as English Learners (ELs). This chapter will help you **prepare to and administer** these assessments, by answering the following questions:

- ▶ How do I identify which students need screening?
- ▶ What are the basics of the WIDA Screener and kindergarten W-APT?
- ▶ How do I prepare myself and other staff members to administer the WIDA Screener and/or kindergarten W-APT?
- ▶ What assessment training courses do I need to complete in my WIDA Secure Portal Account?
- ▶ How do I administer and record the results of the WIDA Screener and/or the kindergarten W-APT?
- ▶ Where can I find additional WIDA Assessment Coordinator Resources?

IMPORTANT NOTE: Educators will discontinue the use of the K W-APT at the end of the 2021-22 school year and transition to using the WIDA Screener for Kindergarten. Beginning in April 2022, students enrolling as a part of Kindergarten round-up should be screened using WIDA Screener for Kindergarten instead of the K W-APT. However, all students enrolling as Kindergartners and receiving services during the 2021-22 school year should be assessed using the K W-APT. Educators needing more information about the WIDA Screener for Kindergarten will be able to access training materials through the WIDA Secure Portal in March 2022.

How do I identify which students need screening?



The identification of ELs is a federally required process. District Coordinators should review the [MDE English Learner Program Entrance and Exit Protocol](#) document on a yearly basis to ensure that the correct procedures for identifying EL students are in place at the district level. Districts must ensure that two standard questions are part of the enrollment form for students who have never before enrolled in the district:

» **Question 1:** Is your child's native tongue a language other than English? (If yes, ask: What is that language?)

» **Question 2:** Is the primary language used in your child's home or environment a language other than English? (If yes, ask: What is that language?)

If a parent or guardian answers "yes" to either question, the student must be screened using the W-APT (kindergarten) or the WIDA Screener (grades 1–12).

These two questions comprise the Michigan State Board of Education approved [Home Language Survey](#), the first step in the process for identifying students who may be considered English Learners (ELs).

The [Home Language Survey](#) is available on the [MDE website](#) using the following links: School Performance and Supports > Field Services (now called Office of

Educational Supports) > Programs section > Title III – English Learner & Immigrant Education Programs link > EL Program Supports section. The Home Language Survey is available in English, Spanish, Arabic, French, Italian, and Chaldean. For forms in other languages, contact the Office of Educational Supports at 517-241-6974.

What are the basics of the WIDA Screener and kindergarten W-APT?



The **WIDA Screener** and the kindergarten **WIDA ACCESS Placement Test (W-APT)** are Michigan's required assessments used as a part of the English Learner (EL) identification process. The W-APT is used to screen kindergarten students, and the WIDA Screener is used to screen students in grades 1-12. Both tools assess English language proficiency in Listening, Reading, Writing, and Speaking.

The kindergarten W-APT is a paper/pencil assessment and can be downloaded through the [WIDA Secure Portal](#) on the [Michigan-specific WIDA website](#).

The WIDA Screener is primarily an online assessment, but for grades 1–3, the Writing portion is administered as paper/pencil only. Additionally, for grades 4-12, schools can opt to order paper/pencil versions for the Writing component.

These WIDA Screener materials must be ordered using MDE's approved ordering process. Educators

should review the [Michigan WIDA Screener & W-APT Policy Manual](#) on the MDE [WIDA web page](#) for the most up-to-date information on the ordering process.

Students are to be screened after an affirmative response to the [Home Language Survey](#) questions, described later in this chapter. Students must be screened and determined to be English Learners (or not) within 30 days of the start of the school year or within 10 days after enrollment during the school year. Students should be screened only once while they are attending Michigan schools.

Using the results of the screener, educators should then follow additional determination factors discussed in detail in the [MDE English Learner Program Entrance and Exit Protocol](#), found on the MDE Office of Educational Supports [Field Services web page](#), to make a determination as to whether or not a student should be considered an EL.

How do I prepare myself and other staff members to administer the WIDA Screener and/or kindergarten W-APT?



Educators overseeing and administering the screeners will need to access a number of different online resources and systems and also know who else in their district may be responsible for using these applications and resources:

- The following list of documents must be reviewed prior to administering a WIDA screener. These can be found on the MDE [WIDA web page](#).
 - » [Michigan WIDA Screener & W-APT Policy Manual](#)

» MDE English Learner Program Entrance and Exit Protocol

- **WIDA Secure Portal:** This is a secure portal through which training courses and some materials to administer the screener can be accessed. All educators who will be administering and scoring these assessments must first complete a set of online courses on the WIDA Secure Portal. Writing and Speaking scoring courses should be completed annually to ensure a high degree of reliability and validity of scoring. Work with your district's English Language Assessment Coordinator to create an account for the [WIDA Secure Portal](#).

The District English Language Assessment Coordinator must verify completion of the required training by screener administrators in the [WIDA Secure Portal](#) and then contact Data Recognition Corporation (DRC) at 877-560-8378, option 5, to request access for the user to score the Speaking and Writing domains, once their WIDA AMS accounts have been created.

» See the [WIDA Secure Portal](#) chapter of this training guide for more information on this system and how to obtain access.

- **WIDA AMS:** This is the secure Assessment Management System website through which educators will manage administrative tasks, such as entering student data, assigning students

to test sessions, printing test tickets, assigning accommodations, and scoring the Writing and Speaking domains.

» See the [WIDA AMS Basics](#) chapter of this training guide for information about the WIDA AMS system and how to obtain access. You must have correct access to the Office of Educational Assessment and Accountability (OEAA) Secure Site before you can get access to WIDA AMS.

- **OEAA Secure Site:** The secure website through which students' screener scores are logged.

» See the [OEAA Secure Site](#) chapter of this training guide for information about the OEAA Secure Site and how to get access to the Site.

- **Michigan Student Data System (MSDS):** This is the secure MSDS website managed by the [Center for Educational Performance and Information \(CEPI\)](#) for the collection of key student data from districts for funding. The student data here is also used by OEAA for assessment pre-identification, assessment reporting, and accountability reporting. Additionally, students who have been determined to be English Learners must be formally identified as such in the MSDS.

» See the [Michigan Student Data System \(MSDS\)](#) chapter of the training guide for more information on the MSDS and how it's used.

What courses do I need to complete in my WIDA Secure Portal account?



If you are administering and scoring the kindergarten W-APT or the WIDA Screener, complete the following assessment training courses as appropriate for the grade level and domain you are administering:

- W-APT Speaking (when available, WIDA Screener for Kindergarten)
- Speaking 1-5
- Speaking 6-12

- Writing 1-5
- Writing 6-12
- WIDA Screener Online: Administration
- WIDA Screener Paper: Administration

Note: The Speaking courses are the same for the WIDA Screener and the WIDA ACCESS for ELLs, so you do not need to complete them twice.

How do I administer and record the results of the WIDA Screener and/or the kindergarten W-APT?



