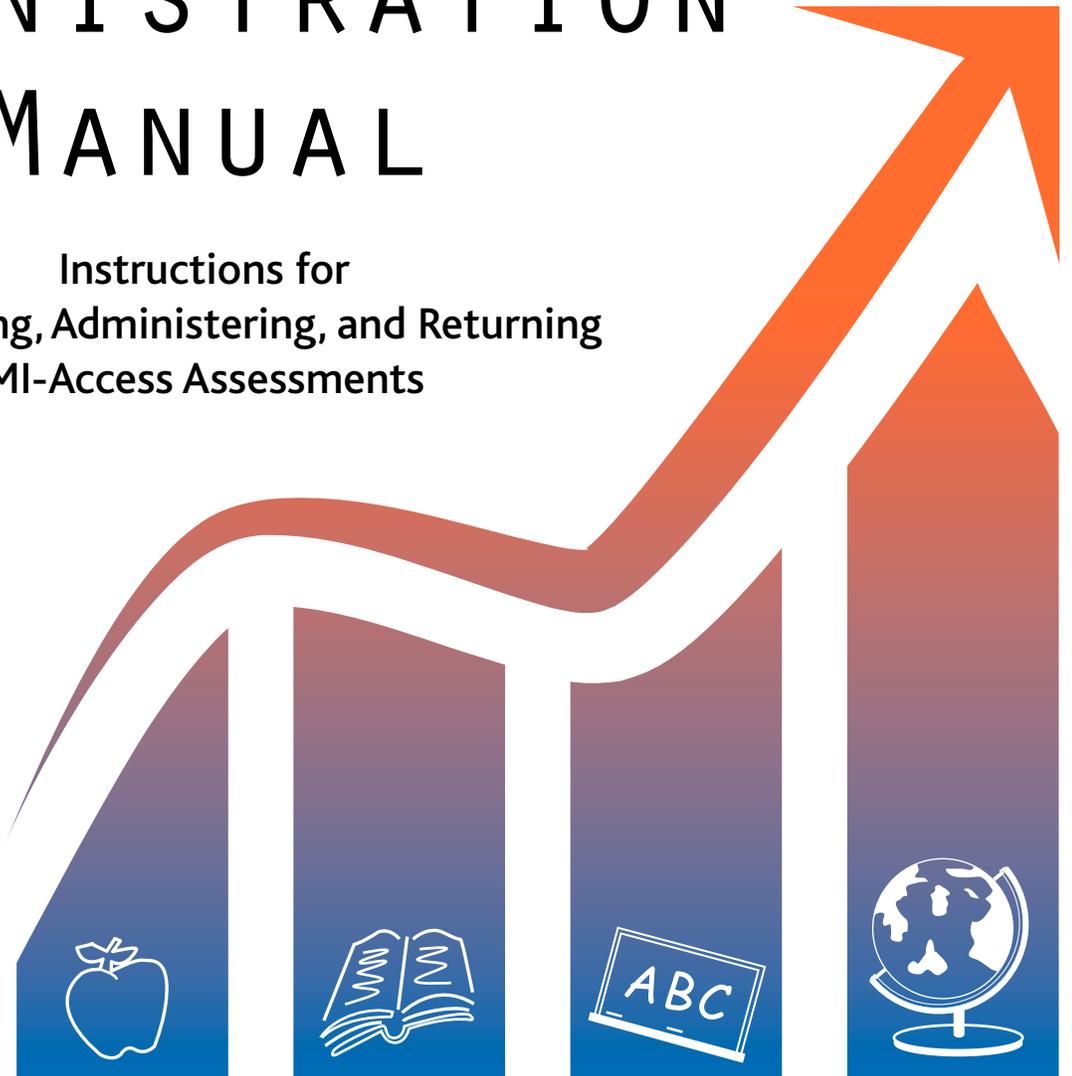




Functional Independence

TEST ADMINISTRATION MANUAL

Instructions for
Distributing, Administering, and Returning
MI-Access Assessments



MICHIGAN STATE BOARD OF EDUCATION

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General Information

Introduction - How to Use This Manual

This manual is intended to help those involved with administering MI-Access Functional Independence (FI) assessments to understand:

- how the administration process works from beginning to end for paper/pencil and student-facing online testing
- key dates when specific assessment activities take place
- the roles that building personnel play in the administration process
- how to use available Universal Tools, Designated Supports, or Accommodations

OEAA has developed a [Safe Testing Planning Document](https://www.michigan.gov/documents/mde/Safe_Testing_Planning_Word_Template_716136_7.docx) (https://www.michigan.gov/documents/mde/Safe_Testing_Planning_Word_Template_716136_7.docx). This planning document includes guiding questions and considerations for each aspect of testing to help you plan for your test administrations . This document is available on the MI-Access web page .

MI-Access must be proctored in-person by a trained test administrator according to the requirements of the [Assessment Integrity Guide](https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf) (https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf). Any administration in an Off-Site location must receive prior approval through the Off-Site Test Administration request process (see page 15, the Homebound and Hospitalized Students section for more information) .

Note: A separate manual is available for Supported Independence (SI) and Participation (P) on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access).

This manual is divided into eight sections:

General Information outlines calendar-related information in one place to help school/district personnel prepare for, schedule, and administer the tests.

Overview describes general assessment information that everyone involved in the MI-Access administration process needs to know; this includes a description of the assessment, who should take the assessment, definition of the roles of different staff, and training resources.

Assessment Accommodations discusses the Universal Tools, Designated Supports, or Accommodations available to students as they take the FI tests, as well as how and when to use them, and where to obtain additional information.

District Coordinators covers specific information for fulfilling the role of a District MI-Access Coordinator before, during, and after testing.

Building Coordinators covers specific information for fulfilling the role of a Building Coordinator before, during, and after testing.

Test Administrator covers specific information for fulfilling the role of a Test Administrator before, during, and after testing. Throughout this manual, the Test Administrator role will also be referenced as the Assessment Administrator role interchangeably. **Note:** This section includes actual test directions for the paper/pencil administration by specific content areas.

Materials Return Instructions describes in detail how schools or districts are to return all online and paper/pencil testing materials to the MI-Access contractor for scanning/scoring and processing of secure materials. This section also provides a return material chart describing the process.

Appendices includes detailed information to assist administrators before, during, and after the MI-Access administration.

Testing Icons

The MI-Access FI assessments can be administered in either paper/pencil or student-facing online modes. **Note:** The ELA Expressing Ideas assessment is administered exclusively with paper/pencil mode of testing.

Since this manual provides information on both modes of testing, we have provided two graphic icons:

1. A pencil to represent paper/pencil testing
2. A computer to represent online testing

When a section of the manual applies only to one mode of testing, the corresponding icon will appear. Sections without icons pertain to both online and paper/pencil testing.

Icon	Mode
	Paper/Pencil
	Online

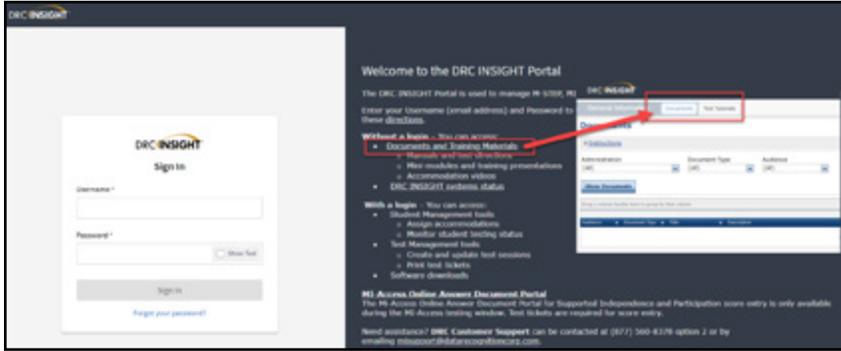
Everyone involved in MI-Access testing must be familiar with sections of this manual specific to their role(s) in the test administration process. It is strongly recommended that educators read the entire manual, if time permits, to better understand how their role fits into the overall administration process. The following table shows which sections of the manual must be read by whom, as well as a link to the designated section by role.

Role	Required Sections	Page
District Coordinator	All sections: <ul style="list-style-type: none"> • General Information • Assessment Overview • District Coordinators • Building Coordinators • Test Administrators • Supports and Accommodations • Materials Return Instructions 	Page 35
Building Coordinator	<ul style="list-style-type: none"> • General Information • Assessment Overview • Building Coordinators • Test Administrators • Supports and Accommodations • Materials Return Instructions 	Page 45
Test Administrators	<ul style="list-style-type: none"> • General Information • Assessment Overview • Test Administrators • Supports and Accommodations 	Page 56

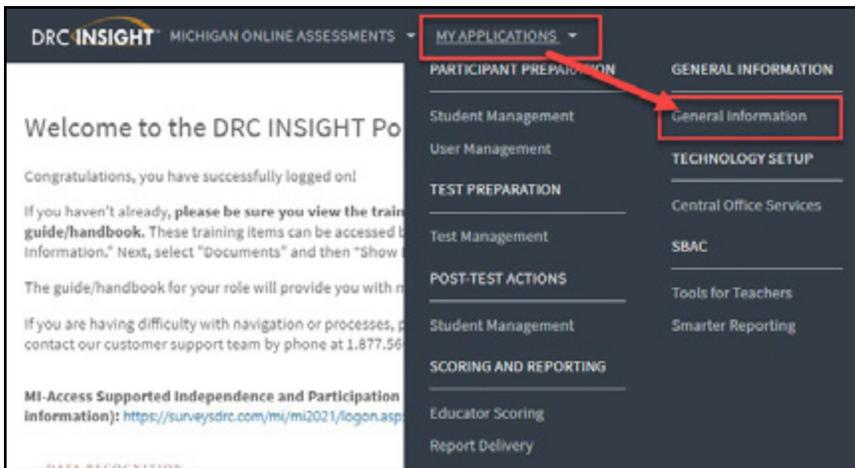
Accessing Documentation in the DRC INSIGHT Portal

Users can access documents and resources in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.com>).

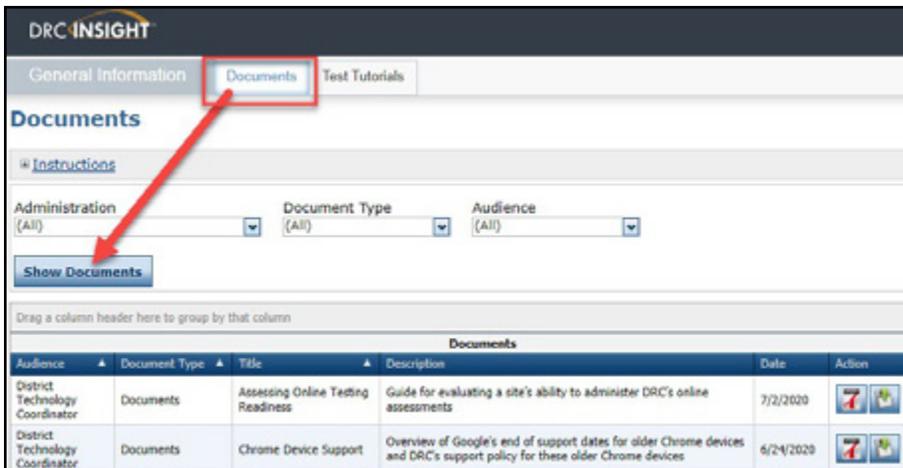
Test Administrators without secure access to the DRC INSIGHT Portal: Select the [Documents and Training Materials](#) link to view all of the materials that are available publicly.



District and Building Coordinators with secure access to the DRC INSIGHT Portal: Go to My Applications and select General Information.



Then, select the Documents tab.



Assessment Calendar

The MI-Access assessments are a part of Michigan’s overall assessment program. The calendar below provides a quick view of all the Spring 2022 assessments; this single page document may be accessed at this [link](#) or on the MI-Access web page.

Spring 2022 Testing Schedule for Summative Assessments

Assessment	Week of																
	2/7-2/11	2/14-2/18	2/21-2/25	2/28-3/4	3/7-3/11	3/14-3/18	3/21-3/25	3/28-4/1	4/4-4/8	4/11-4/15	4/18-4/22	4/25-4/29	5/2-5/6	5/9-5/13	5/16-5/20	5/23-5/27	
M-STEP Grades 3 (mathematics only), 4, 5, 6, 7, 8, and 11										6 weeks							
M-STEP Grade 3 (ELA only)										4 weeks							
M-STEP Paper/Pencil Grades 3, 4, 5, 6, 7, 8, and 11 (all subjects)										4 weeks							
MI-Access Alternate Assessments	← [7 weeks] →																
College Entrance: SAT w/Essay										4/13 Only		Makeup 4/26					
Accommodated Testing Window										4/13-26							
Work Skills: ACT WorkKeys										4/14 Only		Makeup 4/26					
Accommodated Testing Window										Initial 4/14 – 27 Makeup 4/28 5/4							
PSAT 8/9 (grade 8)*										4/13 Only	Primary 4/13-19	Makeup 4/26-27					
Accommodated Testing Window										4/13-26							
PSAT 8/9 (grade 9) and PSAT 10**										4/13-19		Makeup 4/26-27					
Accommodated Testing Window										4/13-26							
WIDA ACCESS and WIDA Alternate ACCESS for ELLs	7 weeks																

Important Dates

The window for administering the MI-Access tests covers seven weeks; however, you should make every effort to complete testing as early in the window as possible. MI-Access administrators select an assessment based on student needs and their internal scheduling at any time during the administration window. A list of important dates for the activities before, during, and after the assessment can be found on the [MI-Access web page](https://www.michigan.gov/documents/mde/MI-Access_List_of_Important_Dates_634789_7.pdf) (https://www.michigan.gov/documents/mde/MI-Access_List_of_Important_Dates_634789_7.pdf) and in Appendix G. The list of important dates is a stand-alone document and can also be saved, printed, and distributed to testing staff members.

