ACT WorkKeys Answer Document Supplement
MME—Spring 2014

Overview

This document is designed to provide schools with guidance about other information that may be required to be submitted on a student's ACT WorkKeys answer document. It also includes instruction about collecting state-specific information from your school and/or students.

The instructions below are in addition to those provided in the Supervisor's Manual(s). If these directions are not followed, results from your school are at risk of being inaccurately reported on student, school, and accountability reports; and may prevent students from being included in files that are shared with the state for the purpose of scholarship opportunities.

Student Transfers

Follow the guidelines listed below for students who are transferring:

If a student transfers …	Then …
In during the time of testing, already started testing at the former school, or is too late to start testing at the new school	• Do not submit an answer document.
Out during the time of testing or before the pre-test session and had not yet started testing	• Do not submit an answer document. • Discard the barcode label *If such a student completed any pre-test portions of an answer document, securely destroy that answer document.*
If a student needs a replacement answer document for any reason	• Go to the BAA Secure Site to locally print a new label for the replacement answer document

Barcode Labels

Each ACT WorkKeys Day 2 answer document submitted for scoring must have a student barcode label affixed in the designated box on the back page of the answer document. Barcode labels are used to match a student's MME Day 1, Day 2, and Day 3 answer document to derive their MME subject scores. Your school will be charged a **$50 processing fee** by the Michigan Department of Education for **each** answer document returned for processing without a barcode label.

Affix the label on the back page, top right corner of the ACT WorkKeys State Testing answer document. Look for the shaded area marked "BARCODE LABEL PLACEMENT." *Important!* Do not place the barcode label on the front page or in any other location on the answer document.

What to Grid on the Answer Document

For the MME, students MUST complete demographic information on the answer document in a pre-test session completed before test day. The following fields must be completed in the pre-test session:

- Block 1—School
- Block 2—Name*
- Block 4—Date of Birth*
- Block 5—Gender
- Block 6—Racial or Ethnic Group

*These fields along with the Student-UIC number provided on the student barcode label constitute the matching criteria for National Career Readiness Certificate (NCRC) eligibility. Exact matches are required when creating an online ACT WorkKeys account and/or submitting certificate requests. These fields will be displayed on your *ACT WorkKeys Memo to Examinee* reports.

DO NOT complete the following blocks:

- Block 3—ID Number: This number is populated via the barcode label.
- Blocks 7 – 15

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The following blocks are to be completed on test day. (The verbal instructions in the ACT WorkKeys supervisor manuals include instructions to have students grid these blocks on test day before testing begins):

- Block 16—Type of Testing
- Block 25—Student Signature and Date

The Michigan Department of Education is required to collect specific student information to ensure the results of state assessments are accurately reported for each Michigan student, school, and district. The following blocks are to be completed by the room supervisors. Students are not to complete any part of these blocks.

- **Block 17—Report Codes:** You must fill in all applicable ovals for each of your students as appropriate. (For example, if a student is home-schooled, you would grid the appropriate oval in Block 17 on that student's answer document or if a student's primary language is something other than English, you would grid the appropriate oval.)

Completing Local Items

The state agency has requested that ACT collect additional information using Block 26 on the answer document.

Complete items 1 – 17 of Block 26 for each student testing with accommodations on any part of MME Day 2—ACT WorkKeys. Use the questions that start on this page to complete these items. Respond with information about the accommodations **actually used** for testing. Do not use Questions 18-20.

Number	Question	Response
1.	Which criteria most accurately describes this student's reason for testing with accommodations?	1. IEP 2. Section 504 Plan 3. ELL instruction 4. Rapid Medical Onset
2.	If the student tested using nonstandard accommodations on any section of the ACT WorkKeys (MME Day 2), mark all that apply (Refer to the MME Accommodations Summary Table to identify nonstandard accommodations—extended time is NOT a nonstandard accommodation).	1. Non-Standard Accommodations for Reading for Information 2. Non-Standard Accommodations for Applied Mathematics 3. Non-Standard Accommodations for Locating Information
3.	Which of the following accommodations was used to <u>aid in the presentation of test items</u> for the ACT WorkKeys Reading for Information test?	1. Reader Script or audio in English 2. Video in English for ELL 3. Video in Arabic for ELL (admin code must begin with a "5" or "6") 4. Video in Spanish for ELL (admin code must begin with a "5" or "6") 5. Translation of reader's script into student's native language for ELL (admin code must begin with "9")
4.	Which sign language presentation of test items, if any, did this student use for the ACT WorkKeys Reading for Information test?	1. Exact English Signing (EES) of test items 2. Signing of test items in any sign language other than EES (admin code must begin with "9")