The kindergarten W-APT is a one-on-one paper/pencil assessment. It should be administered to students enrolling during a kindergarten round-up, during kindergarten classes, or during the first semester of 1st grade. For students enrolling during kindergarten round-up or during the first semester of kindergarten, only the Listening and Speaking domains should be administered. For second-semester kindergarteners, all four language domains—Listening, Reading, Writing, and Speaking—should be administered.

For students in grades 1–12, the assessment can be administered online and in a group setting. Students entering schools in the fall of each year will take the screener for the previous grade level.

Table 1 provides a basic framework for determining which grade-level cluster screener to use; however, other factors discussed in the [Michigan WIDA Screener & W-APT Policy Manual](#) should also be considered when deciding which screener to administer, so it is important to reference that resource.

Educators are responsible for scoring the screener. Depending on the mode through which the screener is administered, scoring may require more or less

effort. Educators administering the paper/pencil form of the screener will score all domains. Educators with students taking the online screener in grades 1–12 will need to score only the Writing and Speaking domains.

Refer to the [Michigan WIDA Screener & W-APT Policy Manual](#) on the MDE [WIDA web page](#) for complete screener guidelines, including screener cycles and making an English Learner determination.

The results of the student's screener must be entered into the [OEAA Secure Site](#), regardless of whether or not a student is determined to be an EL. Additionally, a copy of the student's results must be kept in the student's permanent record file. Students who have been identified as EL must have the appropriate designation in the Michigan Student Data System (MSDS). Educators must work closely with their pupil accounting staff to ensure students are correctly identified. Once districts have a score for a student, they should review the [MDE English Learner Program Entrance and Exit Protocol](#) to understand what scores identify a student as an EL.

Table 1: Identifying Appropriate Grade-Level WIDA Screeners

Cycle 1 – August 1 – December 1													
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Test to be used	K	K	1	2-3	2-3	4-5	4-5	6-8	6-8	6-8	9-12	9-12	9-12
Cycle 2 – December 1 – August 14													
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Test to be used	K	1	2-3	2-3	4-5	4-5	6-8	6-8	6-8	9-12	9-12	9-12	9-12

Where can I find additional WIDA Assessment Coordinator resources?



As a new Assessment Coordinator, the best resources to review and use in preparing to administer WIDA Screeners are those available on the MDE [WIDA web page](#), including:

- » [Michigan WIDA Screener & W-APT Policy Manual](#)
- » [WIDA List of Important Dates](#)
- » [WIDA Paper Screener Order Form](#)

Early Literacy and Mathematics Benchmark Assessments Administration

Relevant assessments:

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



Assessment
Coordinator
Responsibilities



What is Needed
During Testing



Handling Secure
Materials



Managing
Supports and
Accommodations



Testing
Irregularities



Ensuring All
Students Have
Tested

Assessment Coordinator Training Guide

Intro

This chapter provides an overview of the tasks that need to be completed **during the Early Literacy and Mathematics Benchmark Assessments test administration** by the Building and District Assessment Coordinator(s), by answering the following questions:

- ▶ What are the responsibilities of District and Building Assessment Coordinators during testing?
- ▶ What will Test Administrators and students need during the test session?
- ▶ How should secure materials be handled during the test administration?
- ▶ How do I assign and manage Student Supports and Accommodations?
- ▶ What do I do if there is a testing irregularity?
- ▶ How do I ensure that all students have tested?

For information about how to prepare for the test administration, go to the [Early Literacy and Mathematics Benchmark Assessments Preparation](#) chapter of this training guide.

What are the responsibilities of District and Building Assessment Coordinators during testing?



District and Building Assessment Coordinators have an important role during test administration. There are a number of tasks that must be done, and depending on the staff available and assignments in your building or district, you may be responsible for tasks on one or both of the following lists. These lists are intended as a general guideline of responsibilities.

During the Early Literacy and Mathematics Benchmark Assessments test administration, District Assessment Coordinators are expected to:

- Communicate established district policies regarding test administration to Building Assessment Coordinators, including:
 - » cell phone and personal electronic device policy
 - » access to testing rooms policy
 - » scratch paper policy
- Serve as the contact person between the district and the Office of Educational Assessment and Accountability (OEAA)
- Know where to find and be familiar with information related to testing
- Share all correspondence to relevant district and school staff members during testing
- Collaborate and communicate regularly with the Technology Coordinator
- Ensure the Technology Coordinator has completed any necessary software updates at the beginning of the test window
- Investigate and inform the OEAA of any testing irregularities
- Initiate and submit Incident Reports as needed

During the Early Literacy and Mathematics Benchmark Assessments test administration, Building Assessment Coordinators are expected to:

- Serve as the contact person between the school and the District Assessment Coordinator
- Ensure students are assigned to appropriate designated supports in the DRC INSIGHT Portal (formerly known as eDIRECT)
- Manage the printing, distribution, and secure storage of test tickets, test rosters, and scratch paper
- Report any testing irregularities to the District Assessment Coordinator

What will Test Administrators and students need during the test session?



During testing, District and Building Assessment Coordinators will need to make sure that Test Administrators have everything they need to administer the test. Test Administrators will need to know how to manage any materials used during testing, such as headphones.

■ Needed materials include:

- » headphones for all students in kindergarten and grade 1, and for students using Text-to-Speech (TTS) in grade 2

- » scratch paper (optional)
- » sharpened pencils for students to use with scratch paper

■ In addition, Test Administrators will need:

- » test tickets and rosters
- » test directions for the assessment being administered

How should secure materials be handled during the test administration?



District and Building Assessment Coordinators are responsible for developing and communicating the policy regarding handling of secure materials during testing, and for managing the secure handling of materials throughout the test window.

All secure materials must be retained in one secure, locked location within the school. During test administration, materials must be distributed and collected each day. For the Early Literacy and Mathematics Benchmark Assessments, the used

scratch paper, test rosters, and test tickets are secure material.

Test tickets for tests that have been completed and submitted must be securely shredded. Test tickets for tests that have not been completed and will be resumed in a later test session must be collected and stored in the secure, locked location in the school. After testing, test rosters and test tickets must be collected by the Test Administrator and returned to the Building Assessment Coordinator.

How do I assign and manage Student Supports and Accommodations?



Students who are assigned designated supports or accommodations according to the [Early Literacy and Mathematics Benchmark Assessments \(K-2\) Supports and Accommodations Table and Resources](#) must have access to these supports and accommodations.

TTS for grade 2 is assigned in the DRC INSIGHT Portal. For information about how to assign TTS in the

DRC INSIGHT Portal, go to the [DRC INSIGHT Portal](#) chapter of this training guide.

The Building Assessment Coordinator should work closely with the Special Education Director to assign, monitor, and track tools and accommodations for any student with disabilities before and during testing.

What do I do if there is a testing irregularity?



A testing irregularity is any deviation during test administration from the policies and procedures defined in the Test Administration Manual and [Assessment Integrity Guide](#).