Important Pre-Testing Activities	
Pre-ID Window	Opens: January 5, 2022 Closes for pre-printed barcode labels (paper/pencil testers): February 17, 2022 Closes for online test session pull: February 17, 2022 Remains open for new students through the test window
Initial Order Window	January 5 – February 16, 2022
Additional Order Window	April 7 – May 24, 2022 (at noon)
District and Building Coordinator Training Presentation Webinar	March 2, 2022 (10-11 a.m.) A recorded version will be posted to the DRC INSIGHT Portal by the end of the week. Watch Spotlight for details.
DRC INSIGHT Portal opens to add/edit test sessions	March 4, 2022
Initial Test Materials Arrive in Districts	For all grades: March 28 – March 30, 2022
Material Alternate Delivery Request	April 4 – April 6, 2022
Test Administration Window	April 11 – May 27, 2022
Return of Materials	June 1, 2022 Answer documents returned after June 2 will not be scored.
Accountable Students Enrolled, Demographics, and Answer Document Verification window	Date: TBA - will be announced in Spotlight
<p>Two other alternate requests offered by the Office of Assessment and Accountability (OEAA) include:</p> <ol style="list-style-type: none"> 1. The Off-site Test Administration Request – open for individual students (for example homebound, with medical needs) from January 5, 2022 through May 26, 2022. Note: This does not apply to schools who are closed for in-person instruction. These schools must complete the school closures page on the OEAA secure site. 2. The Alternate INSIGHT Availability Request for buildings that provide regular classroom instruction after 4:00 PM (this survey opens on January 6, 2022 and will remain open through March 18, 2022) 	

The Educational Entity Master (EEM)

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

Because the EEM serves as the directory for identifying and linking educational entities with other data collection applications, it is imperative that districts and schools keep their EEM information up to date. The Office of Educational Assessment and Accountability (OEAA) will use this information in various ways throughout the MI-Access testing process.

For the MI-Access Administration, it is especially important that all contact and physical address information is accurate and up to date, to ensure testing materials are sent to the correct address. **Note:** Test materials are sent to the address provided for the MI-Access Coordinator and cannot be shipped to a post office box.

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

What's New This Year?

Every year brings some changes or adjustments to assessments and/or to the activities surrounding testing.

- The science assessments will be administered in grades 5, 8, and 11 this year. In previous years the science assessments were administered in grades 4, 7 and 11. This change was to align the Michigan alternate content expectations to the state science content standards.
- The DRC INSIGHT Portal now features a new optional Test Monitoring Application that allows users to monitor student online testing progress in real time. Early in 2022 a [Test Monitoring mini-module](https://drive.google.com/file/d/1g7OWywea9PTEBFINDDclAktbUPGhSFwn/view?usp=sharing) will be available at (<https://drive.google.com/file/d/1g7OWywea9PTEBFINDDclAktbUPGhSFwn/view?usp=sharing>) and will provide:
 - instructions for coordinators to manage credentialed access for school users, and
 - a step-by-step demonstration of the Test Monitoring Dashboard features for users.

A Technical Bulletin is provided in Appendix J of this manual that provides detailed set up, and navigational information for the Test Monitoring Application. This bulletin can also be accessed through the DRC INSIGHT Portal document library.

Call Center and Contact Information

The Office of Educational Assessment and Accountability (OEAA) operates a call center to answer any questions related to MI-Access testing. Agents are available to answer questions at the following toll-free phone number during the hours shown:

Call Center number: 1-877-560-8378
 Normal Hours: 8:00 a.m.–5:00 p.m. (M–F)
 Testing Window Hours: 7:00 a.m.–5:00 p.m. (M–F)

The table below shows the options related to MI-Access testing that can be selected when calling the OEAA Call Center.

Topic	Option
Known or suspected cheating or unethical testing practices on any state assessment	1
DRC INSIGHT Portal, INSIGHT, COS, or online assessment tools	2
Secure Site, M-STEP, MI-Access, Accountability, or Reporting	3

- Assessment-related questions (online and paper/pencil) may also be submitted in writing at any time to mde-oeaa@michigan.gov for a quick and thorough response.
- For technology-related questions, you can also send an email to MIsupport@datarecognitioncorp.com.

Incident Reporting

Incident reporting is a transparency process designed to open a line of communication between the OEAA and a district or school experiencing a testing irregularity. These might include:

- requesting a new test (online or paper/pencil)
- requesting a regeneration of an online test
- reporting test irregularities and misadministrations
 - request “Do Not Score” (paper/pencil and online)
 - report a “Prohibited Behavior”
 - report a “Nonstandard Accommodation”

If testing irregularities occur before, during, or after testing, it is the District MI-Access Coordinator’s responsibility to file an Incident Report in the OEAA Secure Site within two days or as soon as possible. Go to [Secure Site Incident Reporting tool](#) (https://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) for detailed information on how to access and use the tool. Incident reports are submitted on the OEAA Secure Site under the Student Assessments drop-down menu (see following page).

Once a report has been filed and submitted, the OEAA will be notified of the report. Most incident reports are processed within a business day. Some reports may require extended time to process and resolve.

The OEAA expects schools and districts to report any testing irregularities by reporting all incidents, even if they are unsure of the outcome. Withholding information could present a more serious security issue if an incident is unreported and then discovered later. For more detailed information on situations necessitating an Incident Report, see Appendix H of this manual.



FI 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 available for download on the [MI-Access web page](https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf) (https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf). The AIG details how state-level assessments should be securely administered. It 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 AIG, 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

Training

The District Assessment Coordinator is responsible for providing clear and comprehensive annual training for building-level staff on test administration and security procedures, and must comply with state assessment requirements.

Assessment Security Training

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

District/Building Coordinator Training Requirements:

- Complete the MDE Assessment Security online course through [Michigan Virtual](http://bit.ly/MDEAssessmentSecurity) (http://bit.ly/MDEAssessmentSecurity).

- This four-module training series is used to train building staff on the importance of test security by following the AIG. Upon completion of the four modules and demonstration of knowledge on a short test, the participant will receive a Certificate of Completion, which must be retained on file with signed security compliance forms. After successful completion of this training, staff are required to participate in the refresher course in subsequent years.
- Read the Assessment Integrity Guide.

Test Administrators/Room Supervisors/Proctors/ Training Requirements

- Read the AIG and/or complete the above MDE Assessment Security online course through [Michigan Virtual](http://bit.ly/MDEAssessmentSecurity) (<http://bit.ly/MDEAssessmentSecurity>).
- After successful completion of this training, staff are required to participate in the refresher course in subsequent years.

Technology Coordinators and Other Staff (anyone who handles or has access to secure materials) Training Requirements

- Read the "Keeping Assessment Materials Secure" section of the AIG (page 41).

Material Security

- All materials that allow access to or contain test questions or student responses are considered secure materials and must be handled in a way that maintains their security before, during, and after testing. This includes paper/pencil materials, accommodated materials, used scratch paper, online test tickets, and test rosters.
- Secure materials must be retained in one secure, locked location within the building. During the test administration window, the materials must be distributed and collected daily.
- Secure materials are barcoded and recorded on the security checklists that accompany shipments and must be returned to the scoring contractor. **Note:** Buildings should expect to account for every secure item recorded on the materials list.
- Test tickets used to log students into each online test are considered secure materials and must be treated as such. Test rosters, which automatically print along with test tickets, are also considered secure. 
- Paper/pencil answer documents used are considered secure and must be handled and protected accordingly. 
- All used scratch paper (including graph paper) must be collected and returned to the Building Coordinator immediately after testing, to be shredded.
- No test materials that contain test questions or student responses may be copied at any time or retained in the buildings.
- The use of cameras or cell phones and posting 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.

- Begin all standardized test administration procedures according to the explicit directions in this test administration manual and test directions.
- Read oral instructions to the students exactly as they are written.
- 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 Individualized Educational Program (IEP) requires them to use Universal Tools, Designated Supports, or Accommodations have these available to them at the time of testing.
- Maintain test material security at all times.

OEAA Assessment Security Compliance Form

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

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

Homebound and Hospitalized Students

Students who are homebound or hospitalized during the test window are required to test. The off-site test administration request form is available in the OEAA Secure Site.

Remote Learners and Virtual Schools

Online or virtual schools must test at a remote site. Virtual schools are those schools that offer full-time virtual learning for their educational program. Virtual school personnel should plan to work closely with the OEAA to ensure that testing alternate sites is managed in a secure fashion. An Off-site Test Administration Request must be submitted and approved. The request form is available in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure).

OEAA Communications with Schools and Districts

Keeping educators up to date regarding important deadlines, changes, and accountability is critical. The OEAA communicates with the field in several ways, including:

- the weekly OEAA "Spotlight" newsletter, which is available to the public. Subscribe to receive the newsletter and/or read archived copies on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access)



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

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

FI Assessment Overview

MI-Access is Michigan's alternate assessment based on alternate content expectations. It is designed for students with the most significant cognitive disabilities whose Individualized Education Program (IEP) teams have determined that it is not appropriate for them to participate in the state's general education assessments (the Michigan Student Test of Educational Progress [M-STEP] or the Michigan Merit Examination [MME]).

Students Tested with MI-Access

MI-Access assessments are available at three levels.

- The **Functional Independence (FI)** assessments are for students who have, or function as if they have,* a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction align most closely with the "High" range of complexity of the Essential Elements or Alternate Content Expectations. Typically, these students can, with assistance, assess their personal strengths and limitations, and can access resources, strategies, supports, and linkages to help them maximize their independence.
- The **Supported Independence (SI)** assessments are for students who have, or function as if they have,* a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction align most closely with the "Medium" range of complexity of the Essential Elements or Alternate Content Expectations. These students may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.
- The **Participation (P)** assessments are for students who have, or function as if they have,* a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction align most closely with the "Low" range of complexity of the Essential Elements or Alternate Content Expectations. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and that make it difficult to determine their actual abilities and skills.

It is the role of the IEP team to determine which MI-Access assessment is most appropriate, based on the student's adaptive behavior, curriculum, and instruction. Adaptive behaviors are essential to living independently. When adaptive behaviors are significantly impacted, the student is unlikely to develop the skills necessary to live independently and function safely in daily life. Significant cognitive disabilities impact students both in and out of the classroom and across multiple life domains, including academic domains.

Students whose instruction is based on Michigan's general content standards should be assessed using the general assessments, not MI-Access. Also, under federal law, students with a Section 504 Plan are not eligible to take MI-Access, since these students have a disability condition but are not receiving specialized instruction under the Individual with Disability Education Act. Students with disabilities who are publicly placed in private schools as a means of providing special education and related services are required to be included in the statewide assessment system.

Footnote: *The phrase "function as if they have" refers to students who adaptively function in environments that differ from their special education categories and, as a result, should be given the MI-Access assessment that best suits their "adaptive functioning" level of independence. To obtain more information on the students being tested, go to the MI-Access web page (www.mi.gov/mi-access). Target Essential Elements have been developed by: Dynamic Learning Maps Consortium (2013). *Dynamic Learning Maps for Mathematics and English Language Arts*. Lawrence, KS: University of Kansas.

Implications of Assessment Decisions

When deciding whether a student should participate in an alternate assessment based on content expectations, IEP teams must consider some important implications.

- If a student participates in a MI-Access Functional Independence assessment, it is assumed the student is receiving instruction based primarily on Michigan’s alternate content expectations (such as the Essential Elements using the High Range of Complexity).
- Students who are placed on a path to follow alternate content expectations, especially at a young age, may encounter undesired and unintended consequences later in their school experience. This may include an impact on the student meeting the requirements of the Michigan Merit Curriculum or other local requirements for graduation. Such discussions must take place with all members of an IEP team.

IEP team decisions that place students in an alternate assessment should only be made using:

- the state guidelines for participation, which can be found at [MI-Access guidelines](https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf) (https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf)
- the instructional norms for the student
- the [Interactive Decision-Making Tool](https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html) located on the MI-Access web page (https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html)

Content Areas Assessed

Federal regulations and state policies require that state-level assessments be administered to all students in certain grades and in certain content areas. The table below shows the content areas and grades that the FI assessments cover.

Content Area	Grade						
	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
English Language Arts (ELA)*	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓
Science**			✓			✓	✓
Social Studies (offered for FI only)			✓			✓	✓

* ELA: Expressing Ideas (EI), writing and drawing, is available in paper/pencil mode only.

**Note: New this year science will be administered in grades 5, 8, and 11.

Note: In ELA assessments, the EI test is administered with paper/pencil only, regardless of whether the student is testing using the online or paper/pencil modes in assessments.

As allowed under federal law, the MI-Access assessments reflect Michigan’s state alternate content expectations, or Essential Elements (EEs), which are aligned to the general content standards for each content area. MI-Access is available to students with the most significant cognitive disabilities, so they are appropriate for the student population being tested. These alternate content expectations, on which the MI-Access FI assessments are based, can be downloaded from the MI-Access web page (www.mi.gov/mi-access). Use the red link: “Michigan’s alternate content expectations” found in the header of the web page. Brief descriptions of each FI content area assessment begin on the next page.

Functional Independence ELA: Accessing Print and Using Language (APUL) for Grades 3-8 and 11

The Functional Independence ELA: APUL Assessments have five parts:

1. Vocabulary
2. Language
3. Research/Inquiry
4. Listening
5. Understanding Text

The format is multiple-choice with three answer choices. In some cases, there is a short stimulus combined with a question, or a passage combined with several questions. Question stimuli and passages are written to contain content and vocabulary appropriate for students being tested at any given grade level. The APUL assessments for students in grades 3-8 and 11 will each have 41 multiple-choice items.

The assessment is based on four claims.

Claim 1: Students can comprehend text in increasingly complex ways.

Claim 2: Students can produce writing for a range of purposes and audiences.

Claim 3: Students can communicate for a range of purposes and audiences.

Claim 4: Students can engage in research/inquiry to investigate topics and present information.

Students using the paper/pencil version record their answers directly in their assessment booklets; assessment administrators must transfer the answers to the students' answer documents after testing.

Functional Independence ELA: Expressing Ideas (EI) for Grades 3-8 and 11

In the Functional Independence ELA: EI assessments, students are asked to respond to two prompts by “expressing ideas” related to practical, real-world situations. The prompts have been developed to allow students to write, draw, or use a combination of both to express themselves directly on the paper answer document. Students whose disabilities prevent them from writing or drawing may dictate their responses. Student responses are evaluated by specially trained external hand-scorers, using a four-point rubric that measures topic focus, organization, and use of language and visual conventions. The scoring rubric is shown in Appendix F of this manual. ELA: EI is assessed in grades 3–8 and 11 and will have separate assessment booklet since it is administered in paper/pencil format only. For this reason, Expressing Ideas must be ordered for **all** FI students taking the ELA assessment.

Important Note: Students who take any FI: ELA assessment must:

- participate in both APUL as well as the EI tests
- complete the paper/pencil version of EI, even if APUL is completed online
- complete both APUL and EI to receive overall valid ELA scores

Since the Expressing Ideas is a paper/pencil version of the test, this part of the ELA test is routinely overlooked and consequently missed. Failure to have students take both of these content areas will result in an invalid ELA score.

Functional Independence Mathematics Assessments for Grades 3-8 and 11

The FI mathematics assessments are based on four claims:

Claim 1: Students demonstrate increasingly complex understanding of number sense.

Claim 2: Students demonstrate understanding of increasingly complex spatial reasoning and understanding of geometric principles.

Claim 3: Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.

