



# **M-STEP Paper/Pencil Test Administrator's Directions and Manual Grade 4**

Michigan Student Test of Educational Progress

Spring 2026

Michigan Department of Education  
Office of Educational Assessment and Accountability



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## INTRODUCTION

The M-STEP Grade 4 Test Administrator’s Paper/Pencil Directions and Manual includes all information that a Test Administrator needs to know to administer any paper/pencil Grade 4 M-STEP assessment. With the exception of the Test Directions for content you will **not** administer, Test Administrators are required to read this document in its entirety **before** administering any grade 4 M-STEP assessment.

The following sections are included in this document:

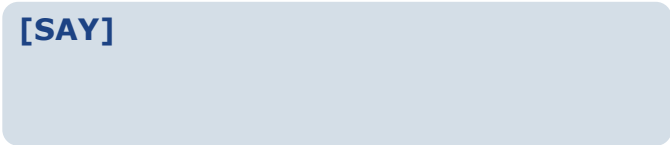

- Overview
- Before Testing
- During Testing
- Test Administration Directions
- After Testing

## Assessments Covered

These test directions apply to the following Grade 4 assessments:

- English Language Arts
- Math

## Key

Icons	Descriptions
	<p>Speak the words in the shaded box.</p>
	<p>This is a tip to help with a smooth testing experience.</p>

## M-STEP Assessments

The Spring 2026 Michigan Student Test of Educational Progress (M-STEP) includes summative assessments designed to measure student performance relative to the Michigan Academic Standards in English language arts (ELA), mathematics, science, and social studies. This overview will describe the unique characteristics of these content-area tests.

## What's New

### Removal of Research Code Section on Answer Document Covers

There is no longer a research code section listed on the Answer Document (AD) covers. The AD cover has been redesigned, and boxes have been renumbered to maximize spacing on the page.

Research and Reporting Codes can be entered for students on the OEAA Secure Site through the student Assessment Detail or the Mass Update Assessments page. Directions on how to access the Assessment Details page through Student Search and how to use the Mass Update Assessment page can be found on the [OEAA Secure Site Training web page](https://www.michigan.gov/secaresitetraining) at <https://www.michigan.gov/secaresitetraining>.

### Barcode Labels Placement on Answer Documents

Barcode labels must be placed correctly on student answer documents to ensure they are appropriately scored. The barcode label area has been adjusted to provide greater clarity for appropriate placement of barcode labels. The label is located on the bottom left-hand side of the student answer document and reads "ATTENTION: Apply Student Barcode Label Here. A valid barcode label is required in this area to ensure the test is scored."

Student labels must be placed over the printed barcode image to ensure the test is scored.

### Discontinued DNS Labels

The Do Not Score (DNS) labels have been discontinued and will not be included in material shipments. Any used answer document that should not be scored must be securely destroyed at the testing site and not returned to DRC.

## English Language Arts

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

### Listening

Listening is part of the ELA assessment for all students.

Paper/pencil Test Administrators will receive a listening recording and a listening script that must be used for the listening portion of the paper/pencil assessment. Both of these materials are provided to Building M-STEP Coordinators; it is up to them to determine which method (listening recording or script) will be used in their building.

If stand-alone listening recording devices are not available to play the M-STEP ELA listening recording for students testing with paper/pencil, Test Administrators may use the listening recording in a classroom computer if the computer is equipped with speakers that enable each student to clearly hear the passages. If there is any doubt about whether all students can hear each passage properly, the listening script should be used instead of the listening recording.

Listening recordings and listening scripts are secure materials and cannot be copied and must be returned with secure, non-scorable materials after testing.

## Mathematics

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

### Calculator Policy

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

### No Calculators Allowed in Grades 3, 4, and 5

Regardless of the mode of test a student is taking (online or paper/pencil), calculators may not be used for any item on the mathematics grades 3, 4, and 5 assessments. Calculator use changes the construct of the items, or what they are intended to measure. All students must abide by this policy, even students whose Individualized Education Programs (IEPs) or Section 504 Plans specify otherwise. The use of a calculator at grades 3, 4, and 5 is considered a nonstandard accommodation and is an invalid administration of the assessment. If a student in one of these grades uses a calculator, an incident report must be submitted.

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

## Scratch Paper Guidelines

Scratch paper use varies by test, grade, and content area. Be sure to review the state's full **Scratch Paper Policy** in [Appendix B](#).

## Designated Supports and Accommodations

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

## Resources for Students to Prepare for Testing

A number of resources and tools have been developed to help students gain experience with testing. Sample items for paper/pencil testers are available on the [M-STEP web page](#) ([www.michigan.gov/mstep](http://www.michigan.gov/mstep)).

### Available Resources Include:

- grade-level Sample Item Sets
- sample essay prompts
- calculator practice

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

## Call Center Contact Information

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

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

- **Call:** 1-877-560-8378
- **Email:** mde-oeaa@michigan.gov
- **December 1, 2025 - April 3, 2026**  
8:00 AM–5:00 PM (M–F)
- **April 6, 2026 - May 22, 2026**  
7:00 AM–5:00 PM (M–F)

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

- **Option 1:** For inquiries related to state assessment policy; the OEAA Secure Site; administration of the M-STEP, MI-Access, Early Literacy and Mathematics Benchmark Assessments; and Accountability Reporting
- **Option 2:** For inquiries related to the SAT, PSAT, or WIN Work Readiness Assessments testing:
  - **Option 1:** eligibility to test and the OEAA Secure Site
  - **Option 2:** administration of the College Board assessments (PSAT 8/9, PSAT 10, SAT)
  - **Option 3:** administration of the WIN Work Readiness Assessments
- **Option 3:** For inquiries related to WIDA, the English Learner assessment
- **Option 4:** For all other calls
- **Option 5:** To report known unethical testing practices by a school on any state assessment
- **Option 6:** To repeat these options

## OEAA Communications with Schools and Districts

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

- **Spotlight on Student Assessment and Accountability weekly newsletter** – sign up to receive the newsletter and/or read archived copies on the [Spotlight web page](http://www.michigan.gov/mde-spotlight) (www.michigan.gov/mde-spotlight)
- [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)
- [DRC INSIGHT Portal](https://mi.drceidirect.com) (https://mi.drceidirect.com)
- the Announcement page on the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure)
- presentations at state conferences, including the Michigan School Testing Conference held each year in February

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

## Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, all testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Ensure that you and all testing staff comply with all applicable policies and procedures, including those relating to discrimination. By strictly following policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

## Testing Schedules

Part 1 of the test should be administered before Part 2, (and Part 2 before Part 3 for ELA). However, when students miss a test Part(s), students should take the remaining Part(s) with the class, and complete the missed Part(s) in a makeup session. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same

continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

For example, for the ELA assessment, the order of administration is:

- **Day 1:** Part 1–Listening  
Part 2–Reading
- **Day 2:** Part 3–Writing and Research

## Test Session Timings

Spring 2026 Estimated Test Session Timings Grades 3–7					
Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
ELA Computer Adaptive	2:00	2:00	2:00	2:00	2:00
Mathematics Computer Adaptive	1:30	1:30	1:30	2:00	2:00
Science	NA	NA	1:30	NA	NA
Social Studies	NA	NA	1:00	NA	NA
Estimated Total Hours	3:30	3:30	6:00	4:00	4:00

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

## Assessment Security

The primary goals of test security are to protect the integrity of the assessment and to ensure that results are accurate and meaningful. Test security is integral in ensuring that no student has an unfair advantage or a disadvantage in assessment performance.

The [Assessment Integrity Guide \(AIG\)](#) is revised and updated annually. This document, available for download on the [M-STEP web page](#) ([www.michigan.gov/mstep](http://www.michigan.gov/mstep)), details how state-level assessments should be securely administered. The AIG also includes information on roles and responsibilities of testing staff, test preparation, administration irregularities, and security. District and Building Coordinators are required to read the AIG in its entirety.