For Early Literacy and Mathematics Benchmark Assessments, District Assessment Coordinators use the Incident Reporting Tool in the [OEAA Secure Site](#) to report and resolve testing irregularities; these include student prohibited behavior, a test regeneration request, a misadministration, or any other event that requires reporting and resolution.

The [Early Literacy and Mathematics Benchmark Assessments Test Administration Manual](#) includes an Incident Reporting table for schools to use in determining whether a testing irregularity occurred and how to address it.

More information about testing irregularities is available in the [Incident Reporting](#) chapter of this training guide.

How do I ensure that all students have tested?



It is important for District and/or Building Coordinators to make sure that all students who are expected to test complete testing before the testing window closes. To help with this task for students testing online, the [DRC INSIGHT Portal](#) has a Testing Status screen that allows users to view how many students have not started, are in progress, or have completed the tests they are assigned to, by grade and content area. More information about how to use this feature in the DRC INSIGHT Portal is available in the [DRC](#)

[INSIGHT Portal Basics](#) chapter of this training guide.

Note: Only students who are pre-identified and assigned to a test session will appear on this page. You will still need to make sure that all students who are expected to test are assigned to a test session for each content area tested in the grade.

Be sure to read the chapters in the [After Testing](#) module of this training guide for tasks that need to be done after the testing window.

Materials Return

Relevant assessments:

- **M-STEP**
- **MME**
 - » ACT WorkKeys®
 - » SAT® with Essay
 - » M-STEP (Science and Social Studies)
- **MI-Access**
 - » MI-Access Functional Independence (FI)
 - » MI-Access Supported Independence (SI)
 - » MI-Access Participation (P)
- **WIDA™**
 - » WIDA ACCESS for ELLs
 - » WIDA Alternate ACCESS for ELLs
- **PSAT™ 8/9 and 10**



M-STEP



MI-Access



WIDA ACCESS



SAT/PSAT



ACT WorkKeys

Assessment Coordinator Training Guide

Intro

All test materials are to be managed in a specific manner after testing. Additionally, there are specific requirements for the return of materials for each state-administered assessment. This chapter discusses the **preparation and processing of materials** for each applicable assessment, by answering the following questions:

- ▶ How do I prepare and process materials after testing for M-STEP?
- ▶ How do I prepare and process materials after testing for MI-Access?
- ▶ How do I prepare and process materials after testing for WIDA ACCESS for ELLs?
- ▶ How do I prepare and process materials after testing for SAT/PSAT?
- ▶ How do I prepare and process materials after testing for ACT WorkKeys®?

How do I prepare and process materials after testing for M-STEP?



For schools using any paper/pencil materials, M-STEP has both secure and non-secure materials, both of which must be handled according to procedures defined in the [M-STEP Test Administration Manual \(TAM\)](#). Refer to the section in the TAM titled Instructions for Materials Return for specific directions for handling all M-STEP materials. These instructions include:

- deadlines for shipment
- secure and non-secure materials
- materials that must be returned
- materials to be kept by the school
- materials to be securely destroyed by the school

This TAM section also includes a diagram that shows how materials should be packaged for return to the M-STEP contractor. Schools should reference this information when preparing materials for return to ensure the shipment is sent on time, and the materials are packaged properly and completely.

Schools testing by paper/pencil or that have accommodated students who tested using paper/pencil will have materials that must be returned to the contractor. However, while schools testing online might not have accommodated students, and therefore no secure paper/pencil materials to return, it is still important that Test Coordinators at these schools are aware of the proper handling of secure materials.

The M-STEP TAM is available on the [M-STEP web page](#) under the Current Assessment Administration header.

How do I prepare and process materials after testing for MI-Access?



MI-Access has both secure and non-secure materials, both of which must be handled according to the procedures defined in the **Test Administration Manuals (TAMs)**—one for MI-Access Functional Independence (FI) and one for MI-Access Participation (P) and Supported Independence (SI). Refer to the section titled Instructions for Materials Return for specific directions for the handling of all MI-Access materials. These instructions include:

- how to process test materials after testing
- materials return tools
- instructions for packaging and shipping materials to contractor

A diagram that shows how materials should be packaged for return can be found in the appendix section of each TAM. Schools should reference this information when preparing materials for return to ensure the shipment is sent on time and the materials are packaged properly and completely.

Since the FI ELA: Expressing Ideas is exclusively a paper/pencil test, all materials associated with the test must be included with the materials returned to the contractor. Any accommodated versions of the MI-Access FI tests must be returned as well.

The MI-Access TAMs are available on the [MI-Access web page](#) under Current Assessment Administration.

How do I prepare and process materials after testing for WIDA ACCESS for ELLs?



There are likely to be materials that must be returned to the testing contractor for students taking the WIDA ACCESS for ELLs online as well as for those taking the paper/pencil test. Depending on the grade level and accommodations of students testing online, some students may be writing their responses for the Writing domain in a paper booklet. Directions for packing and returning these materials can be found in the **Michigan-Specific WIDA Test Administration Manual** in the Preparing Test Materials for Return section.

Educators should also review the special instructions on page 157 of the **Michigan-Specific WIDA Test Administration Manual**. The special instructions provide an easy set of directions for returning materials, and clear instructions on what does need to be bubbled in on the test booklets, and what does not. The WIDA TAM is available on the [WIDA web page](#) under the Current Assessment Administration tab.

How do I prepare and process materials after testing for SAT/PSAT?



To process SAT and/or PSAT test materials after testing, Test Coordinators must complete the tasks listed in the relevant **Michigan SAT School Day Coordinator Manual** and/or **Michigan PSAT Coordinator Manual**, in the After the Test section. These instructions must be followed closely to ensure all materials are properly processed and returned. The process may be repeated depending on whether accommodated testing and/or makeup testing is needed. Each type of administration will require materials to be processed and returned separately.

When packing and shipping used materials, follow the order of materials shown in the **Returning Used Answer Sheets and Forms** instructions in the After the Test section of the manual(s). It is important to return SAT with Essay and PSAT test materials the day after testing for each test administration—standard

time, accommodated, and makeup—unless testing at an off-site location; off-site testing materials will be picked up the same day as the test administration. Test coordinators will schedule their own return materials shipments for the primary test date, the end of the accommodated testing window, and the makeup date. Coordinators will receive an email closer to test day with more detailed information about materials return procedures. If you do not receive an email, did not receive shipping labels and other necessary return materials, or need to change the pickup date or time, contact Michigan School Day Support at 866-870-3127, option 1. Be advised that materials returned late will not be scored.

The Michigan Coordinator Manuals are available on the [Michigan ACT WorkKeys State Testing web page](#) and the [MME](#) and [PSAT](#) web pages.

How do I prepare and process materials after testing for ACT WorkKeys?