Claim 4: Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Each claim contains a few different expectations, such as Operations in Base 10, Numbers and Operations, Fractions, Geometry, Measurement and Data, and Problem Solving. For more specifics, see the Essential Elements with Michigan Range of Complexity for any given grade level, posted on the MI-Access web page.

The mathematics assessments for students in grades 3–8 and 11 will each have 34 multiple-choice items. Each question is followed by three answer choices. The items are designed so that all data, tables, charts, examples, and/or text needed to respond to a question are presented as part of the item and not verbally supplied by the assessment administrator.

Students may use calculators on the mathematics assessment if such devices are routinely used during classroom instruction. For the online math test this year an embedded DESMOS calculator is available. It should be noted, however, that no items are calculator-dependent. Students using the paper/pencil version must record their answers and perform computations directly in their assessment booklets; assessment administrators must transfer the answers to the students' answer documents after testing.

Functional Independence Science Assessments for Grades 5, 8, and 11

The Functional Independence science assessments focus on three domains:

1. Physical Science
2. Life Science
3. Earth and Space Sciences

The science assessment formats are designed with multiple short passages followed by three multiple-choice items.

The grade 5 science assessments have 36 multiple-choice items; assessments for students in grade 8 have 51 multiple-choice items; and assessments for students in grade 11 have 51 multiple-choice items. Each question is followed by three answer choices (some with just words alone, others with graphics, with or without text or labels). As with mathematics, the science items are designed so that any data, tables, charts, graphics, and/or text needed to respond to a question are presented as part of the item, not verbally supplied by the assessment administrator. Students using the paper/pencil version must record their answers directly in their assessment booklets; assessment administrators must transfer the answers to the students' answer documents after testing.

Functional Independence Social Studies Assessments for Grades 5, 8, and 11

The Functional Independence Social Studies assessments for grades 5 and 8 focus on two major areas: United States History and Geography, and Public Discourse, Decision Making, and Citizenship. The grade 11 assessment focuses on four major areas: World History and Geography, United States History and Geography, Civics, and Economics. To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The grade 5 assessments have 40 multiple-choice items; grade 8 has 42 multiple-choice items; grade 11 has 52 multiple-choice items. Each question is followed by three answer choices (some presented with just text, while others are presented with graphics with/without text words or labels).

The social studies assessments also have sections comprised of passages that tell a brief story followed by several questions. This passage format is used to familiarize the student with events and places that introduce context to the test item.

Assessment Flexibility

IEP teams have the flexibility to determine if a student should be assessed in different content areas with the alternate assessment (MI-Access) and the general assessment (M-STEP). This decision is made by the IEP team and based on state assessment selection guidelines as well as the student's overall instructional routines.

This assessment program flexibility includes adjacent levels of the MI-Access assessments. This flexibility:

- provides a continuum of assessment throughout the MI-Access assessments to better accommodate students' needs and progress
- allows the IEP team to determine that a student may take MI-Access assessments at different levels
- limits the flexibility to only adjacent levels.

The following graphic displays how adjacent and non-adjacent participation might affect test results. For example, Sample Students 1, 2 and 3 participated in adjacent levels of testing and received valid test scores. The graphic also shows how Sample Students 4, 5 and 6 were incorrectly administered non-adjacent tests, which resulted in an invalid test result.

Sample Student	M-STEP/ MME	MI-Access (FI)	MI-Access (SI)	MI-Access (P)	Test Results
1	Participated in <u>Adjacent</u> assessments				Valid
2		Participated in <u>Adjacent</u> assessments			Valid
3			Participated in <u>Adjacent</u> assessments		Valid
4	Participated in <u>Non-Adjacent</u> assessments		Participated in <u>Non-Adjacent</u> assessments		Invalid
5		Participated in <u>Non-Adjacent</u> assessments		Participated in <u>Non-Adjacent</u> assessments	Invalid
6	Participated in <u>Non-Adjacent</u> assessments			Participated in <u>Non-Adjacent</u> assessments	Invalid

This flexibility includes several limitations:

- An M-STEP or MME assessment cannot be combined with any level of a MI-Access assessment other than at the Functional Independence (FI) level.
- In any assessment, a student may only take adjacent levels of the assessment – any non-adjacent testing might result in an invalidation of the lower type of test.
- Students may be assessed with only one type of assessment per content area. **Note:** In ELA, Accessing Print and Using Language and Expressing Ideas must remain together as a set.
- Grade 8 students must take either the MI-Access FI ELA and mathematics tests or the PSAT 8/9, based on their goals.
- Students must not be pre-identified for multiple assessment programs and/or levels in the same content area. Review the Pre-Identification portion in the District Coordinator section of this manual for more information.

There are several options and considerations for grade 11 students.

- In grade 11, ELA and mathematics cannot be split between SAT® with Essay and the MI-Access FI. Students must be administered both content areas, with either the SAT with Essay or the MI-Access FI.
- Students taking the grade 11 MI-Access FI assessments are not precluded from taking the WorkKeys assessment.
- Grade 11 students must take the science and social studies tests at the appropriate level (M-STEP or MI-Access) based on their goals.
- A student who participated in a previous MI-Access administration as an 11th-grader is not eligible to take any component of the MME.

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.

Make sure that you and all testing staff comply with all applicable laws, 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 Schedule

Building Coordinators and District Coordinators should work together to develop test schedules, taking any unique needs of the students into consideration. MI-Access tests are designed for administration in small groups or in one-on-one settings with assessment administrators. Since the testing environment for these students may be unpredictable, the MDE has allowed broad flexibility to schools in determining their own schedules within the seven-week window to complete all the content areas of testing. Documentation of testing schedules for MI-Access must minimally include the following information:

- district name
- building name
- Building Coordinator's name
- date of assessment administration
- location of testing session(s) (such as room number, classroom designation)
- starting and ending time of the testing sessions
- assessment/grade/content being administered for each testing session
- names of the test administrator(s) and proctor(s) for each testing session

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building's testing schedule for monitoring and irregularity investigation purposes. .

Assessment Administrators

The FI assessments are designed to be administered by one person, most likely the student's teacher. Other professionals in the school or district—such as school psychologists, resource room teachers, or related services providers—may also administer the assessments if necessary. Paraprofessionals, teacher aides, and others may assist during assessment administration (for instance, making sure the student is on the correct page and addressing the right question, assisting with online tools), but they may not administer the assessments. See Appendix D of this manual for an assessment administration process flowchart, which provides an overview of the process of conducting the paper/pencil and online assessments for FI.

Roles and Responsibilities

There are several roles associated with MI-Access testing.

- Technology Coordinators (TC), associated with online testing only
- District Coordinators (DC)
- Building Coordinators (BC)
- Assessment Administrators (AA), associated with both modes of testing – online and paper/pencil

DCs, BCs, and AAs each have their own section of this manual, including additional information on each of the listed tasks. Technology Coordinators have a separate manual that provides detailed information on how to install and configure the software used for testing. This Technology User Guide can be found in the [DRC INSIGHT Portal](https://mi.drccdirect.com) (<https://mi.drccdirect.com>).

Technology Coordinators

- download and install testing software (INSIGHT) and Central Office Services (COS) Service Device 
- configure all testing devices to communicate with the COS 
- be readily available to District and Building Coordinators in the event of a technology issue during testing

District Coordinators (see DC section for further details)

MI-Access District Coordinators are responsible for:

- overseeing all testing at the district level
- acting as backup support at the building level
- developing necessary testing policies
- ensuring students are unassigned from M-STEP, PSAT 8/9, or the MME assessments and are assigned to the appropriate MI-Access assessments in the OEAA Secure Site
- making sure assessment material orders are completed by buildings as needed
- ensuring that all other roles associated with testing are filled
- leading training activities associated with testing
- ensuring that Building Coordinators and Test Administrators are aware of training opportunities for students
- making sure they are identified in the EEM with current and accurate contact information

Building Coordinators (see BC section for further details)

MI-Access Building Coordinators are responsible for:

- confirming they have received Expressing Ideas materials for all students 
- scheduling and coordinating student test practice and Online Tools Training (OTTs) 
- ensuring online testers view the MI-Access Student Tutorials, available in the Portal or through the INSIGHT testing engine 
- assigning appropriate accommodations to FI online testing students in INSIGHT 
- printing and distributing student login tickets before each test and collecting tickets and scratch paper for destruction after each test session 
- organizing and distributing paper/pencil materials 
- developing test schedules based on the school's resources
- ensuring the overall integrity of the assessment process
- making sure they are identified as Building Coordinators in the EEM with current and accurate contact information

Assessment Administrators (see AA section for further details)

MI-Access Assessment Administrators are responsible for:

- reading the Directions and Scripts for each of the paper versions of the FI tests 
- arranging the testing environment; this includes logging students into and out of test sessions, verifying student information, and clicking on the test name and part for the student 
- assisting students with online test features such as speed and volume of text, color chooser, and contrasting 
- monitoring and assisting student in marking responses in paper/pencil assessment booklets as needed 
- monitoring students during testing
- collecting login tickets and scratch paper from online testers at the end of each test session and delivering these to the Building Coordinator 
- collecting the student-marked assessment booklets and any scratch paper from paper/pencil testers, and transferring the responses to the student answer document 

Preparing for FI Test Administration

State testing requires carefully considered test administration strategies. Schools and districts should ensure that all staff members receive professional development that applies to their specific role. Past assessment survey feedback indicates that many test administrators simply read the test administration manual to prepare for testing — this is not sufficient. The OEAA has made training a major focus in recent years and has provided the training resources listed below, as well as other documentation noted in Appendix I of this manual.

Planning and support for staff members who administer tests to students receiving accommodations is especially critical. These staff members will need guidance to avoid irregularities and misadministrations that negatively affect students, schools, and districts.

Training Documents

The following resources are available for you and your staff members, for training at their own pace.

Recorded Presentation	Description	Where to find it
District and Building Coordinator Online Testing via Zoom	Recommended viewing for District and Building Coordinators, this recording of a live presentation provides an overview of the MI-Access Spring 2022 online administration, a "tour" of the training resources available for MI-Access, and answers to some common questions.	http://mi.drceirect.com General Information > Documents > Document Type: Training Presentations and FAQ (Available March 3, 2022) Live presentation – March 2, 2022
Spring 2022 MI-Access Administration Presentation	This PowerPoint presentation with audio outlines the overall administration process For MI-Access.	The recording can be viewed on the MI-Access web page (www.michigan.gov/mi-access). Available mid-March - watch Spotlight for details.

Recorded Presentation	Description	Where to find it
Technology Coordinator Recorded Presentation	Optional viewing for District and Building Coordinators, this recording of a live presentation provides an overview of the software and technology setup required for MI-Access Spring 2022 testing.	http://mi.drctedirect.com General Information > Documents > Document Type: Training Presentations and FAQ (available now.)

Training Manual and Tools	Description	Where to find it
MI-Access FI Test Administration Manual (TAM)	Manual	www.michigan.gov/mi-access > Current Assessment Administration
Student Tutorial Online Testing	Video Resource providing students with an end-to-end review of how to navigate through the online training features available	http://mi.drctedirect.com All Applications > General Information > Test Tutorials
MI-Access Online Tools Training (OTT) Help	Information on why and how to access the Online Tools Training (OTTs) for educators and students	www.michigan.gov/mi-access >Assessment Training and Resources for Educators section
Assessment Coordinator Training Guide	Chapter-based training for coordinators on specific assessments tasks	MI-Access web page 
Assessment Selection Guidelines Training	Web-based presentation focused on helping IEP teams understand how to decide between general and alternate assessments	MI-Access web page in the Assessment Training and Resources for Educators section
Assessment Selection Interactive Decision-Making Tool for IEP Teams	Question-based navigational tool to help IEP teams decide the most appropriate level of assessment for students	MI-Access web page in the Assessment Training and Resources for Educators section
Assessment Integrity Guide	A guide to prepare Coordinators and Administrators for a secure assessment administration	Electronically only: www.michigan.gov/mi-access > Current Assessment Administration

Mini Modules

Mini Modules are short videos designed to instruct District and Building Coordinators and Test Administrators in online testing tasks. A printable document is not available; however, most mini-modules have been updated with closed captioning (and the remaining ones not yet updated will be before Spring 2022).

Mini Modules	Description	Where to find it	Role
Accessing Documents in the DRC INSIGHT Portal	How to access, sort, and filter documents on the INSIGHT test management website	http://mi.drcedirect.com General Information >Documents >Document Type: Mini-Modules.	All
Accessing Online Tools Trainings (OTTs)	How to access OTTs – the student practice tests		All
Searching for Students in the DRC INSIGHT Portal	How to find students who have been pre-loaded into INSIGHT		DC, BC
Creating Test Sessions and Printing Test Tickets in the DRC INSIGHT Portal	How to add a new test session (in addition to pre-loaded test sessions) and print login tickets		DC, BC
Creating Test Sessions and Printing Test Tickets in the DRC INSIGHT Portal	How to add or remove a student from a test session		DC, BC
Finding Student Testing Status	How to check if a student has not started a test, is in progress, or has completed a test		DC, BC
Assigning Student Supports and Accommodations in the DRC INSIGHT Portal	How to assign Supports and Accommodations for students prior to printing test tickets.		DC, BC
Online Test Monitoring Application in the DRC INSIGHT Portal	How to use the Test Monitoring application to view the progress of student online testing		All

Assessment Security Training

For information regarding the MDE Assessment Security online training see the [informational flyer](#) posted on the MI-Access web page under the Assessment Training and Resources for Educators section.

Who	What
District/Building Assessment Coordinators	<ul style="list-style-type: none"> • Read the <i>Assessment Integrity Guide</i> located on the MI-Access web page in the Current Assessment section. • Complete the MDE Assessment Security online course through Michigan Virtual (https://plp.michiganvirtual.org/).
Assessment Administrators, Proctors, and Accommodation Providers	<ul style="list-style-type: none"> • Read the <i>Assessment Integrity Guide</i> located on the MI-Access web page in the Current Assessment section. and/or • Complete the MDE Assessment Security online course through Michigan Virtual (https://plp.michiganvirtual.org/).
Technology Coordinators and Other Staff (anyone who handles or has access to secure materials)	<p>Read the <i>Keeping Assessment Materials Secure</i> training document available in Appendix E of the Assessment Security Training Guide.</p>

The Michigan Department of Education (MDE) also provides the Assessment Security online course through [Michigan Virtual](https://plp.michiganvirtual.org/) (<https://plp.michiganvirtual.org/>). This four-module training series is used to train building staff on the importance of test security by following the Assessment Integrity Guide.

Upon completion of the four modules and demonstration of knowledge on a short test, participants will receive a Certificate of Completion, which must be retained on file with signed security compliance forms. After successful completion of this training, staff are required to participate in the refresher course in subsequent years.