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

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

## Overview of Required Security Practices

For additional information on required security practices before, during, and after the test administration, refer to the checklists in Appendix G of the AIG.

## Assessment Security Training

All staff members who participate in a state assessment must be fully trained in assessment security.

## Material Security

- All materials that allow access to or contain test questions or student responses are secure materials and must be handled in a way that maintains their security before, during, and after testing. This includes paper/pencil materials, accommodated materials, and used scratch paper.
- All secure materials must be retained in one secure, locked location within the school.
- All secure assessment materials must be returned to the building assessment coordinator at the end of the school day and kept in a locked, secure location.
- Secure materials are bar-coded and recorded on the security checklists that accompany shipments, and must be returned to the scoring contractor. **Note:** Schools are expected to account for every secure item recorded on the materials list.
- Paper/pencil answer documents are secure and must be handled and protected accordingly. Unused answer documents must be securely shredded.
- All used scratch paper (including graph paper) must be collected and returned to the building M-STEP Coordinator immediately after testing, to be shredded. No used scratch or graph paper may be kept in the classroom.
- No test materials that contain test questions or student responses may be copied at any time or retained in the schools.
- The use of cameras or cell phones and the posting of pictures to social media sites during testing is an enormous security risk. Therefore, students or testing personnel may not take photographs at any time during testing. If students violate this policy, their tests will be marked Prohibited Behavior, and no emergency tests will be permitted.

## Test Administration

All testing staff must adhere to these guidelines.

- Ensure an appropriate testing environment is maintained.
- Follow all standardized test administration procedures according to the explicit directions in the Test Administrator's Directions and Manual.
- Read test directions to the students exactly as they are written, as required.
- Monitor student behavior closely for adherence to proper test-taking practices. Ensure that there are no distractions during the test administration period, including talking, noises, and other interactions among students; prevent students from viewing another student's computer screen or answer document.
- Ensure that students whose IEP and/or Section 504 Plan requires them to use Universal Tools, Designated Supports, and Accommodations have these available to them at the time of testing.
- Ensure that any student who needs an allowable Universal Tools or Designated Support has these resources available to them at the time of testing.
- Maintain material security.
- Ensure students are not able to access cell phones, smart watches, or any additional technology during testing.

See [Appendix D](#) for more information about Active Monitoring Best Practices.

## Security Compliance

All staff involved in the administration of M-STEP tests must read and sign an Office of Educational Assessment and Accountability (OEAA) [Assessment Security Compliance Form](#), affirming that they have read the required assessment materials related to their role in the M-STEP administration process, and that they understand their role and responsibilities. Completed forms are required from Test Administrators, proctors, and all other staff or volunteers with access to secure test materials or student responses. All OEAA Assessment Security Compliance Forms must be returned to the Building M-STEP Coordinator and kept on file for three years.

Anyone involved in the administration of the M-STEP is obligated to report any suspected violations of test security.

## Training Requirements and Resources for Students

### Resources for Students to Prepare for Testing

A number of resources and tools have been developed to help students gain valuable experience with testing. Sample items for paper/pencil testers are available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

#### Available Resources Include:

- grade-level Sample Item Sets
- sample essay prompts

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

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

## Before Testing Checklist

- ❑ With the exception of the Test Directions for content you will **not** administer, Test Administrators are required to read this document in its entirety **before** administering any Grade 4 M-STEP assessment.
- ❑ Complete the MDE Assessment Security online course **and/or** read the [Assessment Security Appendix](#), available in this document.
- ❑ Sign the [OEAA Assessment Security Compliance Form](#).
- ❑ Ensure student’s Designated Supports and/or Accommodations (if applicable) have been set and/or that all materials necessary to administer assigned Designated Supports and/or Accommodations are available.
- ❑ Clearly understand the scheduled testing time, including planned breaks.
- ❑ Prepare the classroom for testing:
  - Remove or cover all classroom instructional materials that may affect the validity of the assessment. All instructional materials must be removed or covered. This includes all information regarding the content area of the test being administered or test-taking strategies. Examples include, but are not limited to:
    - » tips for taking tests
    - » content displays
    - » word lists
    - » writing formulas
    - » definitions
    - » mathematical formulas/theorems
    - » multiplication tables
    - » charts or maps

- Ensure students are positioned in such a way that students cannot easily read another student’s test or interact with one another.
- Check to make sure there are no test materials left over from another testing session. If found, return to the Building Assessment Coordinator.
- Verify the testing room will be free of distractions for the duration of the test session.
- ❑ Ensure each student answer document has a barcode label attached. If an answer document does not have a barcode label, the student may test, then notify the Building Assessment Coordinator so a barcode label can be attached.

Assessment	Number of Test Parts
ELA	3 parts; 2 days
Math	2 parts; 1 day

- ❑ Ensure all Designated Supports and Accommodations are completed in the demographic portion of the answer documents.

## Test Materials Needed for M-STEP

Materials Needed by Test Administrator	Materials Needed by Students
This booklet	Test booklet
Listening Recording or Listening Script for ELA Listening	Answer document
Spare sharpened No. 2 pencils (recommended)	At least two sharpened No. 2 pencils per student
	Blank scratch paper (optional—Universal Tools)



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

## Important Tasks During Testing

The following tasks should be performed in the order listed.

### Managing Student Test Materials

Test booklets, used answer documents, and used scratch/graph paper are secure materials. They must be kept in a secure location until the test session is scheduled to begin. Test Administrators are instructed to distribute test materials just prior to student testing.

After a testing session is complete, the Test Administrator should return all test materials to the Building M-STEP Coordinator for:

- secure storage
- or**
- destruction (if appropriate)

## Permitted Items in Testing Room

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

Item	Permitted?
Pencil	YES – If students are provided scratch paper as a Universal Tools.
Highlighter	YES
Additional paper (provided by School/District)	YES – Blank scratch paper is <b>allowed</b> for ELA, social studies, science, and mathematics as a Universal Tool.
Headphones	NO
Non-academic reading material	YES – Non-academic reading material is allowed for student use <b>after</b> testing is completed. Electronic formats are <b>not</b> allowed. Reading material must be a traditional book or magazine. Reading material must be kept off work surface until the test has been submitted.

## Providing Assistance

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

## Student Questions

**Answering student questions:** Test Administrators must not help students with any content of the test.

- Prohibited practices include (but are not limited to):
  - providing hints
  - defining any words
  - helping to read or pronounce any word
  - pointing out important information in the question or suggesting a student read a certain section of the item or highlight any part of the question
  - in any way provide any verification of a correct/incorrect answer if asked by a student

Any of these activities are inappropriate and violate ethical test administration practices and will result in test scores being invalidated.

- Allowable practices include:
  - telling the student to “do their best work”
  - telling the student to select their best answer for a question

If a student is off-task, you may redirect the student using the statement below:

**[SAY] It is important that you do your best. Do you need to pause and take a break?**

If a student has a question about the content of any item, you may direct the student using the statement below:

**[SAY] Try your best and choose the answer that makes the most sense to you.**

## Test Directions for the Student Demographic Page – All M-STEP Grade 4 Assessments

Use the following information and script to assist students in completing the Student Data Grid on the front cover of each student answer document at the start of **every** test administration. Repeat these directions and script for all subjects.