After testing, the ACT WorkKeys Test Coordinator is responsible for completing the applicable forms, collecting materials from Room Supervisors, packing the test materials into the shipping cartons, and storing the packaged materials until they are picked up by the designated carrier. The **ACT Test Coordinator Information Manual** has a detailed checklist, along with other instructions for packing the materials, in the section titled Collecting, Packing, and Returning the Test Materials. Refer to the [Michigan ACT website](#) for helpful tips, training videos, the Schedule of Events, and other information specific to Michigan WorkKeys administration.

Be aware of the scheduled date for pick-up. Refer to the **Schedule of Events** on the Michigan ACT website for the date. Answer documents shipped after the deadline will not be scored.

Remember to keep Standard Time and Accommodated and Supports materials separate, and follow the instructions in the **ACT Test Coordinator Information Manual** for each type of test administration. Return materials are color-coded. Refer to the **Color-Coding of Return Materials** table in the Collecting, Packing, and Returning the Test Materials section of the manual.

The ACT Test Coordinator Information Manual is available on both the [Michigan ACT WorkKeys State Testing web page](#) and the [MME web page](#).

Accountable Students Enrolled and Demographics

Relevant assessments:

- **M-STEP**
- **MME** (two components)
 - » SAT® with Essay
 - » M-STEP (Science and Social Studies)
- **MI-Access**
 - » MI-Access Functional Independence (FI)
 - » MI-Access Supported Independence (SI)
 - » MI-Access Participation (P)
- **WIDA™**
 - » WIDA ACCESS for ELLs
 - » WIDA Alternate ACCESS for ELLs
 - » WIDA ACCESS Placement Test (W-APT)
 - » WIDA Screener
- **PSAT™ 8/9** for grade 8




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Assessment Coordinator Training Guide

Intro

The **Accountable Students Enrolled and Demographics** page in the Office of Educational Assessment and Accountability (OEAA) Secure Site provides reports that allow schools to verify the student enrollment and demographic information that will be used in assessment and accountability reporting. The student enrollment and demographics are pulled from the Michigan Student Data System (MSDS) and updated on the Secure Site twice each day to accommodate ongoing changes to the MSDS. This chapter includes information on the Accountable Students Enrolled and Demographics page, as well as the type of reports available and how to read them, by answering the following questions:

- ▶ What is the Accountable Students Enrolled and Demographics page?
- ▶ What type of reports are available on the Accountable Students Enrolled and Demographics page?
- ▶ What do I look for on the Accountable Students Enrolled and Demographics report?
- ▶ Why is it important to review the Accountable Students Enrolled and Demographics report?

What is the OEAA Secure Site Accountable Students Enrolled and Demographics page?



A public school's report on the Accountable Students Enrolled and Demographics page of the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#) lists names and demographic information for all students whose MSDS record lists the school as their **Primary Educational Providing Entity (PEPE)**. This does not apply to nonpublic schools. The data pulled from MSDS is based on the Fall MSDS General Collection (October student count day), the Spring MSDS General Collection (February student count day), and student record maintenance (SRM) files that have been submitted in MSDS. The data is updated twice each day to accommodate new SRM submissions.

Assessment Coordinators should review the Accountable Students Enrolled and Demographics reports when they become available in April to check the accuracy of the data. During this review on the Secure Site, districts can continue to submit Student Record Maintenance (SRM) files in MSDS to update student enrollment and demographics before the final assessment and accountability reporting.

OEAA will post a deadline for making MSDS updates in time for annual assessment and accountability reporting, and will also provide an “as of” date the SRM file must contain when it is submitted, to ensure it is picked up for assessment and accountability reporting. This is important, because any SRMs with an “as of” date occurring after the posted date will not be picked up by OEAA for annual assessment and accountability reporting.

Note: OEAA will not use the End-of-Year Collection for enrollment and student demographic purposes. The End-of-Year Collection is important for other school accountability and performance reports but is not used to determine enrollment or demographics for assessment reporting purposes.

Assessment Coordinators will need to work closely with their district's authorized MSDS user(s) to communicate the need for updating the MSDS, and to inform them of the “as of” date and the deadline for submission/certification of SRM files for assessment and accountability reporting. Only authorized user(s)

can update MSDS. The name and contact information of the authorized MSDS user is listed on the District and School Contacts page of the [OEAA Secure Site](#).

Students in grades 3-8, 11, and eligible grade 12 students who were expected to take the required **SAT® with Essay, PSAT™ 8/9** for grade 8, **M-STEP**, and/or **MI-Access** assessments, will be listed under the spring test period window.

English Learners (EL) who were expected to take the **WIDA ACCESS for ELLs** or the **WIDA Alternate**

ACCESS for ELLs in grades K-12 will be listed under the spring WIDA test period, separate from other spring assessments.

Currently, **PSAT 8/9** for grade 9, **PSAT 10**, **ACT WorkKeys**, and **Early Literacy and Mathematics Benchmark Assessments (K-2)** are not used in accountability calculations, so the Accountable Students Enrolled and Demographics report will not be available for these students.

What type of reports are available on the Accountable Students Enrolled and Demographics page?



There are two different types of reports on the Accountable Students Enrolled and Demographics page of the Secure Site.

1. **Accountable Student Groups** – provides a summary of subgroups by grade for the building or district, depending on the entity selected. The links in the grade columns can be used to drill down to the individual students being assessed in that subgroup.

2. **Accountable Students Enrolled and Demographics** – provides a detailed list of students enrolled in the building, along with the demographic information for each student.

Both the Accountable Student Groups report and the Accountable Students Enrolled and Demographics report will have to be verified for accuracy.

The summary and student data from both reports can be downloaded to a Microsoft Excel spreadsheet or printed.

What should I look for on the Accountable Students Enrolled and Demographics report?



When the reports are available on the Secure Site, verify the following information:

- » The totals for each subgroup by grade level are correct.
- » Students enrolled through the posted “as of” date are listed. If a student is not listed but was enrolled, the district MSDS person might have to submit an enrollment record in MSDS for that student.

- » Students who exited the school prior to the posted “as of” date announced by OEAA are not listed. If a student left the school, the district MSDS person will need to submit an exit record in MSDS for the student.
- » Nonpublic school students and homeschooled students who attend the school for a non-core content-area class are not listed. If they are listed, the MSDS person might have to update the residency code for the student in MSDS.

- Nonpublic school students' residency codes in MSDS are either 04 or 08.
 - Homeschooled students' residency codes in MSDS are either 07 or 15.
- » All student demographic information is correct. If the information is incorrect, the district MSDS person must make the correction in MSDS. A list

of demographic terms used for assessment and accountability reporting, along with how/when the information can be updated, is available in the complete instructions for [Accountable Students Enrolled and Demographics](#) on the [Secure Site Training web page](#), under the Accountable Students and Test Verification section.

Why is it important to review the Accountable Students Enrolled and Demographics report?



It is important that the reports are reviewed when they become available, and that any corrections are made in MSDS by the posted deadline, which is based on the posted “as of” date. This is the school’s last opportunity to ensure that the school enrollment and student demographics are updated for the final assessment and accountability reporting.