Supports and Accommodations

Supports and Accommodations Guidance Document

The OEAA "Supports and Accommodations Guidance Document" provides information related to making decisions about appropriate Universal Tools, Designated Supports, and Accommodations for any student taking a MI-Access assessment. IEP teams should use this document when discussing what accommodations might be needed for students taking a MI-Access assessment. The *Supports and Accommodations Guidance Document* is posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

Accommodations Providers

Accommodations providers may be used to help administer the MI-Access assessments. Accommodations providers are responsible for ensuring that students have access to those supports and accommodations that are both:

- deemed appropriate by their IEP Teams
- routinely used during classroom instruction

Accommodations providers should be familiar with each student's IEP as it relates to assessment, so they can make sure the appropriate Universal Tools, Designated Supports, and Accommodations are prepared ahead of time, available during the assessment, and used correctly. Accommodations providers may also assist with such tasks as making sure the student is on the correct page during testing, assisting with a CD player (if applicable), and making sure that CDs are returned with the student's assessment materials. Paraprofessionals, teacher aides, and others may serve as accommodations providers, but only under the direct supervision of the assessment administrator.

Proctors

Proctors may be used to help administer the MI-Access assessments; however, they typically are needed only when several students are being tested at the same time in the same setting. Paraprofessionals, teacher aides, and others may serve as proctors, but only under the direct supervision of the assessment administrator.

The MI-Access assessments were developed using universal design principles, which are based on the premise that every child deserves to participate in an assessment, and that assessment results should not be affected by disability, gender, ethnicity, or English language ability. In addition, universally designed assessments aim to reduce the need for assessment accommodations by removing access barriers associated with the assessments themselves.

The Functional Independence assessments allow assessment administrators or the online test engine to read the questions and answer choices aloud to students (with a few exceptions), even though the assessments are written specifically to accommodate the reading levels of the students being tested. This ensures that a student's knowledge of the content area is being assessed, as opposed to his or her reading ability.

Despite every effort to ensure that the MI-Access assessments are accessible, it is understood that some students may still need accommodations to participate fully and meaningfully in assessment. The next section outlines the accommodations allowed within the FI testing. Additional information about allowable Universal Tools, Designated Supports, and Accommodations can be found in the [Supports and Accommodations Guidance Document for M-STEP, MI-Access, WIDA, PSAT, SAT, and ACT WorkKeys](#) on the [MI-Access web page](http://www.mi.gov/mi-access).

Assessment Accommodations and Designated Supports Decisions

All IEP team decisions about which accommodations a student needs must:



– be marked on the student answer document in the appropriate box



– be set in the DRC INSIGHT Portal for online testers (both embedded/non-embedded accommodations and supports)

Assessment administrators (and accommodations providers, if used) are responsible for making sure the assessment accommodations are available during the assessment and for tailoring them as needed to the assessment situation.

It is important that the student's needs, and how these needs are met, are documented in the student's IEP. The IEP does not need to indicate whether the support is considered a Universal Tool, Designated Support, or Accommodation as defined by the assessment.

Online Accommodations

MI-Access FI online assessments offer embedded accommodations that are integrated into the online testing system. These are referred to as "online" accommodations in the DRC INSIGHT Portal. These accommodations must be turned on in the DRC INSIGHT Portal by the Building Coordinator before the student's test ticket is generated.

If a Universal Tool, Designated Support, or Accommodation (either embedded or non-embedded) is listed in the Supports and Accommodations table for MI-Access FI in the Supports and Accommodations Guidance Document, then the support or accommodation is considered a "standard" accommodation. Other non-embedded supports are available, but it is not necessary to designate these in INSIGHT, provided you are implementing them according to the Supports and Accommodations tables guidelines.

Other Universal Tools available to students taking the online assessment (such as text-to-speech, color chooser, and magnifier) are available in the test engine and do not need to be enabled at the student level; this is why they do not appear as options to "turn on" in the DRC INSIGHT Portal. These Universal Tools can be controlled by the student or assessment administrator, directly in the test engine.

Turning on Accommodations

For detailed information on turning on embedded accommodations, refer to the **Assigning Student Supports and Accommodations in the DRC INSIGHT Portal** mini module. This document can be found here: <http://mi.drcedirect.com> General Information > Documents > Document Type > Mini-Modules.

Assessment Accommodations and Designated Supports for FI

The FI paper/pencil assessments:

- contain traditional selected-response items (with word and/or picture answer choices)
- are administered by only one person

ELA: Expressing Ideas is the only FI assessment scored using a standardized rubric. The following section describes the supports commonly used on the Functional Independence assessments.

Audio CDs

The FI assessment booklets are available on audio CDs for use with students whose IEPs indicate that CDs are an appropriate assessment Designated Support and who routinely use them during instruction. The audio CDs will come packaged with a companion assessment booklet and a student answer document. Both the audio CD and the print assessment booklet will have the same form number, which will always end with the number “1” (for example, Form FIM–51 for grade 5 Functional Independence mathematics). Be sure to print and bubble in the correct form number on the student’s answer document. **Reminder:** There is one CD for ELA (Accessing Print and using Language and Expressing Ideas) but two separate answer documents and two separate assessment booklets.

Instructions on how to use the CDs are included in Appendix A of this manual. Assessment administrators who are administering audio CD versions of the assessments should review the instructions prior to administration.

CDs may be used to administer the assessment to small groups (defined as five or fewer students) if the students mark their own answers in their assessment booklet, use headsets, and have personal control over their equipment. Otherwise, CDs may be used only in one-on-one assessment situations.

Enlarged Print Versions

Enlarged print versions of the FI assessment booklets will be available for students who have a visual impairment, whose IEPs indicate that enlarged print is an appropriate assessment Accommodation, and who routinely use it during instruction. All such assessment booklets will:

- be produced by the American Printing House for the Blind (APH)
- follow APH transcription and printing standards
- use approximately 15-point font

For more detailed information on accommodated versions of the assessments, see Appendix A.

Enlarged Print assessments are ordered on the OEAA Secure Site. Coordinators must select the student(s) for whom the material is intended when placing the order.

All enlarged print versions of the assessments will come packaged with a companion standard print assessment booklet and a student answer document. (Student responses in the booklet must still be transferred to the regular scannable answer document and sent back for scoring.) The Accessing Print and Using Language enlarged print kits will include listening scripts.

The enlarged print versions of the assessments will always have form numbers that end with the number “1” (for example, Form FIM–71 for grade 7 Functional Independence mathematics). Be sure to print and bubble in the correct form number on the student’s answer document. Coordinators must select the student(s) for whom the material is intended when placing the order.

Braille Versions

Braille versions of the FI assessment booklets will be available for students who have a visual impairment, whose IEPs indicate that braille is an appropriate assessment Accommodation, and who routinely use it during instruction. All assessment booklets will:

- be produced by the American Printing House for the Blind (APH)
- follow APH transcription and printing standards
- use Unified English Braille (UEB) contracted format
- where needed, use Nemeth numbers
- use a regular answer document; the administrator must transfer the student responses onto the regular answer document

- will come packaged with a student answer document and a companion Assessment Administrator Booklet for Braille (AABB), which includes transcriber notes indicating how the items and/or directions have been adapted for braille. (Student responses in the booklet must still be transferred to the regular scannable answer document and sent back for scoring.)

The Accessing Print and Using Language braille kits will include listening scripts. The scripts correspond to the items that appear in the Listening section of the test.

Tables showing “Print to Braille” page correspondences are posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access). Because the braille assessment booklets are formatted somewhat differently than the Assessment Administrator Booklet for Braille (AABB), assessment administrators who are administering braille versions of the assessments should review the instructions and tables prior to administration.

Braille versions of the assessments are different from audio CDs and enlarged print versions in two important ways.

- Braille versions of the assessments will always have form numbers that end in “9” (for example, Form FIS–89 for grade 8 Functional Independence science). Be sure to print and bubble in the correct form number on the student’s answer document.
- Braille and Enlarged Print assessments are ordered on the OEAA Secure Site. Coordinators must select the student(s) for whom the material is intended when placing the order.

Calculators

Students may use calculators on the FI mathematics assessments if such devices are routinely used in the classroom during instruction. **Note:** No items are written to be calculator-dependent. There is an embedded Desmos calculator available for the FI mathematics tests. This calculator can also be found in the Online Tools Training (OTTs) on the DRC site for students to practice prior to testing.

Group v One-on-One Administration

The FI assessments may be administered in small groups (defined as five or fewer students) if all the students in the group are able to both:

- read the item stems and answer choices themselves
- respond by marking the answer choices in their assessment booklets

In all other instances (for example, when oral responses are given, when a student directs the assessment administrator to mark his or her response, and so forth), the assessments must be administered one-on-one with the test administrator. Students must have direct control of pacing in a group setting and be able to communicate the need to have items or directions re-read, that they are ready to move on, or other needs.

Optional Materials

There might be instances in the mathematics and science assessments when assessment administrators choose to have actual materials/objects on hand, instead of relying on the pictures/graphics in the assessment booklets. Some examples of optional materials include, but are not limited to:

- coins
- paper currency
- clocks
- base ten blocks
- sand
- musical instruments
- containers of water

The use of optional materials is allowed provided it does not change the nature of the question or elicit a different response. Prior approval for the use of replacement of objects for pictures is not required.

Readers

Readers may be used to administer the assessment in one-on-one assessment situations or in small groups (defined as five or fewer students) if the students mark their own answers in their assessment booklets. When making decisions about the use of readers, keep in mind that the assessments were developed specifically to accommodate the reading levels of the FI student population. Thus, while students may typically be read to in the classroom when working with grade-level materials (those that are beyond their instructional reading level), they might not need to be read to during the assessment.

It is important to note that for some assessment items, reading the item stem and/or answer choices aloud would give the answers away. Therefore, a Do Not Read Aloud Table appears in the inside cover of each student assessment booklet, listing the items, or parts of items, that should not be read to the student. (General information on the types of items that should not be read aloud is included in Appendix B of this manual.) **Note:** There are listening items on all ELA: Accessing Print and Using Language assessments; these must be read to all students taking the paper/pencil assessment using the listening scripts.

Recording Student Responses

For the FI assessments:

- Students are directed to choose the best answer to each question and mark the answers in their assessment booklets.
- If needed, administrators may mark the assessment booklet based on the student oral and direct responses, but only in one-on-one assessment situations.
- The assessment administrator is required to transfer the student responses to the answer document.

Scribes

For the ELA: Expressing Ideas component of the FI assessment, students are directed to write and/or draw their responses on the student answer document.

- If a student's disability prevents him or her from writing or drawing a response, the student may dictate it. The assessment administrator will need to transcribe the student's response verbatim onto the student answer document and note that the response was "scribed" in the two places indicated on the document.
- If a student with a visual impairment brailles a response, the assessment administrator must transcribe it onto the student answer document following the same procedures.
- Scribes may only be used in one-on-one assessment situations where the student is dictating responses. Refer to the Scribe Protocol section of the "[Supports and Accommodations Guidance Document](#)" found on the MI-Access web page (https://www.michigan.gov/documents/mde/Michigan_Accommodations_Manual.final_480016_7.pdf).
- A scribe may also be listed as a Standard Accommodation on the test ticket for online testers if the administrator helps the student navigate through a test. The scribe may be noted in the test session setup for the student in INSIGHT.



Time

The FI assessments are NOT timed.

- Assessment administrators may use their professional judgment to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting.
- The time allotted may vary depending on whether the assessment is being administered to a group of students or to an individual, in one session or in multiple sessions.

For the best and most meaningful results, assessment administrators should encourage students to try to complete an entire part or section of a test. However, it is important to note that an entire content area or section is not required to be completed in one sitting or even in one day.

Word Processors

Word processors may be used for the ELA: Expressing Ideas component of the FI assessment by students who cannot handwrite their responses. However, because this part of the assessment considers writing conventions, all spelling, dictionary, thesaurus, and grammatical software must be deactivated. Otherwise, word processing will be considered a nonstandard assessment Accommodation and an Incident Report must be completed on the OEAA Secure Site. Word-processed responses do not need to be transcribed onto the student answer document by the assessment administrator. Instead, each word-processed page can simply be printed and **inserted into the student's FI Student Answer Document** for ELA: Expressing Ideas, and then returned in the Special Handling envelope. Prior to inserting the responses, the assessment administrator must write the following information in the upper-right corner of each word-processed page:

- the student's name, birth date, grade, and state Unique Identification Code (UIC)
- the school and district name/code
- the assessment window (Spring 2022)
- the content area

Alternatively, the assessment administrator can print and place a student barcode label from the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure) in the upper-right corner of the pages.

Additional Pre-identification labels with this information may be printed from the OEAA Secure Site and affixed to the pages, if desired. **Important:** The word-processed document must be returned with the Student Answer Document in the Special Handling Envelope (Green). Ensure that the envelope is marked appropriately when returning it.

Nonstandard Accommodation

Any student who receives a nonstandard Universal Tool, Designated Support, or Accommodation will not count as having been assessed. A nonstandard accommodation alters what the test is intended to measure. When nonstandard Universal Tool, Designated Support, or Accommodation are given/used, coordinators are required to file an Incident Report in the Secure Site. Refer to the Incident Report section in Appendix H of this manual for further details.

Please note that special requests for a Universal Tool, Designated Support, or Accommodation not appearing on the Supports and Accommodations table may be made to the Michigan Department of Education. If approved, most of the special requested accommodations are considered "standard."

District Coordinators

Introduction

MI-Access District Coordinators are responsible for overseeing all testing activities in their district. Specifically, they are expected to perform the following functions.

- Establish a strong line of communication with buildings and ensure that they have all necessary materials and online technical supports for a successful administration.
- Serve as a backup to coordinators at the building level.
- Make sure that all MI-Access Building Coordinators and assessment administrators in the district receive training on how to administer the online and paper/pencil FI assessments.
- Make sure students are pre-identified to MI-Access, and test material ordering is completed.
- Ensure all materials are returned after testing is completed.
- Develop necessary testing policies and establish roles associated with online and paper/pencil testing.
- Make sure that all assessment materials received from the MI-Access contractor are disseminated to appropriate building staff and are returned as directed.
- Make sure Building Coordinators have read the Assessment Integrity Guide (AIG) and participated in the MDE Assessment Security online training. See the Assessment Security section of the General Information portion of this manual for details.
- Distribute, collect, complete, and keep on file all signed OEAA Assessment Security Compliance Forms.

The OEAA continues to allow districts the option of having MI-Access test materials delivered directly to buildings. This is intended to:

1. Help with the logistics of getting materials directly to the buildings in a timely fashion
2. Provide buildings with a direct means of returning the material after testing is completed
3. Reduce the time spent handling materials between district and schools

Note: Materials will be sent to the district contact by default if no building chooses to have its test materials shipped to it. Information in this section is designed to cover all facets of the District Coordinator's responsibilities, whether materials are delivered to schools or district.

OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the coordinators' responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform is found at the top of the MI-Access web page, along with a Bookmark feature that allows selection of the Guide to be imported to your computer desktop for quick reference.



District Coordinator Checklist

BEFORE (Mark when complete)

- o Watch the District/Building Coordinator Administration Training Webinar (presented live March 2, 2022 – the recording will be posted in the DRC INSIGHT Portal under General Information >Documents >Document type: Training Presentations & FAQs).
- o Read the MI-Access FI Test Administration Manual (this manual).
- o Read the Assessment Integrity Guide.
- o Complete the MDE Assessment Security online training course.
- o Train Building Coordinators for both online and paper/pencil testing.
- o Review the list of important dates found on the MI-Access web page.
- o Manage Secure Site and DRC INSIGHT Portal access and permissions.
- o Determine if the District Coordinator or the Building Coordinators will be responsible for material orders and returns.
- o Review, inventory, and distribute building order of materials for paper/pencil testers, including ELA: Expressing Ideas for every student (see content areas in the Overview section of this manual); place additional material orders as needed.
- o Ensure all student information is accurate in the Michigan Student Data System (MSDS).
- o Collect and store Certificates of Completion for staff who complete the MDE Assessment Security Online Training course.
- o Coordinate the pre-identification of students, and the ordering and distribution of test materials.
- o Ensure that students are pre-identified for only one assessment per content area.
- o Remove students taking paper/pencil versions of MI-Access FI from any online testing session in the DRC INSIGHT Portal for MI-Access or M-STEP.
- o Arrange for the destruction of any unneeded online test tickets and rosters already printed.
- o Manage the distribution, collection, and storage of all signed OEAA Assessment Security Compliance Forms.
- o Determine whether Reporting and Research Codes will be used. **Note:** Reporting codes will only be entered on the Secure Site, but Research codes may be entered on the answer documents.
- o Ensure students are placed in online test sessions in the Secure Site and the DRC INSIGHT Portal.
- o Prepare materials for distribution to buildings, unless materials are shipped directly to buildings.
- o Establish procedures for ensuring all students are assigned and receive any Universal Tools, Designated Supports, or Accommodations as required by their IEP.
- o Retrieve the Return Kit found in each material order, which district coordinators should retain and use to return all materials after testing.
- o Establish an internal district return date for schools and district.
- o Ensure all Educational Entity Master (EEM) information is accurate for district and schools buildings.

DURING (Mark when complete)

- o Assist Building Coordinators and assessment administrators as needed.
- o Be available to answer questions or to forward questions to the OEAA as needed.
- o Periodically monitor assessment administrations.

- o Monitor the progress of online testing.
- o Enter Incident Reports into the Secure Site as needed.
- o Ensure that professional assessment administration practices are followed.

AFTER (Mark when complete)

- o Inventory and review the returned assessment materials for accuracy.
- o Coordinate materials returns if the district has selected to handle returns. (See Materials Return Instructions section of this manual for further details.)
- o Return materials to the MI-Access contractor (see Appendix D for packing diagram).
- o Complete all tasks under the Accountable Student and Test Verification drop-down menu in the OEAA Secure Site when it opens in June 2022.
- o Do not return the OEAA Assessment Security Compliance forms, or MDE Assessment Security Certificates of Completion. These must be retained at the school or district for 3 years.
- o Complete the Coordinator Feedback survey.

Before Testing Activities

Pre-Identification (Pre-ID) Information

The OEAA requires that all students taking state-level assessments be pre-identified. The OEAA will automatically pre-ID all students from the fall MSDS general collection to the general assessment (M-STEP, MME, and PSAT for 8th grade components). It is the responsibility of the school or district to pre-identify students for the type of MI-Access assessments being given by content area and type (FI, SI, or P). Pre-identifying for MI-Access requires that coordinators manually remove students from the general assessment to the MI-Access assessment.

Pre-identification can be done using the Secure Site Mass Update function; specific instructions for this process can be found the [training site](http://www.michigan.gov/seuresitetraining) (www.michigan.gov/seuresitetraining).

Check the DRC INSIGHT Portal to see if students whose Pre-ID was changed from M-STEP to MI-Access are currently assigned to an online M-STEP session; remove students who do not belong in such sessions, and destroy any associated M-STEP test tickets.

Once the pre-ID is completed, you can place test material orders.

All students testing with MI-Access must be identified in the Michigan Student Data System (MSDS) as being in a special education program by the end of May. If such a student is not flagged as "Special Education," they will be considered "Not Tested." Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files. Students may also be flagged at the same time to indicate that they are participating in a Shared Educational Entity (SEE) or in a Specialized Shared Educational Entity (S2E2).

MI-Access science has changed this year to be assessed in grades 5, 8, and 11. Buildings will assign these students to the correct MI-Access test in the Secure Site.

Pre-identified (Pre-ID) Student Barcode Labels

Students taking the paper/pencil Functional Independence (FI) assessment must have Pre-Identified Student Barcode Labels affixed to their student answer documents.

Contractor-printed Pre-ID Student Barcode Labels

Schools that pre-identify FI students by the designated deadline (February 17, 2022) will receive Pre-ID student barcode labels printed by the MI-Access contractor. The labels will be organized and shipped by school. MI-Access Building Coordinators are to affix the appropriate labels to the appropriate student answer documents prior to distribution.

District/School-printed Pre-ID Student Barcode Labels

Districts and schools that miss the designated contractor-printed Pre-ID deadline must print Pre-ID student barcode labels locally from the OEAA Secure Site.

When printing labels locally from the OEAA Secure Site, coordinators must:

- print them from the MI-Access FI Test Cycle so the correct MI-Access labels are generated
- use Avery 5161 style labels, 1 inch by 4 inches, 20 per page (no paper with glue, paste, staples, or tape)
- print the labels on a laser printer

If FI student answer documents are returned to the contractor without Pre-ID labels, a \$10 per document processing fee might be assessed to cover the costs associated with correcting the error. A missing label might also cause the test to be invalidated if a student's participation in the testing cannot be confirmed.

Ordering Assessment Materials

Orders are generated in the Secure Site based on the pre-identification of students assigned to the MI-Access assessments and adjusted for the student counts. Coordinators have numerous responsibilities in making sure materials make it to the respective buildings through the [Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure). Here are several factors to remember:

- If Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their District Administrator, who is responsible for maintaining the site at the district level.
- A user must have their own unique Michigan Education Information System (MEIS) Login to log onto the Secure Site system.
- The Secure Site Login screen contains a link to the Request MEIS ID Process.
- If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen where the user can request access after logging on with a MEIS login.
- Each year, enhancements are made to the Secure Site to streamline and improve the ordering process; therefore, be sure to review the "Material Ordering" section in the [Secure Site Training web page](http://www.michigan.gov/secaresitetraining) (www.michigan.gov/secaresitetraining)
- Districts have the option to have all assessment materials delivered directly to each building or to the district (default). Based on the size of your district, this could be a great time saving feature to consider. District Coordinators can mark this designation in the Secure Site.

There are two different types of orders that may be placed—initial material orders and additional material orders.

Initial Material Orders

The initial orders sent to schools are automatically populated based on the pre-identification of students entered into the Secure Site through February 16, 2022. Coordinators are reminded to review the materials orders in the Secure Site before this date to confirm the data is correct, or adjust the order before this date.

Additional Material Orders

If the initial material orders entered by District/Building Coordinators are based on sound estimates and there are no changes, additional materials should not be needed. However, the Building Coordinators might need to make additional orders in the OEAA Secure Site if:

- there are new students, or there have been some unexpected changes
- a student's Individualized Education Program (IEP) Team determines that a different assessment should be administered

If secure materials are missing from the shipment, or if the contents of the shipment do not match what is listed on the security list, contact the OEAA Call Center to report the discrepancy. This will start the process to:

- alert the vendor that there may be a problem with the packing of assessment materials
- provide a tracking mechanism so that the materials order status can be traced

Receiving Assessment Materials

MI-Access assessment materials orders are shipped based on the number of students pre-identified and will arrive in boxes with purple MI-Access labels. The boxes will include the following materials (**Note:** Some buildings may not receive all these materials):

- one Return Materials Kit, which includes Instructions for Materials Return, pre-printed FedEx Airbills, yellow Materials Return Labels, a divider sheet (gold), and a Special Handling Envelope (one kit per order)
- OEAA Security Compliance Forms (to be completed and signed by all those involved with administering MI-Access)
- a security list, packing lists, and box lists for use in inventorying returned materials (whether they are shipped to district or building)
- standard print student assessment booklets (all assessment types and content areas as ordered for Functional Independence)
- audio CDs of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets and student answer documents)
- braille versions of the Functional Independence assessment booklets, if ordered (with companion Assessment Administrator Booklets for Braille [AABB], listening scripts, and student answer documents)
- enlarged print versions of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets and student answer documents)
- student answer documents
- ELA: Expressing Ideas material—will arrive for all students taking ELA regardless of mode of testing
- Listening Scripts for ELA: Accessing Print and Using Language listening items in all grades
- Pre-ID student barcode labels (for students pre-identified by the designated deadline as taking MI-Access assessments)

Inventorying Materials

A critical first step after receiving the test materials is to take an inventory of the order. This will help to determine if the order is accurate or if any material is missing. Taking inventory will also assist you if you return any items.

Completing OEAA Security Compliance Forms

All staff members involved in any testing activities should first complete and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. The completed forms should be kept at the district/school for three years following assessment administration. For more information, see the Security section of this manual.

Using Reporting Codes

The use of reporting codes (optional) allows districts and buildings to receive reports organized by a class or group designation(s). It is up to the district or building to determine whether this option will be used and to define the codes that will be most helpful to them. If these codes are used, District Coordinators must inform Building Coordinators, so they can tell test administrators the four-digit reporting code selected.

Reporting codes must be entered in the Secure Site before the end of Accountable Students and Test Verification window.

Research I and II Fields

The use of research fields is an optional feature. Research codes are reported in the student data file results only; dynamic online reports do not include the research code information.

In the past, districts have used the optional research fields to identify variations in results by a defined student group. For example:

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in attainment of achievement objectives among those students who were in reading program A v reading program B (v reading program C, and so on)?

The following important points should be considered before deciding to use research fields.

- Codes for research fields may be developed at the district or building level and assigned a different number, from one to 10.
- Districts may elect to use one or both research code options at any or all of the grades assessed.
- Research codes can be filled in on the Secure Site through the end of Accountable Students and Test Verification window.

If research codes are used, District Coordinators need to inform Building Coordinators and Test Administrators, so the codes can be either be entered on the students' answer documents or added in the Secure Site before the end of Answer Document Verification Window.

Preparing Materials for Distribution

Matching Assessment Booklets with Answer Documents

MI-Access Coordinators should understand how the assessment booklets and student answer documents are organized. OEAA has color-coded the material content areas to assist with the matching process.

MI-Access FI Student Assessment Booklets and Answer Documents	
Content Areas	Each content area has its own assessment booklet and answer document for: <ul style="list-style-type: none">• ELA: Accessing Print and Using Language (includes listening scripts)• ELA: Expressing Ideas (administered to all students in paper/pencil mode)• mathematics• science• social studies
Grades	<ul style="list-style-type: none">• ELA: Accessing Print and Using Language—covers grades 3–8 and 11 (one answer document for all grades)• ELA: Expressing Ideas—covers grades 3–8 and 11 (one answer document for all grades)• mathematics—covers grades 3–8 and 11 (one answer document for all grades)• science—covers grades 5, 8, and 11 (one answer document per grade)• social studies—covers grades 5, 8, and 11 (one answer document per grade)
Colors	The colors for each of assessment booklets and answer documents are: <ul style="list-style-type: none">• purple - ELA: Accessing Print and Using Language• blue - ELA: Expressing Ideas• orange - mathematics• red - science• olive green - social studies

Building Materials

The MI-Access contractor will provide a copy of each building’s packing list (included with the building’s boxes). These lists can be used to track the materials that were sent to each building and to help inventory them.

Security Barcode Numbers

All MI-Access assessment materials and accommodated versions of the assessments have security barcode numbers on the back cover. These numbers are scanned by the contractor prior to distribution and will be scanned upon return to make sure that all the assessment booklets — which are secure materials — have been shipped back. The MI-Access contractor will provide District MI-Access Coordinators with information on the security barcode numbers distributed to each building on the school security lists. These numbers can be used to track assessment booklets and ensure they are returned.

Packaging of Accommodated Versions

Accommodated versions of the assessments are packaged in very specific ways.

Each of the accommodated materials have been packaged in a kit and will arrive with all the necessary items to administer the test. For complete details refer to the Accommodations and Support section or the Building Coordinator section of this manual.

Establishing an Internal District Return Date

If your district decides to process all returns, it is important to establish a return date for all materials. While the MI-Access assessment window is seven weeks long, we strongly encourage district and building coordinators to discuss establishing realistic deadlines for returning testing materials as soon as testing is completed. Before distributing materials to buildings, determine the date by which materials must be returned to the district to ensure they will be shipped to the MI-Access contractor on time. **All answer documents must be returned no later than June 1, 2022 in order to be scored.**

Informing Others about Professional Practices

District MI-Access Coordinators must inform Building MI-Access Coordinators and assessment administrators about the Assessment Integrity Guide. It is available on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access), and must be reviewed by all coordinators involved with MI-Access prior to assessment administration. See the [Assessment Security Training table](#) in the Preparing for FI Test Administration section of this manual for complete requirements.

Distributing Assessment Materials to Buildings

Once all the “before” steps have been completed, District MI-Access Coordinators may distribute assessment materials to each building participating in MI-Access, unless materials are shipped directly to buildings.

During Testing Activities

Although District MI-Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they be available to:

- answer questions from MI-Access Building Coordinators
- relay any questions they cannot answer to OEAA staff (see the contact information section of this manual)
- monitor overall testing progress for online and paper/pencil testing
- file Incident Reports for any testing irregularities that occur before, during, or after testing; reports are filed in the OEAA Secure Site within two school days or as soon as possible after notification; for detailed information, access and use the [Secure Site Incident Reporting tool](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) (http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf)
- periodically check in with MI-Access Building Coordinators to make sure they have the materials and information they need to accurately administer the MI-Access assessments and that professional administration practices are followed
- serve as backup to Building Coordinators

After Testing Activities

Inventorying Returned Materials

Buildings and districts are responsible for taking an inventory of test materials before these are returned to the vendor. The OEAA requires these inventory practices to prevent test materials from being left in buildings or districts, which is a test security risk. Coordinators must take an inventory of the test materials using the packing list that comes with the material orders — the critical part of their packing process. Refer to the Materials Return Instructions section of this manual for detailed information on the processing and shipping of returned materials.