5.	Which of the following accommodations was used to <u>aid in the presentation of directions</u> for the ACT WorkKeys Reading for Information test?	1. Student restatement or clarification of test booklet and administration directions 2. Test booklet and administration directions in sign language 3. All directions read in student's native language for ELL 4. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions 5. Auditory amplification devices/sound systems
6.	Which of the following accommodations was used to <u>aid in capturing student responses</u> for the ACT WorkKeys Reading for Information test?	1. Oral responses, dictation into tape recorder, or pointing to answers 2. Respond in sign language 3. Augmentative communication devices or computer with alternative access for alternative response mode 4. Mark answers in test booklet
7.	Which specialized tools, if any, did this student use for the ACT WorkKeys Reading for Information test?	1. Concentration tools or noise buffers 2. Bilingual glossary 3. Dictionary, thesaurus, spelling, grammar book (admin code must begin with "9") 4. Visual, auditory, or physical cues to stay on task 5. Magnification devices
8.	Which of the following accommodations was used to <u>aid in the presentation of test items</u> for the ACT WorkKeys Applied Mathematics test?	1. Reader Script or audio in English 2. Video in English for ELL 3. Video in Arabic for ELL (admin code must begin with "7") 4. Video in Spanish for ELL (admin code must begin with "7") 5. Translation of reader's script into student's native language for ELL (admin code must begin with "9")
9.	Which sign language presentation of test items, if any, did this student use for the ACT WorkKeys Applied Mathematics test?	1. Exact English Signing (EES) of test items 2. Signing of test items in any sign language other than EES (admin code must begin with "9")
10.	Which accommodated presentation of test directions, if any, did this student use for the ACT WorkKeys Applied Mathematics test?	1. Student restatement or clarification of test booklet and administration directions 2. Test booklet and administration directions in sign language 3. All directions read in student's native language for ELL 4. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions 5. Auditory amplification devices/sound systems

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11.	Which accommodated response mode, if any, did this student use for the ACT WorkKeys Applied Mathematics test?	1. Oral responses, dictation into tape recorder, or pointing to answers 2. Respond in sign language 3. Augmentative communication devices or computer with alternative access for alternative response mode 4. Mark answers in test booklet
12.	Which specialized tools, if any, did this student use for the ACT WorkKeys Applied Mathematics test?	1. Concentration tools or noise buffers 2. Bilingual glossary 3. Dictionary, thesaurus, spelling, grammar book (admin code must begin with "9") 4. Visual, auditory, or physical cues to stay on task 5. Magnification devices
13.	Which audio presentation of test items, if any, did this student use for the ACT WorkKeys Locating Information test?	1. Reader Script or audio in English 2. Video in English for ELL 3. Video in Arabic for ELL (admin code must begin with "7") 4. Video in Spanish for ELL (admin code must begin with "7") 5. Translation of reader's script into student's native language for ELL (admin code must begin with "9")
14.	Which sign language presentation of test items, if any, did this student use for the ACT WorkKeys Locating Information test?	1. Exact English Signing (EES) of test items 2. Signing of test items in any sign language other than EES (admin code must begin with "9")
15.	Which of the following accommodations was used to <u>aid in the presentation of directions</u> for the ACT WorkKeys Locating Information test?	1. Student restatement or clarification of test booklet and administration directions 2. Test booklet and administration directions in sign language 3. All directions read in student's native language for ELL 4. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions 5. Auditory amplification devices/sound systems
16.	Which of the following accommodations was used to <u>aid in capturing student responses</u> for the ACT WorkKeys Locating Information test?	1. Oral responses, dictation into tape recorder, or pointing to answers 2. Respond in sign language 3. Augmentative communication devices or computer with alternative access for alternative response mode 4. Mark answers in test booklet
17.	Which specialized tools, if any, did this student use for the ACT WorkKeys Locating Information test?	1. Concentration tools or noise buffers 2. Bilingual glossary 3. Dictionary, thesaurus, spelling, grammar book (admin code must begin with "9") 4. Visual, auditory, or physical cues to stay on task 5. Magnification devices