The OEAA Accountability staff will not accept appeals or adjustments to a school’s enrollment or demographics information after the posted deadline.

Watch the weekly MDE [Spotlight on Student Assessment and Accountability](#) newsletter for information on the Accountable Students Enrolled and Demographics page, starting in April of each year.

Complete instructions on how to review the [Accountable Students Enrolled and Demographics](#) page can be found on the [Secure Site Training web page](#) under [Accountable Students & Test Verification](#).

Practical Tips



- When reviewing the data in the Accountable Students Enrolled and Demographics page, be sure to use the column filters to customize the reports, to help organize the full list of enrolled students.
- There is no need to wait until the Accountable Students Enrolled and Demographics reports are available on the Secure Site to take action. Work with your authorized district MSDS person to verify student enrollment and demographic information in MSDS throughout the school year, as the need arises. It is important to note that

student information listed in a district’s Student Information System may be different than what is listed in MSDS; the information should be reviewed periodically for accuracy.

- Work with your district’s authorized district MSDS person to establish a communication plan and develop the process to keep student information updated after the spring MSDS general collection. This will ensure accurate student enrollment and demographic information for assessment and accountability reporting.

Answer Documents Received and Not Tested Students

Relevant assessments:

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



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What to Verify



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of Reviewing



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Assessment Coordinator Training Guide

Intro

This chapter introduces the **Answer Documents Received and Not Tested Students** page in the Office of Educational Assessment and Accountability (OEAA) Secure Site. On that page, users can view the paper/pencil and electronic answer documents received, submit answer document issues, and report a reason a student did not test in order to be considered for accountability exemptions. This chapter includes information about the Answer Documents Received and Not Tested Students page, what to verify, and why reviewing this page is important, by answering the following questions:

- ▶ What is the Answer Documents Received and Not Tested Students page?
- ▶ What do I verify on the Answer Documents Received and Not Tested Students page?
- ▶ Why is it important to review the Answer Documents Received and Not Tested Students page?

What is the OEAA Secure Site Answer Documents Received and Not Tested Students page?



The Answer Documents Received and Not Tested Students page on the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#) allows schools/districts to verify that student online and paper/pencil answer documents were received by the scoring vendors. It also allows schools/districts to submit the reason that a student did not test.

The student list includes:

- » all students for whom the school is the Primary Educational Providing Entity (PEPE), whether the student tested or not
 - PEPE is determined by enrollment records in the Michigan Student Data System (MSDS). More information about PEPE can be found in the [Michigan Student Data System \(MSDS\)](#) chapter of this guide.
 - The students listed and identified as being accountable students are the same as those listed on the Accountable Students Enrolled and Demographics page of the Secure Site.
- » all students for whom the school returned an answer document, whether the school is the PEPE or not

During the review of answer documents received, schools can submit on the same page the reason for each student who did not test.

Exception: Reasons a student did not test for SAT cannot be submitted during the SAT answer document review period. Rather, Assessment Coordinators can submit reasons a student did not test for SAT during the M-STEP and MI-Access answer document review period, to ensure that all students who may have taken the MI-Access ELA and mathematics instead of the SAT are accounted for.

Select the appropriate test period for the assessment to be reviewed based on the following:

- » Students in grades 3-8, 11, and required grade 12 students who took the **SAT, PSAT 8/9 (for students in grade 8), M-STEP**, and/or **MI-Access** are available under the spring test period
- » English Learners (EL) who took the **WIDA Access for ELLs** or the **WIDA Alternate ACCESS for ELLs** in grades K-12 are listed under the spring WIDA test period, separate from other spring assessments.

- Students in grade 11 and required grade 12 students who took the **WorkKeys** assessment are available under the spring **WorkKeys** test period.
- Students in grades 9 and 10 who took the **PSAT 8/9** and **PSAT 10** are available under the spring **PSAT** test period.

Note: Students who took PSAT 8/9 in grade 9, PSAT 10, or ACT WorkKeys are currently not included in accountability reporting. Therefore, schools do not need to, nor can they, submit a reason a student did not test for these assessments. The Answer Documents Received should still be reviewed, however, for missing tests and other answer document issues that might invalidate a student's test.

What do I verify on the Answer Documents Received and Not Tested Students page?



On the Answer Documents Received and Not Tested Student page, verify the following:

- **All answer documents submitted**, both electronic form and paper/pencil, were received and show as having been received
 - » If an answer document or content area is showing as not received, confirm whether the student tested.
 - If the student tested at your school and the answer document was submitted, submit a missing test issue to be investigated by the OEAA and the scoring contractor.
 - Submit a copy of the student's attendance record for the day the test was administered.
 - As noted, the ability to submit a not tested reason for SAT will not be available until the M-STEP and MI-Access answer document review period is open.
 - For students tested in grades 5, 8, and 11 with MI-Access Participation (P) or Supported Independence (SI), enter information regarding an "off the shelf" or locally provided social studies assessment.
 - » If a test is showing as being received from your school but the student did not test at your school, submit an Incorrect Tested School issue.
- **Answer documents flagged** for prohibited behavior or nonstandard accommodation are appropriately identified
 - » If a student is flagged for a prohibited behavior, but an investigation found no evidence of a prohibited behavior, submit an appeal.
 - » If a student is flagged for using a nonstandard accommodation, but an investigation found that the accommodation used was allowable and identified on the student's IEP, submit an appeal.
- **Students who appear as testing out of level** are appropriately identified
 - » Out-of-level testing occurs when a student takes a grade-level test other than the grade identified in the student's record in the MSDS.
 - » If the grade level identified in MSDS is incorrect, resolve the out-of-level status by correcting the student's MSDS record during the review period.
 - » If the grade-level in MSDS is correct, no action is required and the student's test will be invalidated as out-of-level.
- **Students who appear as invalid** in MSDS are corrected
 - » Students who do not have a current enrollment record in MSDS will be displayed.
 - » An enrollment record must be submitted in MSDS by the posted OEAA deadline or the test will be invalidated.
- **Students who took the WIDA Alternate ACCESS for ELLs and MI-Access tests** are marked as **Special Education (SE)**

» If an SE student is not marked SE, update the student's record in the MSDS during the review period to resolve the issue.

■ **Students who took the WIDA ACCESS and WIDA Alternate ACCESS for ELLs are marked as English Learners (EL)**

» If an EL student is not marked EL, update the student's record in the MSDS during the review period to resolve the issue.

■ **Homeschooled students' answer documents have been received** and each such student is identified as a homeschooled student.

» If a student is a homeschooled student but is not identified as such, update the student's record during the review period according the following guidelines:

- homeschooled students enrolled in a non-core content-area class at the school can be updated in MSDS
- homeschooled students who did not take a class at the school can be identified as homeschooled on the Student Assessment Details page of the OEAA Secure Site

Always review the full list of Answer Documents Received. The OEAA cannot systematically identify all possible issues.

Why is it important to review the Answer Documents Received and Not Tested Students page?