Checking Special Handling Envelopes

District Coordinators will check each Special Handling Envelope (green) to make sure it is accurately completed.

- Make sure the information on the envelope label has been checked, including documents with word-processed responses, damaged documents, and Do Not Score items.
- Check to make sure that each used (or scorable) student answer document has a Pre-ID label; any missing labels should be printed from the [OEAA Secure Site](http://www.michigan.gov/BAA-secure) (www.michigan.gov/BAA-secure) and affixed to the answer documents.
- Once the contents of and the information on the Special Handling Envelope(s) have been verified, put the materials back into the envelope(s), and then place all the UNSEALED envelopes into one pile; see the packing diagram in Appendix D of this manual if you have questions about how to organize the materials inside the envelopes.

If for any reason the Special Handling Envelope is not used, it does not need to be returned with the materials and may be discarded.

Preparing Materials for Return Shipment

The method of returning materials to the contractor for processing is very similar for districts and for buildings. For this reason, instructions for this process have been condensed in the final section of this manual, "Material Return Instructions." A packing diagram in Appendix D outlines the sequence of how the material should be packed for return.

Instructions for Returning Materials via FedEx Express®

The instructions for using FedEx for material returns are the same for buildings and for districts; therefore, they have been included in the "Material Return Instructions" in the final section of this manual.

Completing the Coordinator/Assessment Administrator Feedback Survey

When the district's assessment materials have been returned to the MI-Access contractor, the [Coordinator/Assessment Administrator Feedback Survey](http://www.mi.gov/mi-access) is to be completed (www.mi.gov/mi-access). OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process. Watch the weekly OEAA Spotlight newsletter for the announcement of when the survey is available.

Checking Accountable Students and Test Verification

The Accountable Students and Test Verification window allows Secure Site users to review the scanned answer documents and online responses, as well as the demographic information that was submitted for students on their answer documents and in the MSDS. While this window is open (during the month of June), district/buildings must verify that:

- all students and their answer documents have been accounted for
- student demographic information is accurate
- students taking alternate assessments are flagged as “Special Education”
- any student tests with “Prohibited Behavior” or “Nonstandard Accommodations” flagged are marked correctly
- the Expected to Test information has been reviewed

The Accountable Students and Test Verification period is the final opportunity districts will have to:

- report missing answer documents and absent students, and
- appeal/correct Prohibited Behavior and Nonstandard Universal Tools, Designated Supports, or Accommodations if they are incorrectly marked
- update student demographic information in the MSDS to be used for assessment reporting and accountability calculations
- appeal Students Expected to Test

The Accountable Students and Test Verification window also provides a list of enrolled students and demographic information that will be used for accountability purposes. For more information, see the [instructions](http://www.michigan.gov/seuresitetraining) (www.michigan.gov/seuresitetraining).

Important note: It is the primary responsibility of the district coordinator to review all tested student records in the verification window. Coordinators should watch for the announcement in the weekly Spotlight on Assessment and Accountability newsletter for when the verification window will open in June.

Building Coordinators

Introduction

Each school building involved with administering MI-Access must designate a Building Coordinator. Staff members new to this role should consult the MI-Access web page for the Assessment Coordinator Training Guide and other materials for a successful administration. The resources will be helpful to those starting the new role and as a refresher for experienced staff.

Building MI-Access Coordinators are responsible for:

- acting as the contact person between the school and the District MI-Access Coordinator
- participating in professional development sessions organized by the District MI-Access Coordinator, for training Building MI-Access Coordinators and assessment administrators how on to administer the MI-Access assessments
- watching the state’s training videos located on the MI-Access website, which provide important information from the OEAA staff about the assessment administration process
- making sure that all assessment materials received from the vendor or the District MI-Access Coordinator are disseminated to appropriate building staff and returned as directed
- ensuring that secure testing materials—such as assessment booklets, listening scripts, test tickets, and rosters—are kept in a secure location until the test session are scheduled to begin
- making sure assessment administrators and other testing staff have either read the Assessment Integrity Guide or participated in the MDE Assessment Security online training
- ensuring all OEAA Assessment Security Compliance Forms are kept on file for three years at the building or district
- making sure online students are loaded in the INSIGHT Portal properly and with the correct Universal Tools, Designated Supports, or Accommodations assigned as needed, and that test tickets are produced prior to administration



The MI-Access contractor ships all assessment materials to the District or Building Coordinator based on the district’s preference as recorded in the Secure Site. District Coordinators are then responsible for distributing the materials to Building Coordinators, and/or to assessment administrators.

The following information will assist Building Coordinators with what to do before, during, and after the assessments are administered.

Coordinator Checklist

BEFORE

Mark when complete

- o Watch the District/Building Coordinator Online Testing WebEx (presented live March 2, 2022 – the recording will be posted in the DRC INSIGHT Portal under General Information >Documents >Document type: Training Presentations & FAQs).

- o Read this MI-Access FI Test Administration Manual.

- o Ensure all Test Administrators have access to and have read the appropriate portions of the MI-Access Test Administration manuals (posted to MI-Access web page). Read the Assessment Integrity Guide.

- o Participate in district test administration training and provide training for all staff. Complete an OEAA Assessment Security Compliance Form.

- o Read through the Assessment Security section of this manual for detailed instructions for coordinators. Provide training for all testing staff and administrators.

- o Read the Assessment Integrity Guide.

- o Complete the MDE Assessment Security online training course.

- o Sign and collect all the completed security compliance forms from all testing staff (building or district must keep these on file for three years). Collect the completed and signed security compliance forms from all assessment administrators, accommodations providers, and proctors (building or district must keep these on file for three years). 

- o Inventory the materials received and make sure listening scripts are included with the ELA paper materials.

- o Store materials in a secure and locked location prior to testing.

- o Coordinate student use of Online Tools Training (OTT) and the viewing of the MI-Access Tutorial. 

- o Print students labels as needed and apply to answer documents. 

- o Prepare materials and distribution to assessment administrators. 

- o Create a testing schedule for all students for both online and paper/pencil. Note: These schedules must be retained by the school/district for three years. 

- o Coordinate and verify the DRC INSIGHT test engine and Central Office Services (COS) setup with the Technology Coordinator (test that the system is properly installed by accessing OTTs). 

- o Manage the Student Roster in the DRC INSIGHT Portal; update incorrect/missing information in the OEAA Secure Site. 

- o Create or Edit test sessions in in the DRC INSIGHT Portal, if necessary. 

- o Assign appropriate FI Universal Tools, Designated Supports, or Accommodations to students who need them (complete before generating login tickets). 

- o Print/sort/distribute student test login tickets to assessment administrators (daily). 

- o Monitor testing and support assessment administrators during test window (daily). 

DURING

Mark when complete

- o Be available to answer questions.
- o Relay questions to the MI-Access District Coordinator as needed.
- o Collect and provide information to the District Coordinator regarding testing irregularities.
- o Periodically monitor the assessments.
- o Ensure that professional assessment administration practices are followed.

AFTER

Mark when complete

- o Collect/destroy all login tickets, rosters, used scratch paper, and reference documents; verify that student statuses show "completed" for each student (in the DRC INSIGHT Portal: Test Setup Student Status). 
- o Collect all used student answer documents and accommodated materials. 
- o Collect/destroy all scrap paper; coordinate the return of all paper/pencil materials from administrators.
- o Collect assessment booklets and listening scripts; all secure material must be returned. 
- o Review the returned assessment materials and ensure no secure materials are missing. 
- o Complete the Special Handling Envelope, if needed. 
- o Prepare and return materials to the scoring vendor or District Coordinator  .
- o Securely destroy unused answer documents and security compliance forms, do not return them. 
- o Complete the online survey. 
- o Do not return the OEAA Assessment Security Compliance forms, or MDE Assessment Security Certificates of Completion. These must be retained at the school or district for 3 years.

Online Testing Software and Testing Devices

The [DRC INSIGHT Portal](http://mi.drccdirect.com) (<http://mi.drccdirect.com>) is Data Recognition Corporation's (DRC) custom-built web application. It allows Michigan users to:

- access training materials
- download testing software
- manage online test sessions
- assign and manage online testing Universal Tools, Designated Supports, or Accommodations
- monitor testing progress

Each user will receive his or her own login information and password, with specific permissions based on their role as entered in the OEAA Secure Site. The DRC INSIGHT Portal is used in connection with DRC's online test engine, INSIGHT.

INSIGHT and Central Office Services (COS)

The INSIGHT Online Learning System (provided by DRC) is the software that provides a secure online testing environment. The INSIGHT Online Learning System consists of client software available from the DRC INSIGHT Portal that is to be installed on each testing device. In addition, the Central Office Services (COS) Service Device—a local caching system that securely stores test content—is installed on a single machine or server for the school or district, or in some cases, for the Intermediate School District (ISD). The COS helps manage network traffic, connectivity, and bandwidth issues, reducing network load and disconnects during testing. A COS is strongly recommended for the audio components to function properly, ensuring a smooth testing environment.

Supported Testing Devices

Students may test using these devices:

- Windows-based desktop or laptop
- Mac-based desktop or laptop
- iPad
- Chromebooks

All devices used for testing must have INSIGHT installed and must be configured to work with COS. For more detailed information about supported devices and versions, refer to the Technology User Guide in the DRC INSIGHT Portal.

Chromebooks should use the latest Chrome OS stable channel available and must use version 90 or later for Spring 2022. Devices more than a year past "End of Life" support may not be able to update this OS and could become unavailable as testing devices.

Pre-Testing Activities

Building Coordinators play a significant role in preparing for testing in their building. In coordination with assessment administrators and the District Coordinator, the Building Coordinators take the lead in preparing themselves and their staff for the administration each year. The following sections are designed to provide practical information to assist in preparing for the MI-Access assessments.

Getting Started with Online Test Setup

Pre-ID Process:

Participation in the MI-Access Functional Independence (FI) assessments is based on a student's Individual Education Plan (IEP). Therefore, OEAA cannot systematically pre-identify students taking the MI-Access assessments. District and schools should take the following actions directly on the OEAA Secure Site to pre-identify students to MI-Access FI as appropriate:

- Unassign students from M-STEP (or PSAT or SAT).
- Be sure to remove students from any sessions they will not be participating in.
- Assign students to the correct MI-Access assessment and content, and flag for online testing.
- Assign incoming students.
- Unassign exiting students.
- Place students in test sessions in the Secure Site by the deadline or in the DRC INSIGHT Portal after the deadline.
- Review the pre-ID report prior to the start of the testing window (students must not be pre-identified for more than one content area).
- In the DRC INSIGHT Portal, remove students from online M-STEP sessions (or ensure they have been removed) and destroy any test tickets that may have been printed from that M-STEP session.
- Remove students from FI online sessions if they are going to test using paper/pencil.
- Students may also be flagged at the same time to indicate that they are participating in a Shared Educational Entity (SEE) or in a Specialized Shared Educational Entity (S2E2).

Ordering Expressing Ideas (EI)

The EI assessment is the only MI-Access assessment that is administered entirely in paper/pencil mode. Initial orders are assembled based on the number of students pre-identified to MI-Access FI: ELA testing in the Secure Site. If more EI testing material is needed, submit an order during the additional material ordering window in the Secure Site.

Loading Students (DRC INSIGHT Portal)

To add students, follow the procedure to pre-identify students in the Secure Site. Once students are identified in the Secure Site, it may take up to one business day for them to be loaded into the DRC INSIGHT Portal. Students cannot be loaded directly into the DRC INSIGHT Portal.

Assigning/Editing Sessions

Students taking MI-Access FI online will need to be assigned to an online test session using the Online Sessions page on the Secure Site. If students are not put into an online testing session on the Secure Site by the posted deadline, they can be put into online testing sessions in the DRC INSIGHT Portal.

Creating FI Test Sessions

Building Coordinators carry the primary responsibility of assigning students to test sessions; however, District Coordinators may provide backup.

Prior to February 21, 2022, 5:00 p.m.: Assign students to sessions in the Secure Site. Instructions for assigning students to an online session can be found at www.michigan.gov/securesitetraining, by clicking on "Online Sessions."

After February 21, 2022, 5:00 p.m.: Pre-identified students will be pulled into their session groups from the Secure Site and entered in the DRC INSIGHT Portal. Beginning on March 5, 2022, schools may begin to place new students into a session in the DRC INSIGHT Portal and not on the Secure Site. Pre-identified students will continue to be pulled three times a day throughout the testing window.

Detailed directions on how to create and edit a test session in the DRC INSIGHT Portal, including assigning embedded accommodations, can be found on the [INSIGHT website](https://mi.drccdirect.com) (no login required), at <https://mi.drccdirect.com> > General Information > Documents > Document Type Mini-modules.

Printing Test Tickets

Test tickets can be printed only for students who are entered in an online session in the DRC INSIGHT Portal. Each test ticket has a unique password. Before printing the test tickets, assign all designated supports and student accommodations in the DRC INSIGHT Portal.

Students who are testing online will need a different test ticket for each part of each assessment. Each online assessment has two parts. Students must take both parts.

Detailed directions on how to print test tickets in the DRC INSIGHT Portal can be found on the DRC [INSIGHT Portal](https://mi.drccdirect.com) (no login required), at <https://mi.drccdirect.com> > My Applications > General Information > Documents > Document Type Mini-modules, or by selecting the Documents and Training Materials link on the DRC INSIGHT Portal sign-in page.

It is important to remember that the test tickets and online roster are considered secure materials and must be kept in a secure location until needed. All test tickets must be returned to the Building Coordinator for destruction after testing.

Online Test Tickets by Grade, Test, and Content Area				
Subject	ELA: Accessing Print and Using Language*	Math	Science	Social Studies
Grades	3-8, 11	3-8, 11	5, 8, 11	5, 8, 11
Part 1	1	1	1	1
Part 2	1	1	1	1

* ELA: Expressing Ideas is not administered online.

Test Lock and Unlock 

In some cases during testing, the student might advance through the test and prematurely click “End Test.” If this happens, the test will be locked and cannot be accessed. This could result in the test being submitted with responses missing.

- If the student has completed five or fewer questions, call the OEAA help desk 1-877-560-8378 (option 2) to have the test unlocked.
- If the student has completed more than five questions, you must submit an Incident Report on the Secure Site to have the test unlocked.
- Once the test is unlocked, testing can resume.

You can help students avoid locking their tests by reminding them not to click ahead. If they do click the “Begin Test” button early, they should select the “Pause” button and wait for your directions.

Managing Student Login Tickets



For detailed information on printing login tickets, refer to the **Creating Test Sessions and Printing Test Tickets in the DRC INSIGHT Portal** mini-module. This [document](#) can be found at (<http://mi.drctdirect.com>) General Information > Documents > Document Type: Mini-Modules.