All directions that a Test Administrator needs to read to students are in shaded boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. (All other information is for the Test Administrator and should not be read to the students.) If the Test Administrator makes a mistake in reading a direction, the Test Administrator should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

### Administration Directions for Completing the Student Data Grid

Non-personal information the students will be entering on the Student Data Grid at the start of testing may be posted so that all students can see it (including a whiteboard, smartboard, chalkboard) prior to the start of test administration. This information can include:

- Test Administrator Name
- School Name
- District Name (leave blank for non-public schools)
- Assessment Date (today's date)
- Form Number  
(Standard forms are Form 1. Emergency forms are Form 2. For all subjects, the Braille forms are Form 88. Note that form numbers always appear on the front cover of the Test Booklet.)

Distribute test materials to students. Remind students not to open their test booklets until told to do so and to put away all materials that may not be used during the test. Scratch paper is allowed as a Universal Tool for students who

need it. Test booklets are designed to have ample space for note-taking. If used, blank scratch paper must be distributed at the start of each test session or part, collected at the end of each part, and securely returned to the Building Assessment Coordinator for shredding. Scratch paper must be treated at all times as a secure material.

Make sure each student has his or her own answer document before the test begins. If a student's name is misspelled on the answer document, corrections can be made at a later date prior to the return of materials to the scoring contractor. Immediately notify the school M-STEP coordinator, who can help you resolve this problem after the test is completed.

Read aloud the directions in the shaded blocks.

**[SAY] Do not open your test booklet until told to do so.**

**During this test, you must turn off and put away all electronic devices, including cell phones, tablets, smart watches and other wireless devices. The only items you may have on your desk or table are the materials necessary for the test.**

**All answers must be marked in your answer document using a No. 2 pencil only.**

**Make sure that you have a 2026 M-STEP (insert grade and subject) \_\_\_\_\_ Test Booklet.**

**Write your name on the line labeled "Student Name" on the front cover of your test booklet.**

Pause.

**[SAY] Look at your answer document. Make sure you have your own answer document. The box at the top of the page should contain a label with your name and other information.**

## DURING TESTING

**[SAY]** Raise your hand if your name does not appear in this box or if the label is missing.



If any students do not have a barcode label affixed, they can still test, but the Building M-STEP Coordinator must be notified.

**[SAY]** Follow these steps to complete the Student Data Grid. Turn to the front cover of your answer document.

Write your name on the line that says, "Student Name."

Write (insert Test Administrator name) \_\_\_\_\_ on the line that says "Test Administrator."

Write (insert school name) \_\_\_\_\_ on the line that says "School."

Write (insert district name) \_\_\_\_\_ on the line that says "District."

Non-public schools may leave "District" blank.  
Pause.

**[SAY]** Find the section labeled "Birth Date." In the column under "Month," fill in the bubble next to the month in which you were born.

Pause.

**[SAY]** In the space labeled "Day," print the digits of the day on which you were born. If there is only one digit in your day of birth, print a zero before the numeral. For example, if your day of birth is the seventh, you would print the digits zero and seven.

In the two columns below "Day," fill in the bubbles for the digits of the day on which you were born. Fill in only one bubble in each column.

Pause.

**[SAY]** In the space labeled "Year," print the digits of the year in which you were born.

In the columns below "Year," fill in the bubbles for the last two digits of the year in which you were born. Fill in only one bubble in each column.

Pause.

Make sure each student has filled in the correct bubbles for the month, day, and year of birth.

**[SAY]** Next, find the section labeled "Assessment Date."

In the first column, fill in the bubble next to the current month.

The next two spaces are for today's date. Write the numbers for today's date in the spaces provided. If there is only one digit in today's date, print a zero before the numeral. For example, if the date is the seventh, you would print the digits zero and seven.

In the two columns below today's date, fill in the bubbles for the numerals of the date. Fill in only one bubble in each column.

The year is already filled in for you.

Pause to allow students to finish.

**[SAY]** Now find the section labeled "Form." Then check the front cover of your Test Booklet to find the correct form number. Bubble in that form number.

Check to make sure all students have bubbled the correct form number. It is critical that the correct form number is bubbled on the answer document in order to ensure the student's test is scored properly.

When the students have completed the Student Data Grid, turn to the appropriate page in this document for subject-specific test directions, and continue with test administration.

## Test Directions for Grade 4 ELA Day 1: Part 1–Listening

Be sure you have completed the directions on pages [13–14](#) before you start this section.

**Do not read samples aloud.**

**[SAY]** Now you will be taking Part 1 of the M-STEP English Language Arts Assessment.

First, open your test booklet to page 3.

We will begin by looking at some sample questions. Read the directions silently as I read them aloud.

### DIRECTIONS

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. You have been given a test booklet and answer document.

Be sure you don't have a cell phone, Bluetooth device (for example: iPods, AirPods), smart watch, or any other electronic device at your work area. If you do have any electronic devices at your work area, raise your hand to inform your Test Administrator.

While testing you are not allowed to:

- talk to or help another student
- look at or copy another student's answers or allow another student to look at yours
- ask for or accept any help from another student
- be disruptive
- use or access your cell phone or any other electronic device not used for testing
- take pictures or make copies of any test materials

**[SAY]**

- post or chat about any part of the test through social media (for example: TikTok, YouTube, Snapchat, Instagram, and so on)
- use or access any materials or resources not provided by your Test Administrator for you to use during this test (for example: worksheets, notes, books, math supplies, or any type of classroom material or tool)
- remove the test booklet or answer document from the room

If you do not follow these directions, then your test may be marked "Prohibited Behavior" and not scored.

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

Pause to answer any questions, then continue.

**[SAY]** This test booklet contains several different types of questions. This Sample Question section shows what certain types of questions look like and how they should be answered in the answer document. You will review these samples along with the test administrator.

When you come to the STOP sign, you have finished the sample questions.

Do not work on any other part of the test until you are told to do so.

**[SAY]** Now turn to page 4 and read Sample Question 1 silently.

Give students time to read Sample Question 1.  
When students are ready,

**[SAY]** Sample Question 1 is a multiple-choice question that has a single correct answer. The correct answer for this sample question is C.

For these types of questions, you will fill in one answer bubble that goes with the answer you chose. Be sure to fill in the bubble completely and make your mark heavy and dark.

If you want to change your answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

**[SAY]** Now read Sample Question 2 silently.

Give students time to read Sample Question 2.  
When students are ready,

**[SAY]** Sample Question 2 is a multiple-choice question that has multiple correct answers. The correct answers for this sample question are B and F.

For these types of questions, you will fill in all the answer bubbles that go with the answers you chose. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

**[SAY]** Turn the page in your booklet.

Now read Sample Question 3 silently.

Give students time to read Sample Question 3.  
When students are ready,

**[SAY]** Sample Question 3 is a multiple-choice question that has two parts. The correct answer for Part A of this sample question is B. The correct answer for Part B of this sample question is B.

For these types of questions, you will fill in the answer bubble that goes with the answer you chose for each part. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

**[SAY]** Turn to page 8 in your booklet.

Now read Sample Question 4 silently.

Give students time to read Sample Question 4.  
When students are ready,

**[SAY]** Sample Question 4 is a matching table question. For this type of question you will need to complete a table with the correct answers. The correct answers for Sample Question 4 are as follows:

- the row A correct answer is N for "night"
- the row B correct answer is N for "night"
- the row C correct answer is D for "day"
- the row D correct answer is D for "day"

For these types of questions, you will fill in the answer bubble that goes with the answer you chose for each row in the table. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

**[SAY]** Turn to page 9 in your booklet.

Now read Sample Question 5 silently.

Give students time to read Sample Question 5.

When students are ready,

**[SAY]** Sample Question 5 is a passage-based writing prompt. You must write your answer on the lines provided in the text box in your answer document. Write neatly, so you will be scored accurately.

Anything you write outside the text box in your answer document will not be scored.

Are there any questions?

Pause to answer any questions, then continue.

**[SAY]** Now turn to page 3 in your answer document.

Turn to page 11 in your test booklet.

Read the directions silently as I read them aloud.