The Answer Documents Received and Not Tested Students review period is the only opportunity schools and districts have to resolve answer document issues. Invalidated tests and students who do not receive scores will negatively influence the school's participation rate as reported in the Michigan School Index System and the Parent Dashboard.

- » Missing answer documents not reported as missing will not receive a score.
- » Answer documents marked with prohibited behavior and nonstandard accommodation will be invalidated, and the student will not receive a score. If the student did in fact engage in a prohibited behavior or used a nonstandard accommodation, then no action is needed.
- » Student tests marked as testing out of level will be invalidated, and the student will not receive a score.
- » Students who took the WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs and are not identified as EL students will have their tests invalidated.

» Students who took WIDA Alternate ACCESS for ELLs or MI-Access and are not identified as SE will have their tests invalidated.

This review period is also the only opportunity to submit reasons why students did not test for a possible accountability exemption.

- » If a reason is not submitted, the student will be considered absent as the not tested reason.
- » If a MI-Access P or SI student took a locally created social studies assessment but the information is not provided, the student will be counted as not tested.

Failure to review the Answer Documents Received and Not Tested Students page might cause issues that will impact a student's score and/or accountability calculations for the school.

Watch the weekly MDE [Spotlight on Student Assessment and Accountability](#) newsletter for information on the Answer Documents Received and Not Tested Students page starting in May of each year.

Complete instructions on reviewing [Answer Documents Received and Not Tested Students](#) can be found on the [Secure Site Training web page](#) under the Accountable Students and Test Verification section.



Practical Tips

- During the testing window, ask teachers to keep a list of students who did not test and the reasons why.
- Ensure that the testing room seating charts are available prior to reviewing the Answer Documents Received and Not Tested Students page.
- Read through the instructions ahead of time to ensure you are aware of the potential issues and know how to resolve them, provided they can be resolved.
- Know who the authorized district MSDS user is and work out a plan to make updates to MSDS if needed during the review process.

Preliminary Reports

Relevant assessments:

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



Preliminary Reports Provided



Accessing Student Roster Reports



Data Included in Student Roster Reports

Assessment Coordinator Training Guide

Updated: February 2022

Intro

Preliminary reports are available within 48 hours of testing for students who test online and take M-STEP, MI-Access, or Early Literacy and Mathematics Benchmark assessments. Preliminary reports are available through [Michigan's Dynamic Score Reporting Site](#), which is accessed through the Office of Educational Assessment and Accountability (OEAA) Secure Site. This chapter will give you an overview of the **Preliminary Reports** and how to access them, by answering the following questions:

- ▶ Which assessments provide Preliminary reports?
- ▶ How do I access Preliminary Student Roster reports?
- ▶ What data is included in the Preliminary Student Roster reports?

Which assessments provide Preliminary Reports?



Preliminary Student Roster Report									
Year: 20XX Assessment: M-STEP ISD Code: 00000 ISD Name: Demo ISD District Code: 00000 District Name: Demo School Code: 00000 School Name: Demo Report Code: All									
Grade 05 English Language Arts All Students									
[Gray] = Preliminary Standard of Error Below Standard At/Near Standard Above Standard * = Insufficient Data to Report									
A Students (Total = 67)	Preliminary Scale Score ▲	B Preliminary Standard of Error	Preliminary Scale Score		Reading	Writing	Listening	Research	D
			1203-1299 Below Benchmark	1300-1357 Above Benchmark					
Student, Demo A	i	1307	±5		At/Near	At/Near	Above	Above	
Student, Demo B	i	1307	±5		Above	Above	Above	Above	
Student, Demo C	i	1307	±5		Above	Above	Above	At/Near	
Student, Demo D	i	1307	±5		Below	At/Near	At/Near	Above	
Student, Demo E	i	1306	±5		Below	Above	At/Near	At/Near	
Student, Demo F	i	1306	±5		Above	Above	Above	Above	

Preliminary Student Roster reports are available for M-STEP and MI-Access in Michigan's [Dynamic Score Reporting Site](#). Preliminary Student Roster reports allow users to view student preliminary scale scores and claim, domain, and/or discipline scores by content area and grade. Preliminary scores are calculated using only machine-scored items available at the time the test is submitted. Preliminary scale scores and performance data are subject to change and should not be taken as a final evaluation of a student's performance.

The Preliminary Student Roster reports are for school use only and may not be shared with the public. The data should not be used for any high-stakes decision, such as grade or course placement, curricular evaluations, or teacher evaluations.

Note: Early Literacy and Mathematics Benchmark Assessments Student-Level Final Reports are also available within 48 hours of students submitting all portions of a content area test. The Student-Level Final Reports are available in the Dynamic Score Reporting Site through the OEAA Secure Site.



How do I access the Preliminary Student Roster reports?

To access the Preliminary Student Roster and Early Literacy and Mathematics Benchmark Assessment student-level final reports in the Dynamic Score Reporting Site, users log into the [OEAA Secure Site](#), select the Reports tab at the top of the page and then select Dynamic Score Reports from the drop-down menu.

Detailed information about how to access and navigate the Dynamic Score Reporting Site is available in the [Dynamic Score Reporting Site User Guide](#) located on the [M-STEP web page](#), under the Reporting section.



What data is included in the Preliminary Student Roster reports?

The **Preliminary Student Roster reports** contain student-level data based on machine-scored items available at the time the test is submitted. Preliminary reports become available for online tests after a student has submitted all parts of the test.

The data in the Preliminary Student Roster reports include:

- **Preliminary scale scores:** Performance levels are not available on the Preliminary Student Roster reports; preliminary scale scores are categorized as “Above Benchmark” or “Below Benchmark.”

- **Preliminary standard of error**

- **Subscore data:** Claims are reported for ELA and mathematics; discipline raw score data—that is, points earned out of points possible—are reported for social studies; domains are reported for science

Data Files

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



Accessing Student
and Aggregate
Data Files



Accessing
CSV Files for
Aggregate Reports



Data Provided

Assessment Coordinator Training Guide

Intro

Building and District Assessment Coordinators have to access **Student Data Files** for use with local data systems or programs, or to provide assessment data for School Improvement Teams, or for other data review purposes. Data files are available both for individual students and for various student groups. This chapter discusses how to access the data files and what information is included in the **student-level** and **aggregate data files**, by answering the following questions:

- ▶ How do I access the individual student and aggregate data files?
- ▶ How do I access the CSV files for each aggregate report?
- ▶ What data is included in the OEAA Secure Site data files?

How do I access the individual student and aggregate data files?

Student Data Files (SDF) and Aggregate Data Files (ADF) include all released data for the school, district, intermediate school district (ISD), and state. The student data files and aggregate data files are found on the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#). Under the Reports tab, select Student Score Data Files.

Each field in the student and aggregate data files is labeled in the file format documents. More information on [Accessing Student Test Scores and Data Files](#),

and about the file formats available in the OEAA Secure Site, is available on the [Secure Site training page](#).