Test administrators have the responsibility of holding the test tickets until they are ready to login for the student. After a testing session is complete, the test administrator should return all test tickets to the Building Coordinator for destruction or secure storage.

If a student takes a break from testing and the break exceeds 20 minutes, the test ticket will be required for them to login and resume testing. The administrator may log back in using the same test ticket in order to resume. If you have any difficulty logging in, call the OEAA call center at 877-560-8378, Option 2.

Getting Started with Paper/Pencil

Pre-Identification Process:

For paper/pencil testing, the District/Schools should complete the following Pre-ID actions directly on the Secure Site:

- Review the Pre-ID Student Report to ensure all students are pre-identified for FI testing.
- Unassign students who have exited the school from the MI-Access testing.
- Assign new students from the M-STEP to the MI-Access FI assessment and select the paper/pencil mode of testing.

Students can be added and removed from a test session in the DRC INSIGHT Portal, but they cannot be removed from the DRC INSIGHT Portal.

Ordering Test Materials

Be sure to work with your District Coordinator to make sure all the appropriate materials are available for the paper/pencil administration. Reminder: The EI assessment is the only MI-Access assessment that is administered entirely in paper/pencil mode. Therefore, it is important to inventory the EI materials upon delivery to make sure the count is correct. Additional materials may be ordered in the Secure Site if there is a shortage.

Receiving Assessment Materials

Assessment materials can arrive at the school from the District MI-Access Coordinator or be shipped directly to the school in one delivery. The shipment will include:

- a school packing list (packing and security list - used to inventory materials)
- return kits, for returning test materials to the contractor after testing
- standard print student assessment booklets (all assessments and content areas as ordered by the District Coordinator)
- listening scripts for FI ELA: Accessing Print and Using Language (APUL), which are designed to be read aloud to students during the assessment
- audio CDs of the FI assessment booklets (if ordered) with companion standard print assessment booklets and student answer documents

Note: The APUL and EI items are on the same CD

- braille versions of the FI assessment booklets (if ordered), with companion Assessment Administrator Booklets for braille and student answer documents

- enlarged print versions of the FI assessment booklets (if ordered), with companion standard print assessment booklets and student answer documents
Note: Braille and enlarged print kits for FI ELA Accessing Print and Using Language will include listening scripts
- student answer documents (all assessments and content areas as ordered by the District Coordinator)
- Pre-Identification barcode labels (to be affixed to answer documents for students pre-identified by the designated deadline in the OEAA Secure Site, if applicable)
- OEAA Assessment Security Compliance Forms (one for the Building Coordinator to complete and sign, and multiple copies to be distributed to assessment administrators, accommodations providers, proctors, and any other staff involved in any aspect of testing)

Inventorying Materials

Building Coordinators must inventory the materials upon arrival to ensure all materials are securely accounted for. To inventory the building's materials, obtain the packing list and security list included in the shipment. If any materials are missing or if additional materials are needed, contact the MI-Access District Coordinator immediately. The Coordinator will work through established channels to obtain the needed materials from the MI-Access contractor.

Affixing Pre-ID Student Barcode Labels

Affix all Pre-ID student barcode labels (those provided by the MI-Access contractor as well as those printed locally by the school) to the appropriate student answer documents. The labels should be affixed where indicated on the student answer document. A \$10 fee may be charged for each scored answer document returned without a barcode label.

Matching Assessment Booklets with Answer Documents

It is important for Building Coordinators to understand how the assessment booklets and student answer documents are to be organized for distribution. The OEAA has color-coded the materials by assessment type and/or by content area to assist with matching.

For Functional Independence, there is one student assessment booklet for each grade and content area. The assessment booklets and student answer documents are color-coded by content area. The color coding is:

- **purple** for ELA: Accessing Print and Using Language
- **blue** for ELA: Expressing Ideas
- **orange** for mathematics
- **red** for science
- **olive green** for social studies

The Functional Independence student answer documents are organized by content area and include:

- ELA: Accessing Print and Using Language student answer document, one for grades 3–8 and 11
- ELA: Expressing Ideas student answer document, one for grades 3–8 and 11
- Mathematics student answer document, one for grades 3–8 and 11
- Science student answer document, one for each grade 5, 8, and 11
- Social studies student answer document, one for each grade 5, 8, and 11

When assessment booklets and answer documents are distributed to assessment administrators, it is important that materials are matched correctly.

Preparing Accommodated Materials for Distribution

Accommodated versions of the Functional Independence assessments are packaged in very specific ways.

- Each audio CD comes packaged with a companion standard print assessment booklet and a student answer document. The CD will always have a form number that ends in 1 (for example, Form FIS–51 for grade 5 Functional Independence science). If the CD and its companion standard print assessment booklet do not have the same form number, contact the MI-Access District Coordinator for assistance.
- Each braille version of the assessment comes packaged with a companion Assessment Administrator Booklet for Braille (AABB), which includes transcription notes indicating how items/directions have been adapted for braille when needed, as well as a student answer document. The braille booklet will always have a form number that ends in 9 (for example, Form FIM–79 for grade 7 Functional Independence mathematics). If the braille booklet and the AABB do not have the same form number, contact the MI-Access District Coordinator for assistance. Braille kits include listening scripts for ELA: APUL.
- Each enlarged print version of the assessment comes packaged with a companion standard print assessment booklet and a student answer document. The enlarged print assessment booklet will always have a form number that ends in 1 (for example, Form FIA–61 for grade 6 Functional Independence ELA: APUL). If the enlarged print assessment booklet and its companion standard print assessment booklet do not have the same form number, contact the District Coordinator for assistance. Enlarged print kits include listening scripts for ELA: APUL.
- When distributing accommodated versions of the assessments, Building Coordinators should keep them packaged in the way they were originally shipped. This way, assessment administrators will have everything they need in one place to administer accommodated versions.

Additional Administration Items

Using Reporting Codes

- Reporting codes (optional) allow districts and schools to receive reports organized by class or group designation(s). It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful to them. If these codes are used, MI-Access District Coordinators must inform Building Coordinators.
- The Mass Updates Assessments document on the [Secure Site Training page](http://www.michigan.gov/secsitesite/training) (www.michigan.gov/secsitesite/training) explains how to assign Reporting Codes to a group of students.
- The Reporting Code Labels document, also on the [Secure Site Training page](http://www.michigan.gov/secsitesite/training), explains how to create a label for reporting codes.

Research I and II Fields

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

In the past, schools and districts have used the optional research fields to identify variations in results by a defined student group. For example:

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in attainment of achievement objectives among those students who had reading program A v reading program B (v reading program C, and so on)?

The following important points should be considered before deciding to use research fields:

- Codes for research fields may be developed at the district or building level and assigned a different number, from one to ten.
- Districts/Schools may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the student answer documents or entered into the Secure Site through the end of Tested Verification window.

If research codes are used, District Coordinators have to inform Building Coordinators and Test Administrators so the codes can be entered, either on the student answer documents or in the Secure Site before the end of the Accountable Students and Test Verification window in June.

Establishing an Internal Building Return Date

Schools have the option of returning assessment material directly to the contractor if they choose. For this reason, a return kit is included with each building's materials order. If buildings opt to return materials to the district, they should determine the date by which materials must be returned after testing. When setting this date:

- keep in mind any school breaks that might cause delays
- inform all assessment administrators of the building's return date
- allow time for packing the materials for return to the contractor

We also recommend that you emphasize with your test administrators the advantages of early returns whenever possible. **Note: All materials must be shipped to the contractor no later than June 1, 2022 in order to be scored.**

Completing and Collecting Security Compliance Forms

Before assessment administrators begin handling and distributing any testing materials, each staff member must sign and return the OEAA Security Compliance Form to the Building Coordinator. These forms must be held by the district for at least three years. The Security Compliance Form might be found in the material order; it is also posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

Distributing Materials

Once all the "before" steps in this section of the manual have been completed, MI-Access Building Coordinators may distribute the appropriate materials to each assessment administrator in the building.

Testing Activities

Although MI-Access Building Coordinators do not have any specific tasks to complete during the assessment window, it is important that they:

- are available to address questions and concerns from Assessment Administrators
- answer questions or address any concerns of test administrators
- relay questions or concerns to the MI-Access District Coordinator for follow-up, if necessary
- immediately report any testing irregularities to the District Coordinator
- check in periodically with Assessment Administrators to make sure they have the materials and information they need to accurately administer the MI-Access assessments and that professional administration practices are followed
- check the testing status of all students, both online and paper/pencil; online may be reviewed in the DRC INSIGHT Portal while paper/pencil will require contacting the administrator(s) for updates

Post-Testing Activities

Online Test Submission

While it is the Assessment Administrators who assist the students with their online tests, it is important to remind them of several items.

- Be sure to submit the tests for the students.
- Collect all test tickets and rosters.
- Gather all used scratch paper.
- Return all materials used during the test to the Building Coordinator for final handling.

Inventorying Returned Materials

Schools and districts are responsible for taking an inventory of test materials when they arrive and before they are returned to the vendor. The OEAA requires these inventory practices to prevent test materials from being left in schools or districts, which is a test security risk. Coordinators must take an inventory of the test materials using the packing list that comes with the material orders. Refer to the Materials Return Instructions section of this manual for specific information about the processing and shipping of returned materials.

Preparing the Special Handling Envelope

The Special Handling envelope is designed for word-processed documents, damaged documents, or documents marked as "Do Not Score." Fill in the required information on the front of the envelope. (See Appendix D for a diagram of detailed return information.) If the envelope is not needed, it should be destroyed. The envelope will primarily be used by buildings administering FI assessments, as it is used for scannable answer documents requiring special attention.

Returning Materials

If your building will be returning test materials directly to the contractor, refer to the "Material Return Instructions" section in this manual for detailed instructions and use the Return Materials Kit to ship the materials. If your district is handling your returns, be sure to gather all materials as listed in the diagram in Appendix D and make arrangements to transport them to the district coordinator.

Completing Coordinator Feedback Survey

Once materials have been returned to the District Coordinator, complete the Coordinator/Assessment Administrator Feedback Survey at www.mi.gov/mi-access. The OEAA conducts this survey in each test cycle to obtain feedback from the field on the assessment administration process.

Assessment Administrator

Assessment Administrator Role

Assessment administrators are responsible for preparing for test administration activities and administering the MI-Access tests directly to students. They are required to know what is required to successfully administer the assessments. This section is designed to help administrators prepare for both online and paper/pencil testing throughout the entire testing process.

FI Administrator Quick List - Online

BEFORE
Mark when
complete

- Participate in district or building test administration training.
- Review the required security practices section in the General Information chapter of this manual.
- Read this entire section of the manual.
- Verify the required Universal Tools and Designated Supports are available and listed on the test tickets.
- Make sure the test tickets and online roster are available from the Building Coordinator for student testing.
- Complete and return an OEAA Security Compliance form to the Building Coordinator.
- Be sure to have students take the OTTs in INSIGHT to familiarize themselves with the directions, tools, and item types they will be exposed to during testing.
- Work with the Building Coordinator to develop and maintain a testing schedule for students.
- Make sure testing equipment works (computers, headphones).
- Confirm and verify the test engine (INSIGHT) and Central Office Services (COS) setup with the Technology Coordinator (test that the system is properly installed by accessing OTTs).
- Schedule (or work with the Building Coordinator to schedule) students for the paper/pencil Expressing Ideas portion of the FI ELA test.

DURING
Mark when
complete

- Log into the DRC INSIGHT testing platform for students with test tickets, verify student information, and click on the test name and part for the student.
- Assist student(s) with test features, such as speed and volume of text-to-speech, color chooser, contrasting.
- Confirm the accommodations are available during testing as outlined in the IEP.
- Assist students with the technology if needed, such as operating the mouse.
- Monitor and assist student progress.

AFTER (Mark when complete)

- o Look over the Review page with the student to confirm all items have responses; submit the test when the student is finished, and log out for the student.
- o Return all test tickets, rosters, and any scratch paper to the Building Coordinator for handling.
- o Confirm students have taken or are scheduled to take the paper/pencil Expressing Ideas portion of the FI ELA test.
- o Complete the online feedback survey posted on the MI-Access web page.

FI Administrator Quick List – Paper/Pencil **BEFORE** (Mark when complete)

- o Participate in district or building test administration training.
- o Review the required security practices section in the General Information chapter of this manual.
- o Read this entire section of the manual.
- o Complete and return an OEAA Security Compliance form to the Building Coordinator.
- o Inventory the materials received.
- o Set aside the assessment booklets and answer documents for each student being tested.
- o Review the assessment booklets and answer documents to prepare for assessment administration.
- o Review the test directions from this manual for the assessment being administered. See the directions later in this section.
- o Confirm and prepare any needed Universal Tools, Designated Supports, or Accommodations or supports required for the student.
- o Schedule the assessments.
- o Securely store test materials until ready for use.

DURING (Mark when complete)

- o Listening Scripts are needed for administering the ELA:APUL assessment. These must be read to student.
- o Administer the assessments as directed (including using the scripts provided).
- o Relay questions to the Building Coordinator as needed.
- o Monitor the students' progress throughout the test and make sure they are marking their responses in the assessment booklet.