#### DIRECTIONS

You will be taking Day 1: Part 1–Listening of the English Language Arts M-STEP. This part of the test includes passages that you will listen to rather than read, and it includes different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark your answers in your answer document with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the answer document. If you are not sure of an answer, mark your best choice.

**[SAY]** When you come to the STOP sign, you have finished Part 1. If you finish early, you may go back and check your work for Day 1: Part 1–Listening only.

**DO NOT** work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Do you have any questions?

Pause to answer any questions, then continue.

**[SAY]** Make sure you are on page 3 in your answer document.

Turn to page 12 in your test booklet.

Now I will play (or read aloud) a presentation, and then you will answer questions.

*Play passage 1 of the listening recording (or read aloud Passage 1 of the Listening Script).*

**[SAY]** I will play it (or read it aloud) one more time.

*Play (or read) Passage 1 again.*

**[SAY]** Answer questions 1 through 3. When you complete these questions, please stop working and sit quietly.

Allow time for students to respond.

When students are ready,

**[SAY]** Now we will continue.

Turn to page 14 in your test booklet.

I will play (or read aloud) a second presentation, and then you will answer questions.

***Play Passage 2 of the listening recording (or read aloud Passage 2 of the Listening Script).***

**[SAY]** I will play it (or read it aloud) one more time.

***Play (or read) Passage 2 again.***

**[SAY]** Answer questions 4 and 5. When you complete these questions, please stop working and sit quietly.

Allow time for students to respond.

When students are ready,

**[SAY]** Now we will continue.

Turn to page 16 in your test booklet.

I will play (or read aloud) another presentation, and then you will answer questions.

***Play Passage 3 of the listening recording (or read aloud Passage 3 of the Listening Script).***

**[SAY]** I will play it (or read it aloud) one more time.

***Play (or read) Passage 3 again.***

**[SAY]** Answer questions 6 through 8. When you complete these questions, please stop working and sit quietly.

When all students have finished,

**[SAY]** Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, between separate test sittings, or at the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

## Test Directions for Grade 4 ELA Day 1: Part 2–Reading

Be sure that each student has his or her own test booklet and answer document, a sharpened No. 2 pencil with an eraser, and, if used, a fresh sheet of blank scratch paper.

**[SAY]** Turn to the front cover of your answer document. Make sure you have the answer document with *your* name on it and not another student’s answer document. Do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer document.

**[SAY]** Now you will be taking Part 2 of the M-STEP English Language Arts Assessment.

Turn to page 3 in your answer document.

Open your test booklet to page 21.

Read the directions silently as I read them aloud.

### DIRECTIONS

Now you will be taking Day 1: Part 2–Reading of the English Language Arts M-STEP. This part of the test includes passages you will read and different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Carefully read each passage and the questions that follow. Mark your answers in your answer document with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the answer document. If you are not sure of an answer, mark your best choice.

**[SAY]** When you come to the STOP sign, you have finished Part 2. If you finish early, you may go back and check your work for Day 1: Part 2–Reading only.

**DO NOT** work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

Do you have any questions?

Pause to answer any questions, then continue.

**[SAY]** Make sure you are on page 3 in your answer document.

You may turn the page in your test booklet and begin.

When all students have finished,

**[SAY]** Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it’s for a break, between separate test sittings, or at the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

## Test Directions for Grade 4 ELA Day 2: Part 3–Writing and Research

Be sure that each student has his or her own test booklet and answer document, a sharpened No. 2 pencil with an eraser, and, if used, a fresh sheet of blank scratch paper. Students will record their answers in their answer document.

**[SAY]** Turn to the front cover of your answer document. Make sure you have the answer document with *your* name on it and not another student’s answer document. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer document.

**[SAY]** Now you will be taking Part 3 of the M-STEP English Language Arts Assessment.

Turn to page 7 in your answer document.

Open your test booklet to page 41.

Read the directions silently as I read them aloud.

### DIRECTIONS

You will be taking Day 2: Part 3–Writing and Research of the English Language Arts M-STEP. This part of the test includes a passage-based writing prompt and different types of questions. You may underline, circle, or write notes in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark or write your answers in your answer document with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the answer document. If you are not sure of an answer, mark your best choice.

**[SAY]** When you come to the STOP sign, you have finished Part 3. If you finish early, you may go back and check your work for Day 2: Part 3–Writing and Research only.

When you have finished, please close your test booklet and answer document and sit quietly.

Do you have any questions?

Pause to answer any questions, then continue.

**[SAY]** Make sure you are on page 7 in your answer document.

You may turn the page in your test booklet and begin.

When all students have finished,

**[SAY]** Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it’s for a break, between separate test sittings, or at the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

**Refer to the “After Testing” chapter on [page 27](#) for specific instructions about assembly and return of materials.**

# Test Directions for Grade 4 Mathematics

## Day 1: Part 1

Be sure you have completed the directions on pages [13–14](#) before you start this section.

**Calculators are NOT allowed.**

**Do not read samples aloud.**

**[SAY]** Now you will be taking Part 1 of the M-STEP Mathematics Summative Assessment.

First, open your test booklet to page 3.

We will begin by looking at some sample questions. Read the directions silently as I read them aloud.

### DIRECTIONS

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. You have been given a test booklet and answer document.

Be sure you don't have a cell phone, Bluetooth device (for example: iPods, AirPods), smart watch, or any other electronic device at your work area. If you do have any electronic devices at your work area, raise your hand to inform your Test Administrator.

While testing you are not allowed to:

- talk to or help another student
- look at or copy another student's answers or allow another student to look at yours
- ask for or accept any help from another student
- be disruptive
- use or access your cell phone or any other electronic device not used for testing
- take pictures or make copies of any test materials

**[SAY]**

- post or chat about any part of the test through social media (for example: TikTok, YouTube, Snapchat, Instagram, and so on)
- use or access any materials or resources not provided by your Test Administrator for you to use during this test (for example: worksheets, notes, books, math supplies, or any type of classroom material or tool)
- remove the test booklet or answer document from the room

**[SAY]** If you do not follow these directions, then your test may be marked "Prohibited Behavior" and not scored.

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

Pause to answer any questions, then continue.

**[SAY]** This test booklet contains several different types of questions. This Sample Question section shows what certain types of questions look like and how they should be answered in the answer document. You will review these samples along with the test administrator.

When you come to the STOP sign, you have finished the sample questions.

**DO NOT** work on any other part of this test until you are told to do so.

Pause.

**[SAY]** Now turn to page 4 and read Sample Question 1 silently.

## DURING TESTING

Give students time to read Sample Question 1.

When students are ready,

**[SAY]** Sample Question 1 is a multiple-choice question that has a single correct answer. The correct answer for this sample question is B.

For these types of questions, you will fill in one answer bubble that goes with the answer you chose. Be sure to fill in the bubble completely and make your mark heavy and dark.

**[SAY]** If you want to change your answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

**[SAY]** Now read Sample Question 2 silently.

Give students time to read Sample Question 2.

When students are ready,

**[SAY]** Sample Question 2 is a multiple-select question that has multiple correct answers. The correct answers for this sample question are A and B.

For these types of questions, you will fill in all the answer bubbles that go with the answers you chose. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

**[SAY]** Turn the page in your booklet.

Now read Sample Question 3 silently.

Give students time to read Sample Question 3.

When students are ready,

**[SAY]** Sample Question 3 is a table response question. For this type of question you will need to complete a table with the correct answers. The correct answers for Sample Question 3 are as follows:

- the row A correct answer is N for “No”
- the row B correct answer is N for “No”
- the row C correct answer is Y for “Yes”

**[SAY]** For these types of questions, you will fill in the answer bubble that goes with the answer you chose for each row in the table. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

**[SAY]** Now read Sample Question 4 silently.

Give students time to read Sample Question 4.