Aggregate data files can also be accessed in the MISchoolData site. Data files in the MISchoolData site include aggregate assessment data as well as other accountability and publicly reported data. The data files and accompanying documentation are found under the Other & Data Files tab in [MISchoolData](#). Links to help documents for accessing files and file formats used in MISchoolData are also provided here.

How do I access the CSV files for each aggregate report?

CSV (comma-separated values) files that provide data pertaining to the specific report being viewed can be accessed in the **Dynamic Score Reporting Site**. The Dynamic Score Reporting Site can only be accessed through the [OEAA Secure Site](#), using your [Michigan Education Information System \(MEIS\)](#) login. For M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments, the

Dynamic Score Reporting Site includes CSV files for all aggregate reports. The CSV files can also be downloaded from the **Actions** menu in the Dynamic Score Reporting Site for user reference.

For more information about the reports available in the Dynamic Score Reporting site, refer to the **Final Reporting** chapter of this training guide.



What data is included in the OEAA Secure Site data files?

Data files provided in the OEAA Secure Site contain all reported student-level and aggregate-level data. Both **student-level** and **aggregate data** are provided for the following assessments:

- M-STEP
- MI-Access
- Early Literacy and Mathematics Benchmark Assessments
- SAT with Essay
- PSAT 8/9 and PSAT 10
- WIDA ACCESS for ELLs

Only **student-level data** is provided for the following assessments:

- ACT WorkKeys
- WIDA Alternate ACCESS for ELLs (combined with WIDA ACCESS for ELLs in one SDF)
- WIDA Screener

Note: There are some slight differences in the information reported in these data files, due to the design of each assessment.

- **Student Data File (SDF):** The Student Data File contains all reported student-level data. Demographic data is populated from the data submitted in the [Michigan Student Data System \(MSDS\)](#). The demographic data reported includes:

- » Gender
- » Ethnicity
- » Economically Disadvantaged
- » Special Education
- » English Learner
- » Former English Learner
- » Foster Students
- » Migrant Status
- » Military Connected
- » Homeless
- » Homeschooled

Assessment data reported in the SDF include scale score; standard of error; performance level; student growth data, which includes growth

score (formerly called student growth percentile), growth target (formerly called adequate growth percentile), and target timeframe where appropriate; and claim, domain, and discipline data. While invalid test scores are not reported in the SDF, the reason for the invalidation is reported. The SDF also includes accommodations and designated supports used (where appropriate).

- **Aggregate Data File (ADF):** The Aggregate Data File contains all reported aggregated data. Assessment data is aggregated at the school, district, ISD, and state levels. The ADF is produced by counting each student with a valid test score in the SDF in each reported demographic group:

- » Gender
- » Race
- » Ethnicity
- » Economically Disadvantaged
- » Special Education
- » English Learner
- » Former English Learner
- » Foster Students
- » Migrant Status
- » Military Connected
- » Homeless
- » Homeschooled

These demographic groups are then grouped into each aggregate level: school, district, ISD, and state. Assessment data reported includes mean scale score, standard deviation, and the number and percentage of students scoring in each performance level (for M-STEP, these levels are not proficient, partially proficient, proficient, and advanced).

Only valid test scores are included in aggregated data.

Data files that provide schools with important student-level and aggregate-level data can be used in school data hubs or to generate locally developed assessment reports, based on the specific needs of the school or district.

Final Reporting

Relevant assessments:

All Michigan state assessments:

■ M-STEP

■ MME

- » ACT WorkKeys®
- » SAT® with Essay
- » M-STEP (Science and Social Studies)

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

■ WIDA™

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

■ PSAT™ 8/9 and 10

■ Early Literacy and Mathematics Benchmark Assessments (K–2)



When to
Expect Score
Reports



Accessing
Reports



Report
Resources

Assessment Coordinator Training Guide

Intro

Assessment Coordinators need to know where to find information regarding **accessing and interpreting assessment results** to share with other staff. This chapter gives an overview of when **reports** will be available and how to access them, as well as the resources available to help you understand the reports, by answering the following questions:

- ▶ When can I expect Score Reports to be available?
- ▶ Where do I access assessment reports and results?
- ▶ How do I access Michigan's Dynamic Score Reporting Site?
- ▶ What resources are available to help understand the reports?

When can I expect Score Reports to be available?



Reports become available at different times, depending on the assessment and the reporting system(s). Reports for all assessments include both student-level and aggregated data.

- **Preliminary reports for M-STEP and MI-Access** are available within 48 hours of when the student submits the test. Preliminary reports do not include hand-scored data. They are available through **Michigan's Dynamic Score Reporting Site** until final reports are released. Once final reports are released, the preliminary reports are no longer available.

More information about the preliminary reports is available in the [Preliminary Reports](#) chapter of this training series.

- **Final student reports for Early Literacy and Mathematics Benchmark Assessments** are available within 48 hours of when the student submits the test.

- **Final reports for M-STEP and MI-Access** are released to schools and to the public in late August each year. [MISchoolData](#) reports are available concurrently with the public release of aggregate reports.
- **College Board reports** are available on a rolling basis; as soon as a student's test is scored, it is reported through the [College Board's K-12 Score Reporting Portal](#).
- **ACT WorkKeys reports** are sent to schools in August of each year.
- **WIDA ACCESS for ELLs** reports are available in WIDA AMS in late June of each year.



Where do I access assessment reports and results?

Reports are provided in more than one location, based on which assessment the student took.

■ M-STEP and MI-Access

M-STEP and MI-Access results are available through multiple reporting systems:

» **Dynamic Score Reporting Site** – These reports may be accessed through the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#) and are intended for school administrators, school improvement teams, teachers, and other school personnel. These reports include:

- **Preliminary Reports** – student roster level reports, available within 48 hours of a test submission
- **Final Reports** – include detailed results for individual students and aggregate level reports; final reports typically are available in the late summer; districts and schools will be notified of their availability through an article in the OEAA Spotlight newsletter

» **MISchoolData.org** – This site provides aggregated assessment results for the public. Trend data and accountability information is also available through MISchoolData. Individual student level data for M-STEP is provided for school users who have secure access.

» **Michigan Linked Educational Assessment Reporting Network (MiLearn)** – This tool provides student-level assessment data to

students, parents, and teachers, for schools connected to the Data Hubs and whose Student Information Systems (such as MiStar or PowerSchool) work with the MiLearn interface.

» Selected printed materials are mailed to schools each fall. These include:

- **Parent Reports** for distribution to students and their families
- **Student Record Labels** for placement in each student's CA-60 cumulative record folder

■ Early Literacy and Mathematics Benchmark Assessments

Results from the Michigan Early Literacy and Mathematics Benchmark Assessments for K-2 students are available in the **Dynamic Score Reporting Site**, which is accessed through the [OEAA Secure Site](#). Both individual student data and aggregated data are provided. Starting in 2022, select student-level reports are available in MiLearn.

Reports for the Early Literacy and Mathematics assessments are not printed and shipped to schools. Schools can print their reports from the Dynamic Score Reporting Site.

See Figure 1 for information on where to access assessment results for M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments.

Figure 1 – Accessing M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessment Results

Assessment	Dynamic Score Reporting Site	MI School Data	MI Learn	Parent Report and Student Record Labels (mailed to school)
M-STEP	X	X	X	X
MI-Access	X	X	X	X
Early Literacy and Mathematics Benchmark Assessments	X		X	

■ College Board Assessments

Score Reporting for Educators: Educators can access the College Board Suite of Assessments score reports through **College Board's K-12 Score Reporting Portal**. To gain access to the portal, educators must have permission from their school or the Data Access Tool Manager. For information on establishing a College Board professional account, refer to the **College Board Systems Used in State Assessments** chapter of this guide.

Score Reporting for Students and Parents: Students and their families can access their own score reports at the individual student's **College Board Account site**. Students will need to create their own College Board account to access their scores.

Note: Each student may have only one account. It is recommended that parents who wish to see their child's score use the child's account or create the account together with their child. For information on how to create and manage a student account, access the student score report, or troubleshoot problems with accessing an account, College Board offers this **FAQ web page** (<https://pages.collegeboard.org/account-help>); here, students and their families can find answers to common questions.

Additional Reporting for the College Board Assessments: Aggregate-level and detailed student-level reports for SAT with Essay and PSAT 8/9 for grade 8 are available in the **Dynamic Score Reporting Site**, accessed through the **OEAA Secure Site**. In addition, summary student score information is included on Parent Reports and Student Record Labels.

Starting with the Spring 2022 administration of the PSAT in grades 9 and 10, Individual Student Reports and Student Rosters are available

Students, parents, and teachers can also view and download score results for SAT with Essay and PSAT 8/9 for grade 8 through **MiLearn**.

SAT with Essay aggregate results for schools and districts are available to the public through MISchoolData.org.

■ ACT WorkKeys

ACT WorkKeys Score Reports for Schools:

In August of each testing year, ACT sends the following reports to the Test Coordinator:

- » **Summary Score Report** – one for each student who took the WorkKeys test
- » **Roster Score Report** – lists the students who took the WorkKeys test, their scores, and when they took the test

WorkKeys Score Reports for Students:

ACT provides a guide to how the WorkKeys Assessment can help students compare their own skills to the hard and soft skills needed for career success. Students can set up an online account at myworkkeys.com to download and print their WorkKeys score reports and National Career Readiness Certificates (NCRC).

Additional Reporting for ACT WorkKeys:

ACT WorkKeys individual student scores and certificate level eligibility are available in the **Dynamic Score Reporting Site**, accessed through the **OEAA Secure Site** in the following reports:

- » **Student Overview Reports** – individual score report for all assessments taken by each student; also contains SAT with Essay summary scores
- » **Parent Report** – mailed to schools for distribution to students and their families.
- » **Student Record Labels** – for placement in each student's CA-60 cumulative record folder

Students, parents, and teachers can also view and download score results for WorkKeys through **MiLearn**.

WorkKeys aggregate results for schools and districts are available for the public through MISchoolData.org.

See Figure 2 for information on where to access results for SAT, PSAT 8/9/10, and ACT WorkKeys.

■ WIDA

WIDA assessment results are available in several sites (see Figure 3). Some sites provide reports directly to educators, while others might provide a downloadable data file.

Figure 2 – Accessing SAT, PSAT 8/9, PSAT 10, and ACT WorkKeys Results

Assessment	Dynamic Score Reporting Site	MI-Learn	MI School Data	College Board K-12 Score Reporting Portal (for Educators) and Account for Parents and Students	Summary Score Report and Roster Score Report (mailed to Test Coordinator)	ACT WorkKeys student website: myworkkeys.com
SAT	X	X	X	X		
PSAT 8/9/10	X	X	X	X		
ACT WorkKeys	X	X	X		X	X

Figure 3 – Accessing WIDA results

Assessment	OEAA Secure Site	WIDA AMS	MI School Data	MI-Learn
K W-APT and WIDA Screener	X	X		
WIDA ACCESS for ELLs	X	X	X	X
WIDA Alternate ACCESS for ELLs	X	X		X

How do I access Michigan's Dynamic Score Reporting Site?



Access to Michigan's Dynamic Score Reporting Site is available through the [Office of Educational Assessment and Accountability \(OEAA\) Secure Site](#).

For detailed information on accessing the OEAA Secure Site, go to the [Secure Site Training page](#)

and select the link How do I get access to the OEAA Secure Site?

For detailed information about how to access and navigate the reports, go to the [M-STEP web page](#) and select the Dynamic Score Reporting Site User Guide link under the Reporting section.



What resources are available to help understand the reports?

Each reporting system provides users with resources to help with understanding the reports.

- **Dynamic Score Reporting Site** – This site contains detailed information about each report; select the About this Report document to download a PDF.
- **Assessment Web Pages** – These pages provide professional development and informational documents about the reports, under the Reporting and Professional Development sections; the reports include:
 - » **Interpretive Guide to Reports** – for each assessment program
 - » **Interpretive Guide to Reports Training Video**
 - » **Performance Level Scale Score Range** – for M-STEP and MI-Access
 - » **Dynamic Score Reporting Site User Guide**
- **MiLearn** – This site provides detailed information about each report in the About this Report section for every stakeholder group.
- **MISchoolData** – Each report screen has an About This Report section that includes information on what the report shows and how to interpret it, as well as an explanation of why the data are important.
- **College Board Assessments** – For information on how to use the **College Board's K-12 Score Reporting Portal** to view and analyze SAT, PSAT 8/9, and PSAT 10 student scores, see the **K-12**

Assessment Reporting Help page. Information there includes step-by-step instructions for gaining access to the portal; what you can do in the portal; and how to use the reports for counseling, for curriculum and instructional review of the College and Career Readiness Standards, and for progress-tracking purposes.

For a more interactive experience, take the **SAT Suite of Assessments Training course**, which walks you through how to use the K-12 Score Reporting Portal to view, download, and analyze reports. College Board also provides a **K-12 Educator Brief** to help educators use and understand the College and Career Readiness Benchmarks in mathematics and evidence-based reading and writing.

- **ACT WorkKeys** – A sample Summary Score Report and a sample Roster Score Report, as well as an **ACT WorkKeys Scale Score Interpretation Guide**, is provided on the [ACT Testing: Michigan Website](#).
- **Communication Toolkit for schools** – Each fall, the Michigan Department of Education releases a set of resources designed to help schools communicate with families and communities about state assessments and state assessment results. The toolkit includes helpful tips for parents and guardians on how to read their child's M-STEP, MI-Access, and MME score reports. Watch the weekly MDE **Spotlight on Student Assessment and Accountability newsletter** for updates on the release of new Communication Toolkits.