When students are ready,

**[SAY]** Sample Question 4 is a short-response question. The correct answer for this sample question is a dot on the number line on the tick mark that is 4 marks to the right of the point labeled “0.”

For these types of questions, you must write or draw your answers in the boxes or on the graphics provided in your answer document. Write or draw neatly, so you will be scored accurately.

Anything you write or draw outside the boxes or graphics provided in your answer document will not be scored.

Are there any questions?

Pause to answer any questions, then continue.

**[SAY]** Now read Sample Question 5 silently.

Give students time to read Sample Question 5.

When students are ready,

**[SAY]** Sample Question 5 is also a short-response question. The correct answer for this sample question is 23.

For these types of questions, you must write or draw your answers in the boxes or on the graphics provided in your answer document. Write or draw neatly, so you will be scored accurately.

Anything you write or draw outside the boxes or graphics provided in your answer document will not be scored.

Are there any questions?

Pause to answer any questions, then continue.

**[SAY]** Turn to page 3 in your answer document.

Turn to page 7 in your test booklet. Read the directions silently as I read them aloud.

#### **DIRECTIONS**

You will be taking Part 1 of the Mathematics M-STEP. In this part, you will answer different types of mathematics questions. Some questions may include a picture, chart, or other mathematics-related information. Use that information with what you know to answer the question. You may NOT use a calculator for any part of the test. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark your answers in your answer document with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the answer document. If you are not sure of an answer, mark your best choice.

**[SAY]** When you come to the STOP sign, you have finished Part 1. If you finish early, you may go back and check your work for Part 1 only.

**DO NOT** work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Do you have any questions?

Pause to answer any questions, then continue.

**[SAY]** Make sure you are on page 3 in your answer document.

You may turn the page in your test booklet and begin.

When all students have finished,

**[SAY]** Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, between separate test sittings, or at the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

## Test Directions for Grade 4 Mathematics Day 1: Part 2

Be sure you have completed the directions on pages [13–14](#) before you start this section.

**Calculators are NOT allowed.**

**[SAY]** Turn to the front cover of your answer document. Make sure you have the answer document with *your* name on it and not another student’s answer document. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer document.

**[SAY]** Now you will be taking Part 2 of the M-STEP Mathematics Assessment.

Turn to page 5 in your answer document.

Turn to page 19 in your test booklet.

Read the directions silently as I read them aloud.

### DIRECTIONS

You will be taking Part 2 of the Mathematics M-STEP. In this part, you will answer different types of mathematics questions. Some questions may include a picture, chart, or other mathematics-related information. Use that information with what you know to answer the question. You may NOT use a calculator for any part of the test. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark your answers in your answer document with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the answer document. If you are not sure of an answer, mark your best choice.

**[SAY]** When you come to the STOP sign, you have finished Part 2. If you finish early, you may go back and check your work for Part 2 only.

**DO NOT** work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

**Do you have any questions?**

Pause to answer any questions, then continue.

**[SAY]** Make sure you are on page 5 in your answer document.

You may turn the page in your test booklet and begin.

When all students have finished,

**[SAY]** Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it’s for a break, between separate test sittings, or at the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

**Refer to the “After Testing” chapter on [page 27](#) for specific instructions about assembly and return of materials.**

## Active Monitoring Best Practices

### Required Test Administrator Practices Responsible for Student Monitoring:

- Testing staff move unobtrusively through the room during testing.
  - Monitor student behavior closely for adherence to proper test-taking practices.
  - Full attention should always remain on students testing.
  - Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
  - Ensure that there are no distractions during the test administration period (i.e., talking, noises, other distractions among students, viewing of another student's computer screen or answer document).
  - Ensure that students who are required to use Designated Supports and Accommodations on the tests are receiving them.
- Make sure that students remain at their designated testing device and location. If students step away from their test at any time:
    - Online testing: test must be paused
    - Paper/pencil testing: student answer document is placed inside the test booklet, and the test booklet is closed and collected by Test Administrator.
  - Pay special attention to the possible use of cell phone cameras or other devices to take screen images.
  - Testing staff ensure that students remain focused on testing.
  - At no time should students be left in the testing room without adult supervision.
  - Testing rooms should be set up in such a way that minimizes potential for cheating or student disruptions (i.e., computer screens are not viewable by other students, students are seated away from other students).

### Avoid distracting behaviors:

- Conversations with other staff
- Reading books or newspapers
- Eating
- Working on computer or phone
- Grading papers
- Engaging in any other activity not related to test administration

## Best Practices

- Student and staff electronic devices are turned off and stored outside of the testing room.
- Before testing begins, remind students that all electronic devices must be turned off and stored outside of the testing room; specifically remind students that “electronic devices” include cell phones, smartwatches, Bluetooth headphones (or any headphones not used for testing).
- Test Administrator uses portable device (i.e., an iPad or laptop) to monitor student testing progress on the Test Monitoring Application while Proctor(s) move unobtrusively throughout the testing room to monitor student progress.
- After testing, students read a hard copy of non-academic reading material or sit quietly without disrupting any students who are testing.

## Acceptable Practices

- Student and staff electronic devices are turned off and stored away from the work area.
- Before testing begins, remind students that all electronic devices, including cell phones, smartwatches, Bluetooth headphones (or any headphones not used for testing) must be turned off and stored away from the work area.
- Test Administrator uses portable device (i.e. an iPad or laptop) to monitor student testing. progress on the Test Monitoring Application periodically while frequently moving unobtrusively throughout the testing room to monitor student progress.
- After testing, students read a hard copy of non-academic reading material.

## Prohibited Practices

- Student and staff electronic devices are not turned off and/or are accessible while testing.
- After testing, students have any access to content-related material or are disruptive to students who are still testing.
- Test Administrator monitors testing on the Test Monitoring Application while not moving throughout the testing room to monitor student progress.
- After testing, students access their testing devices, engage in any academic work related to test content, or are disruptive in any way.

As students are working, move around the room to ensure students are working on the correct part. If a student has selected an incorrect part, select the Pause button, the Exit button, and then the “Yes, Exit” button to return to the test sign-in screen; **do not select the “Review/End Test” button.**

Maintain a secure and distraction-free test environment.

## Testing Irregularities

Notify your Building M-STEP Coordinator.

## Assemble Materials for Return

After testing has been completed, prepare materials to be returned to the Building Assessment Coordinator.

Check to make sure that all student answer documents have been removed from inside the test booklets. In addition, make sure that no scratch paper was left inside the answer documents. Remove any extraneous material.

Only one answer document per student/content area may be submitted. If multiple answer documents for any student are identified, please ensure that all responses are transcribed into a single answer document.

Make sure that responses for students taking the braille version of the test have been transferred to standard answer documents with Form 88 bubbled on the front.

## Checklist for Test Administrators

1. Remember to affix the student bar code label, complete the requested information on the front of each student answer document, and return all test booklets and answer documents to the Building Assessment Coordinator.
2. Bundle all unused materials together and return them to your Building Assessment Coordinator.
3. Bundle together all of the scratch paper, and any L1 Glossary Reference Sheets and return to the Building Assessment Coordinator. This material is to be securely handled and destroyed. Do **not** dispose of the scratch paper or glossaries by placing it in the trash. This material must be securely destroyed.

## APPENDIX A: M-STEP Calculator Policy

### Mathematics

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

### Science

Students in grade 5, 8, and 11 are allowed to use a calculator on any item in the science assessment.

### Students Testing Online

On grades 6 and 7 mathematics and grades 5, 8, and 11 science assessments, students will use the calculator embedded within the online delivery engine. The calculator will appear in the toolbar when items allow its use; it will not appear when items do not allow its use.

There are two types of embedded online calculators:

- Basic calculator – science grade 5 and mathematics grade 6
- Scientific calculator – science grades 8 and 11 and mathematics grade 7

The Office of Educational Assessment and Accountability (OEAA) has developed resources for students testing online to help prepare them for online testing. One of the resources is an online calculator practice tool. It is recommended that students testing online visit the practice environment to see sample items and familiarize themselves with the online calculator tool. To practice using the M-STEP online calculators, go to the [Online Tools Training \(OTT\) portal](https://portal.te.drcedirect.com/MI) (https://portal.te.drcedirect.com/MI) using the Google Chrome browser.

### Students Testing with Paper/Pencil

On grades 6 and 7 mathematics and grades 5, 8 and 11 science assessments, students will use a handheld calculator.

Calculators are allowed on all items of the science assessments. Calculators are allowed only on Part 2 of the mathematics assessment.

Mathematics test booklets are divided into two parts. Part 1 of the paper/pencil mathematics assessment is considered non-calculator, and students must not have a calculator within reach. Part 2 of the paper/pencil mathematics assessment allows the use of a calculator. Once students start Part 2, they are not allowed to return to the non-calculator items on Part 1.

Since external hand-held graphing calculators are programmable, there is a potential of a security breach. All programmable calculators must be set to TEST mode during the testing session for both mathematics and science assessments.

Types of hand-held calculators:

- Basic calculator – science grade 5 and mathematics grade 6
- Scientific calculator – science grades 8 and 11 and mathematics grade 7

## Important Notes

### Alignment

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

### Fairness

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

## Managing Students Testing Online and External Hand-held Calculators

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

## APPENDIX B: M-STEP Scratch Paper Policy

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

### Terms

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

**Scratch Paper:** blank, lined, or unlined paper

Graph paper and scratch paper are separated into two types:

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

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

### Students Testing Online: Mathematics

Scratch paper is allowed in all test sessions. For students in grades 6-7, blank graph paper is required and is provided in the online initial material order. The grades 3-5 tests do not include items that require graph paper. However, it is optional to provide graph paper for grades 3-5. Additional graph paper can be downloaded from the [M-STEP web page](#).

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

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

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

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

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

### Students Testing Online: English Language Arts, Science, and Social Studies

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

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

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

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

### Students Testing with Paper/Pencil: Mathematics

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

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

### Students Testing with Paper/Pencil: English Language Arts, Science, and Social Studies

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

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

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

### Mathematics: Online and Paper/Pencil

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

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

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

\*Does not apply to English language arts.

## APPENDIX C: OEAA Assessment Electronic Device Policy

Prior to test administration, District and Building Assessment Coordinators must create a specific policy for the use of electronic devices by students and staff during testing. Personal electronic devices that are not used for testing pose a large security risk to all state assessments. As accessibility to and the use of additional electronic devices has increased over the last few years, among both students and staff, instances of cheating, plagiarism, and inappropriate use of devices have had a negative impact on the validity and reliability of the state's assessments. This has also caused invalidation of student tests and has resulted in negative impacts to assessment participation and accountability.

As technology continues to change, districts will need to discuss the types of technology used by students and staff and to update plans to ensure that non-testing devices are not accessed during testing. District and building-level electronic device use policies must include the state-required policies detailed below and must be communicated to staff, students, and families. Staff will need thorough training on active monitoring of test administrations and on how to respond to incidents involving prohibited student behavior through the use of, or access to, additional electronic devices during testing.

### Electronic Device Examples:

Examples of electronic devices include, but are not limited to:

- any electronic device that can be used to record, to transmit, or to receive information not used for testing
- computer tablets, iPads, e-readers (for example: Kindle)
- smart watches (for example: Fitbits; Apple, Garmin, Samsung watches; any watch with access to other applications or the internet)

- smart phones and cell phones
- headphones with advanced technology, including voice command, texting, app connection, and connection to the internet
- smart glasses (for example: Google Glass, Apple Vision Pro)
- desktop computers, laptops, Chromebooks, not used for testing

### Policy for Students

Students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. These electronic devices include but are not limited to smartphones, cell phones, smartwatches, smart headphones, headphones that allow access to voice assistant technology, and computers and/or tablets not being actively used for testing purposes. Administration staff are to practice due diligence in actively monitoring students in the testing room and on breaks to ensure that electronic devices are not accessed. If a student brings an additional electronic device into the testing room, the test administrator must follow the district/building level electronic device policy in ensuring the electronic device is stored appropriately and is not accessible to the student during testing.

The testing environment is not to be disturbed by any electronic devices not used for testing or test administration. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, or the test must be administered to the student in a one test administrator-to-one student setting, and the student must be actively monitored at all times while testing.

### Additionally:

- Students are not allowed to access the device used for testing for any other purpose than to complete the test during the test session.
- A student may not access any additional websites or applications during testing, or for any other purpose after testing, while in the testing room.
- Staff is to ensure that all testing devices are configured properly and that all background applications are disabled before testing begins.
- Staff and students are not allowed to take pictures or videos of the test or testing room.
- Some assessments require the use of headphones for directions.
- If video surveillance cameras will be used in the testing room, direct the cameras in a way that does not compromise testing items or content. Delete all recorded videos as soon as possible after testing is complete.

### Headphones Allowed for Student Use During Testing

Some assessments require the use of headphones for directions.

Headphones allowed for use during testing:

1. Wired or wireless headphones **are allowed**.
2. Bluetooth headphones (including AirPods) **are allowed if they are connected only to the student's testing device**. All non-testing student devices (including cell phones, smartwatches, tablets, etc) must be powered off for any student using a Bluetooth headphone during testing.
3. Headphones with advanced technology—including voice command, texting, app connection, and connection to the internet—**are not allowed**.

### Policy for Test Administrators/ Test Monitors and Staff

Test Administrators and Test Monitors must be focused on active monitoring throughout test administration. Districts must determine how Test Administrators and Test Monitors will alert others if issues arise (for example: sick student[s] in the room or technical issues).

During testing, staff may only use a computer or other appropriately configured device (for example: an iPad or Chromebook) for monitoring the SAT with Essay, PSAT 8/9 for grades 8 and 9, PSAT 10, WIDA, MI-Access FI, M-STEP, or WIN Work Readiness assessments, and these devices should be used for no other purpose during testing.

To allow Test Administrators and Test Monitors to actively monitor with minimal disruption, districts may choose to allow Test Administrators and Test Monitors to use cell phones to alert other staff of issues. Test Administrators/Monitors may use cell phones or other electronic devices only to alert others that assistance is needed or in an emergency. Wearable technology is strongly discouraged for testing staff; if it is worn, devices must be set on airplane mode to limit access to other applications and the internet.

A Test Administrator shall not disturb the testing environment through texting, speaking, or other cell phone/wearable technology/ electronic device use, except in the event of an emergency.

Test content can never be photographed or communicated; this includes when a Test Administrator or Test Monitor needs to alert others of an issue or incident.

Test Administrators and Test Monitors are not to use their cell phones, wearable technology, or other devices to check email or to perform other work during testing. All such electronic devices are to be silenced to reduce disruptions. If a district chooses to allow Test Administrators and Test Monitors to use cell phones to contact other staff during testing, the district must

place particular emphasis on proper and improper cell phone use in communications to staff about district policies and procedures for testing.

Staff who go between rooms or who help troubleshoot technical issues during testing, such as the District Assessment Coordinator or Technology Coordinator, may also use their cell phones to contact the service provider's help desk; however, if possible, they should step out of the testing room to make calls in order to minimize disruptions.

### Best Practices

- **Students and staff are not allowed to bring any additional electronic devices into the testing room.**

Electronic devices are to be left at home or kept in a secure on-site location during testing (for example: student lockers, staff storage cabinets). There are to be strict policies and procedures in place to prevent additional electronic devices from being brought into the testing room.

Staff is to actively verify that no student has additional electronic devices before, during, and after testing.

Example: Test administration staff remind students to check that they have no electronic devices: "Do you have earbuds in your ears or in your pocket?" "Are you wearing a smartwatch?"

### Acceptable Practices

- **Policies and procedures are in place to ensure additional electronic devices are not accessible to students while in the testing room.**

Additional electronic devices that students bring into the room are collected by staff members; the devices are powered off and stored away from the students.

## Prohibited Practices

### Students

- **Students bring additional electronic devices into the testing room and devices are accessible during testing.**

If a student has a cell phone or other non-test electronic device out at any point during a test session, that student's test has been compromised and is prohibited behavior, even if the student did not use the cell phone or device.

- **Students are not allowed to wear or access "wearable" technology (such as smartwatches, fitness trackers, smart headphones) during testing. If a student is wearing such a device during testing, this is considered prohibited behavior, regardless of whether the device was used or not.**

Even if a student has exited or submitted their test, they cannot use cell phones or other electronic devices in the testing room. If the student has exited/submitted the test and then accesses a cell phone/electronic device (including wearable technology), this constitutes prohibited behavior.

### Staff

- **Staff brings additional electronic devices into the testing room and devices are accessible during testing.**

If a test administrator or other staff in the testing room accesses an additional electronic device, this will result in a misadministration for the entire testing session and possible invalidation of the students' tests, in addition to any other actions the Michigan Department of Education (MDE) deems necessary.

Photography/communication of test content will result in a misadministration for the entire testing session and possible invalidation of the students' tests, in addition to any other actions MDE deems necessary.

## APPENDIX D: Active Monitoring Best Practices

### Required Test Administrator Practices Responsible for Student Monitoring:

- Testing staff move unobtrusively through the room during testing.
- Monitor student behavior closely for adherence to proper test-taking practices.
- Full attention should always remain on students testing.
- Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
- Ensure that there are no distractions during the test administration period (i.e., talking, noises, other distractions among students, viewing of another student's computer screen or answer document).
- Ensure that students who are required to use Designated Supports and Accommodations on the tests are receiving them.
- Make sure that students remain at their designated testing device and location. If students step away from their test at any time:
  - Online testing: test must be paused
  - Paper/pencil testing: student answer document is placed inside the test booklet, and the test booklet is closed and collected by Test Administrator.
- Pay special attention to the possible use of cell phone cameras or other devices to take screen images.
- Testing staff ensure that students remain focused on testing.

- At no time should students be left in the testing room without adult supervision.
- Testing rooms should be set up in such a way that minimizes potential for cheating or student disruptions (i.e., computer screens are not viewable by other students, students are seated away from other students)

### Avoid distracting behaviors:

- Conversations with other staff
- Reading books or newspapers
- Eating
- Working on computer or phone
- Grading papers
- Engaging in any other activity not related to test administration

### Best Practices

- Student and staff electronic devices are turned off and stored outside of the testing room
- Before testing begins, remind students that all electronic devices must be turned off and stored outside of the testing room; specifically remind students that "electronic devices" include cell phones, smartwatches, Smart headphones with connectivity to other devices not used for testing or the internet (or any headphones not used for testing).
- Test Administrator uses portable device (i.e., an iPad or laptop) to monitor student testing progress on the Test Monitoring Application while Proctor(s) move unobtrusively throughout the testing room to monitor student progress.

## APPENDICES

- After testing, students read a hard copy of non-academic reading material or sit quietly without disrupting any students who are testing.

### Acceptable Practices

- Student and staff electronic devices are turned off, collected, and stored away from the work area
- Before testing begins, remind students that all electronic devices, including cell phones, smartwatches, Smart headphones (or any headphones not used for testing) must be turned off and stored away from the work area.
- Test Administrator uses portable device (i.e. an iPad or laptop) to monitor student testing progress on the Test Monitoring Application

periodically while frequently moving unobtrusively throughout the testing room to monitor student progress.

- After testing, students read a hard copy of non-academic reading material.

### Prohibited Practices

- Student electronic devices are not turned off and/or are accessible while testing.
- Staff electronic devices are used for any purpose other than monitoring testing or in an emergency.
- After testing, students have any access to content-related material or are disruptive to students who are still testing.
- Test Administrator monitors testing on the Test Monitoring Application while not moving throughout the testing room to monitor student progress.
- After testing, students access their testing devices, engage in any academic work related to test content, or are disruptive in any way.

## APPENDIX E: M-STEP Test Session Checklist for Test Administrators

Test Session: \_\_\_\_\_

Test Administrator: \_\_\_\_\_

Location: \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

- Test Administrator and Proctor(s) had cell phones turned off; wearable technology is discouraged, however, if worn was set on airplane mode. (View the [OEAA Assessment Electronic Device Policy](#) in the Test Administrator’s Directions and Manual documents.)
- Test Administrator and Proctor(s) ensured students did not have access to any personal electronic device not used for testing. (Medically necessary electronic devices must be left with the Test Administrator; if this is not possible, then the test must be administered in a one to one administration.)
- Test Administrator was aware of all student Designated Supports and Accommodations before testing, and verified students had access to materials and/or embedded supports during testing.
- Test Administrator read the Test Directions exactly as they appear in the appropriate grade Online or Paper/Pencil Test Administrator’s Directions and Manual.
- Test Administrator and Proctor(s) passed out test tickets and **immediately collected when students began testing.** (*Reminder: test tickets are secure materials and must be handled securely.*)
- Test Administrator and Proctor(s) distributed scratch and/or graph paper in accordance with school or district policy. Each piece of paper was collected as students finished and returned to Building Coordinator. (*Reminder: used scratch and graph paper are secure materials and must be handled securely.*)
- Test Administrator and Proctor(s) focused on student testing throughout the test session and:
  - Moved unobtrusively through the room during testing
  - Monitored student behavior closely
  - Ensured students did not access unauthorized computer applications or materials
  - Ensured no distractions occurred
  - Monitored students to ensure no electronic devices were accessed or used
  - Test Administrator and/or Proctor(s) immediately reported any testing irregularities to appropriate staff.
  - OPTIONAL: Test Administrator and/or Proctor(s) sorted Test Tickets into complete, need to finish, and absent for easy identification when returned.
  - Test Administrator or Proctor returned all items to appropriate staff at the end of the test session. (Test tickets, Test Roster, scratch paper, Test Booklets, Answer Documents, Accommodated forms of the test, Test Directions Manual)

Test Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Proctor(s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Adapted from document initially created by Godwin Heights Public Schools (2022)

## APPENDIX F: Assessment Integrity and Security for Test Administrators

### Why is Assessment Security Important?

Following test administration requirements will help ensure all students have equal opportunities to show their knowledge, skills, and abilities, while ensuring the results are accurate and meaningful. The overarching rule of test security is to follow all the rules.

All students are to be tested under standardized conditions. Poor test security and administration practices may affect student performance and provide an advantage, or a disadvantage, to a student or group of students.

As you plan for test administration, it is important to know the key assessment security policies and expectations so you can ensure that your students have a standardized testing experience. The information below is vitally important to testing and test administration.

### Assessments and Roles

Before you begin testing and training, you must understand the M-STEP assessment and your role in administering the assessment.

All of Michigan's state assessments measure student progress with Michigan's content standards or other career- or college-readiness goals. The Michigan Student Test of Educational Progress (M-STEP) is given to students online in grades 3-7 to measure their knowledge of state standards in English language arts (ELA) and mathematics. Student knowledge of science and social studies standards are measured by M-STEP in grades 5 and 8. High school students take the M-STEP science and social studies components as part of the Michigan Merit Examination (MME).

These are the roles associated with the M-STEP:

- **District Assessment Coordinator**  
District M-STEP Coordinators are responsible for overseeing all testing at the district level and act as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, and ensure that Building Coordinators and Test Administrators are aware of training opportunities for students.
- **Building Assessment Coordinator**  
The Building M-STEP Coordinator is responsible for arranging training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules based on the school's resources and needs (including available computers and testing rooms), and ensuring the overall integrity of the assessment process.
- **Test Administrator**  
Test Administrators are responsible for preparing for and administering the M-STEP tests directly to students.
- **Technology Coordinator**  
Technology Coordinators are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Central Office Services (COS), a local caching system that securely caches test content and student responses.

### Required Training for Test Administration and Assessment Security

Test administration and test security training are required of all test administrators. Required training of all staff involved in testing is monitored by the Office of Educational Assessment and Accountability (OEAA).

## Assessment Administration Training:

The Test Administration Manual (TAM) for each assessment describes the required test administration training. It is up to the local district/building to determine how training is delivered to test administrators. At a minimum, M-STEP Test Administrators are required to read the Test Administration Directions and Manual (TADM) for the grade and content areas they will be administering as part of their test administration training.

## Assessment Security Training:

Test Administrators/Room Supervisors/Proctors are required to complete the Michigan Department of Education (MDE) Assessment Security online course through Michigan Virtual, and/or read "Assessment Integrity and Security for Test Administrators" (this document).

## OEAA Assessment Security Compliance Form

All staff involved in the administration of M-STEP tests must read and sign an OEAA Assessment Security Compliance Form, affirming that they have read the required assessment materials related to their role in the M-STEP administration process, and that they understand their role and responsibilities. The security compliance form is to be provided to testing staff by the District or Building M-STEP Coordinator.

Additional copies of the [Assessment Security Compliance Form](https://www.michigan.gov/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf) can be found at [https://www.michigan.gov/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA\\_Security\\_Compliance\\_Form.pdf](https://www.michigan.gov/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA_Security_Compliance_Form.pdf).

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

## Required Secure Test Administration Practices

A test administrator serves an important role in ensuring that all students receive a standardized testing experience. The following required secure test administration practices must be followed to ensure a proper testing experience for all students.

### Material Handling:

- Follow the directions found in the TAM or TADM for handling secure materials.
- Account for all assessment materials, including test tickets, before, during, and after each test session.
- Distribute and collect secure test materials to/from students individually.
- Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, Section 504 Plans, or who are English learners.
- Ensure that all test tickets and used scratch paper are securely handled according to local procedures. Return all test booklets and answer documents securely according to local procedures.
- Return the answer document or submit student responses for each student who took the test regardless of the student's perceived efforts.

### Test Administration:

- Verify the testing room will be free of distractions for the duration of the test session.
- Begin all standardized test administration procedures explicitly according to the test administrator manual and test directions and/or script.
- Read oral instructions to the students exactly as they are written as required by the appropriate test administrator manual and test directions or script.

- Follow proper procedures for logging into the assessment (if applicable).
- Follow directions for restarting any online sessions that have lost connection to the system.
- Do not review or check a student's paper/pencil answer document.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed tests.
- Report any suspected violations of test security.

### Student Monitoring:

- Monitor student behavior closely for adherence to proper test-taking practices.
- Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.
- Ensure that students who are required to use Designated supports and Accommodations on the tests are receiving them.
- Ensure that there are no distractions during the test administration period (such as talking, noises, other distractions among students, viewing of another student's computer screen or answer document).
- Make sure that students remain at their designated testing work area.
- Pay special attention to the possible use of cell phone cameras or other devices to take screen images.

### Responding to Student Behavior

If a student is not on task, testing staff are to redirect them and encourage them to do the best they can. When students exhibit prohibited behaviors, testing staff are to follow district/building incident reporting procedures. Students are exhibiting prohibited behaviors if they:

- communicate or collaborate in any manner with another student; this includes written, electronic, verbal, or gestured forms of communication
- copy, request, or accept another student's answers or receive any form of help in answering questions
- use any material or equipment that is not expressly permitted by the directions found in the TADM
- answer a test question or any part of a test for another person or assist another student before or during a test
- return to previously administered sections of the test when informed by the test administrator to stop work in that section
- use any unauthorized electronic devices (smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders)
- intentionally disrupt other students taking the test
- engage in any other practice that has the potential of affecting the validity and reliability of the student's score or the score of another student

### Unethical Test Administration Practices

Any report to the OEAA of test administrators being involved in the practices described below may lead to serious consequences. These include, but are not limited to, test invalidation, student re-testing, parent notification of misadministration, additional required training of staff, and removal of ability to administer assessments in the future. Districts and buildings can also take formal disciplinary action against staff involved in unethical testing behavior. These behaviors include:

- examining or discussing actual test items or test responses with anyone
- giving students access to test content or secure test questions, except during the actual test administration (Note: access to practice tests and released items is not prohibited)
- reviewing actual test items before, during, or after the test administration, unless needed as part of the test administration directions
- copying, reproducing, or using all or any portion of secure assessment material in any manner inconsistent with assessment security measures
- allowing media representatives to interview or photograph students or staff during or after the testing windows or allowing access to any assessment material other than released items; students and school staff may be interviewed after results are released, but media staff and students should be cautioned to not discuss any assessment materials, problems, or test questions
- leaving secure assessment materials, including test tickets, unattended at any time unless they are in a secure locked location
- leaving a testing room unsupervised at any time
- permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed
- making test answers available to students
- assisting a student by any direct or indirect means (including gestures, pointing, prompting) in identifying or providing correct or incorrect answers on any test
- using, handling, or viewing online tests, test booklets, or answer documents for any purpose other than proper test administration procedures
- reading student responses during/ after testing, or in the case of paper/ pencil testing, attempting to hand-score student responses to any test; a Building Assessment Coordinator may examine a student response only as an emergency procedure – for example, if a student is suspected of endangering themselves or others and it is believed that the student’s response may contain some important information
- participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts
- failing to follow test administration directions for the test precisely as directed in the test administrator manuals
- disclosing or discussing the contents of tests with students, parents, teachers, other educators, or community members before, during, or after testing, except to report potential problems to the Building Assessment Coordinator
- erasing or changing student answers in any way
- making any changes to student responses in the online testing system
- logging in as a student to the online testing system unless as a part of the test administration process
- administering assessments outside of their designated testing window
- providing accommodations to students who do not have an IEP or Section 504 Plan
- posting test items or materials on the internet

**If you observe staff unethical behavior, report it to your building and/or district coordinator. If you feel uncomfortable reporting these instances directly to your coordinator, you can make a report through the following resources.**

- **To report cheating and unethical behavior by a district or school regarding state assessments**, call 877-560-8378 (select option 1), or complete the online [Complaint or Allegation of Misadministration Form](#).
- **To report a testing irregularity or misadministration** involving M-STEP, WIDA Access for ELLs, MI-Access, and Early Literacy and Mathematics (K-2), complete an [Incident Report](#) on the [OEAA Secure Site](#).

### **OEAA Monitoring for Misadministration, Prohibited Student Behavior, and Unethical Staff Practices**

The OEAA monitors all schools to ensure that secure test administration practices are being followed. Any determination that a behavior does not follow secure practices may result in a misadministration of the assessment.

The OEAA completes the following types of test administration monitoring:

- Allegation Reporting
- Forensic Data Analysis
- Incident Reporting Monitoring
- Missing Materials Monitoring
- Off-Site Test Administration Monitoring
- Social Media Monitoring
- Supports and Accommodations Usage Monitoring
- Test Administration Observations

Through yearly monitoring, testing staff may be asked to provide more information about any instances of identified issues through the investigative process. This communication will come through the District or Building Coordinator.









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