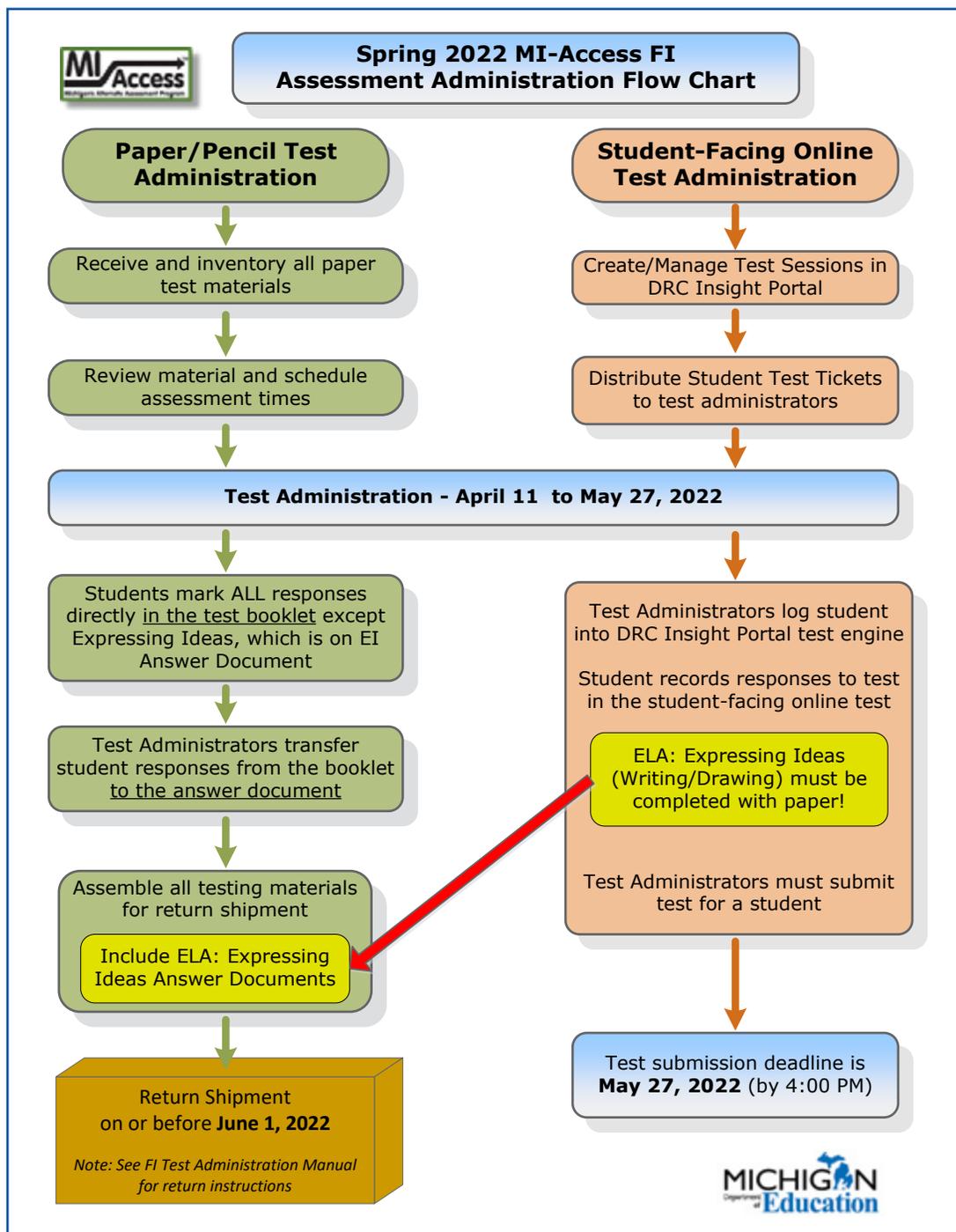
AFTER (Mark when complete)

- o Transfer students' answers from their assessment booklets to their answer documents.
- o Complete the other components of the student answer documents.
- o Return used and unused materials to the Building Coordinator.
- o Complete the online feedback survey posted on the MI-Access web page.

FI Assessment Administration Process Flowchart

The tasks associated with the FI assessment for online and paper modes of testing can be confusing at first. To simplify the process, we have developed an administration flowchart for your reference and training purposes. This flowchart (below) describes the paper/pencil activities on the left, while the right side outlines the online tasks. There are some ELA crossover tasks, since Expressing Ideas is a paper/pencil test only and must be completed by all students even if the student is an online ELA tester.

The flowchart demonstrates how these two differing modes work together to successfully complete the test administrations. This flowchart is also available on the MI-Access web page.



Pre-Testing Activities

Online Tools Training (OTT)



The INSIGHT OTT offers online test-takers an opportunity to interact with an online test environment that looks and functions like the MI-Access Functional independence online assessments they will take in the spring.

- Once the INSIGHT test engine (blue screen) is installed or updated on your computer, it is recommended that you use the test engine for your students to engage with the OTT. This will allow you to use the OTT within the same test engine your students will use to take the assessment.



- The OTT contains instructions on how to use the available tools within the test engine, as well as practice with questions of varying types (such as independent questions, passage-based questions, questions involving graphics, questions involving maps). All questions on the online assessment will be the kind students are used to seeing for MI-Access Functional Independence — that is, multiple choice (question and three answer choices).
- The OTT uses text-to-speech (TTS), so you and your students will be able to experience this feature of online testing and become familiar with this type of audio presentation.
- TTS is defaulted to “on” for all students taking the FI assessment; the volume, speed, and visual “follow-along” may all be controlled by the user using the “Options” box.
- Students may turn off the TTS as needed or simply turn down the volume.
- Students may interact with these practice items as much or as often as they wish or as their teachers deem appropriate.
- The OTT practice includes TTS and items from all content areas. Two OTTs are available; one for grades 3-5 and another for grades 6-8 and 11.
- The purpose of the OTT is for students to become familiar with the functionality of the test environment, to learn how to use the various tools available, and to practice interacting with the system by answering sample test questions.
- Unlike the M-STEP, there are no technology enhanced items in MI-Access, and the ELA constructed response items (Expressing Ideas) must be completed on paper by all students regardless of their mode of testing. Until your computers are ready to go with the test engine (INSIGHT), the Online Tools Training can be accessed via the [web](https://wbte.drccedirect.com/MI/portals/mi/) (using a Google Chrome browser, go to <https://wbte.drccedirect.com/MI/portals/mi/>).

Receiving Assessment Materials

The MI-Access contractor ships all assessment materials to the District or School MI-Access Coordinators who will administer paper/pencil assessments. The District Coordinators are then responsible for distributing materials to buildings and to assessment administrators.

1. The assessment administrator receives materials from the Building Coordinator to prepare for the administration.
2. The administrator prepares for administration with the "extra" assessment booklet and other classroom materials as needed.
3. The administrator distributes the materials to students and keeps everything (including the "extra") in locked secure storage approved by the Building Coordinator when not in use.

Completing and Returning Security Compliance Forms

As you begin the testing activities, you must obtain, complete, and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. Next, distribute security compliance forms to others who will assist in the classroom with the administration of the paper/pencil and online assessments, including accommodations providers and proctors. Make sure the forms are completed and signed prior to distributing any assessment materials. Then, return all the signed forms to the Building Coordinator before assessment administration begins.

Review Assessment Materials and Test Preparation

- Thoroughly review the assessment booklets and answer documents to become familiar with the format, questions, administration directions, materials provided by the state, and optional materials (if applicable).
- Obtain the extra assessment booklets that are provided by the MI-Access contractor. (One extra assessment booklet is provided for each assessment the administrator is administering.)
- For each assessment, review the Do Not Read Aloud Table in the front of the assessment booklet; then, mark those items that cannot be read aloud in the assessment administrator copy of the assessment booklet, so they are administered correctly. (General directions on the types of items that should not be read aloud can be found in Appendix B of this manual.)
- Also, using the extra assessment booklet, insert the appropriate page numbers in the assessment administrator scripts provided in this manual. The page numbers vary by content area and grade level.
- Be sure each FI ELA: Accessing Print and Using Language assessment booklet is paired with a listening script for the listening section (the script is for use by the assessment administrator only).
- For each student being tested, obtain the correct assessment booklet and student answer document. In the space provided on the front of the student assessment booklet, fill in the student name (corresponding with the Pre-ID student barcode label on the student answer document), teacher name, and school name.
- In consultation with the building coordinator, schedule the assessment, keeping in mind that for most students it is to be administered individually, while a few students will participate in group administration. (See the General Information section of this manual for more information about group administration of the Functional Independence assessments.)

- Remember, the assessments are NOT timed; therefore, it is up to each assessment administrator to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting.
- It is not required or recommended that students complete all parts and content areas in one sitting.
- For each student being tested, find out if any assessment accommodations are needed. Keep in mind that an Accommodation may be used ONLY if both:
 1. A student's IEP indicates it is appropriate for the student
 2. It is what the student routinely uses or is how he or she routinely responds during instruction. (See the assessment accommodations section of this manual for more information.)
- Determine whether optional materials are needed for the student being tested or if the graphics and words/labels in the assessment booklet are sufficient. If optional materials are needed, make arrangements to obtain them.
- For students using a braille version of the assessment, be sure to have the Assessment Administrator Booklet for Braille (AABB) on hand, as it includes transcriber notes indicating how items/directions have been adapted for braille when necessary. Also, download the tables showing print and braille page correspondences from the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access) and use them to ensure the student is on the correct item on the correct page. (The correspondence tables were developed because the student's assessment booklet is formatted somewhat differently than the AABB.)
- For students using an audio CD version of the assessment, review the "Instructions for Using Audio CDs" section of Appendix A in this manual. Also, go over the instructions with the student immediately prior to assessment administration. In addition, download the track lists for CDs, which are posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

If there are any questions or concerns about the assessments, refer them to the Building Coordinator. Any questions the Building Coordinator cannot answer will be referred to the District Coordinator for follow-up.

Testing Activities

Administration of the FI Online Tests



The MI-Access online mode is designed for students whose IEP teams have determined it is the appropriate mode of testing.

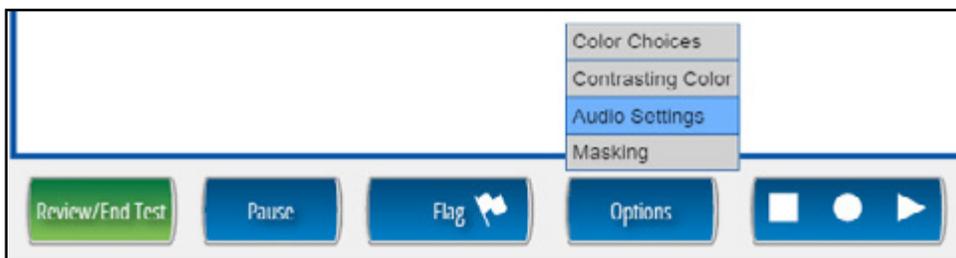
- The online testing environment is a student-facing assessment experience that will require some active participation from the administrator. It is vital that the administrator know the student well and be familiar with MI-Access testing practices.
- Administrators may assist the students with the technology, but not with the test responses.

Here are some specific instructions to assist in the administration.

- The test administrator must log into the DRC INSIGHT testing platform (blue screen) using the test ticket, and the student may begin the test process. **Note:** User names and passwords are not case sensitive.

<p align="center">MI-Access Functional Independence - Spring 20XX Test Ticket – G5 Math</p> <p align="center">Student Name: Sample A. Student Date of Birth: mm/dd/yyyy</p> <hr/> <p align="center">Username: ASample1 Password: J1135K2H2</p> <p align="center"><small>(Note: Username and passwords are not case sensitive.) Universal Tools – Designated Supports – Accommodations. Test Session: Sample Session A</small></p>
--

- The text-to-speech (TTS) feature is the default setting at start up; it can be turned off using the audio settings from the "Options" tab. Headphones should be used if TTS is the preferred option. **Note:** TTS must be turned on for the two "listening" items that are found at the beginning of Part 2 of the ELA: Accessing Print and Using Language assessment.



- The type of intervention the administrator can undertake to assist the student is at the administrator's discretion, based on the administrator's knowledge of the student's unique needs and abilities. Administrators may help students navigate the test; however, the administrator must not give the student the answers (or hints to the answers).
- If for any reason the student cannot operate the computer or remain engaged with the items being presented, the assessment administrator may take control of the computer and ask the student to follow along; the administrator will record the student's selections. Administrators may say or do whatever is routinely done during normal instruction to help the student engage in this process.
- The administrator may click on the student's response bubbles online as the student makes each selection, if needed.
- The test is designed so that a single part can be completed in one instructional day.
- If the student is unable to engage with the online testing, it is possible for the paper/pencil version of the test to be used. The District Coordinator must fill out an Incident Report on the Secure Site requesting the online test be marked "Do Not Score." The District Coordinator will also use the Secure Site to pre-identify the student for paper/pencil testing and to order test materials for the student.
- If a student requires the Color Chooser or Contrasting Text support, these must be turned on by the Test Administrator in the DRC INSIGHT test engine by selecting the Options button once the student has signed in. (See screenshot above.)

- If a student requires the Masking support, it must first be turned on by the Building Coordinator in the DRC INSIGHT Portal, then turned on by the Assessment Administrator in the DRC INSIGHT Portal by selecting the Options button once the student has reached the first item. **Note:** Masking must be selected for each item for which it is needed. (See screenshot on previous page.)
- If the student is testing on an iPad and the assessment is using the audio Universal Tool (TTS), make sure the volume rocker buttons are enabled to adjust headphone volume.
- If a student needs to pause the test for a few minutes, use the blue “Pause” button in the tool bar on the bottom of the screen. Once the Pause button is selected, the test questions are removed from the screen for security reasons, and the student has up to 20 minutes to return and resume testing before being logged out of the test.
- If a student needs to exit the test to move to another workstation or to resume at a later time or day:
 - select the Pause button
 - select Exit
 - select “Yes, Exit” on the pop-up screen
 - log in using the student test ticket again
- To end the test, select the “Review/End Test” button. Administrators are to check the review screen for any flags that were selected on any items and ensure all questions have been answered. Students will click “Submit” to submit the test. Clicking “Submit” ends the test and returns the users to the the DRC INSIGHT testing platform sign-in screen.
- Return all test tickets, test rosters, and used scratch paper to the Building Coordinator for secure destruction.

Directions and Scripts for Paper/Pencil Administration

Before assessment administration:

- Obtain the correct assessment booklet for each student being tested.
- Check to make sure the proper information has been recorded for each student on the front of the answer document in the spaces provided.
- Verify and apply the student barcode labels to the answer document.

During assessment administration:

- Administer each question in the assessment booklet as directed, ensuring that professional assessment administration practices are followed. (Use the directions and scripts in the following pages.)
- Students’ answers must be recorded directly in the assessment booklets, either independently by the student or with assistance from the assessment administrator.
- With the exception of ELA: Expressing Ideas, students are not be given or have access to the answer documents.
- Administrators should be aware of student needs when considering the timing of the tests. If breaks are required, the testing may resume at a different time or day.

After assessment administration:

- Assessment administrators will transfer answers from the assessment booklet to the student’s answer document after administration is complete.

Directions and Scripts for Administration - ELA: Accessing Print and Using Language (APUL)

The Directions and Scripts for each content area should be read by an assessment administrator, along with the correct materials, to ensure the test is administered as expected.

The assessment administration directions for ELA: APUL are divided into five distinct parts. Turn to the section of the assessment on which the student will begin testing. The scripts below are designed to guide the administration; the directions must be read to the student from the assessment booklets.

1. Vocabulary

All directions printed in bold type must be read aloud to students as directed. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their assessment booklets.

SAY: Turn to page 3 in your assessment booklet, Part one — Vocabulary.

Make sure all students are on page 3 and continue.

SAY: You are about to take the MI-Access Assessment. You have been given a test booklet.

In order for the results to be valid, you must NOT:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

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

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.

Read each sentence. Choose the BEST answer for each question or choose the word that belongs in the sentence. Mark your answers in your test booklet.

You may begin now. Start with question 1 and stop after you have reached the end of this part and wait for further directions.

If you are reading the assessment aloud to a student, you will need to fill in the bubble on the student's answer document indicating that a reader was used. Also keep in mind that readers may be used ONLY in small group (defined as five or fewer students) or one-on-one assessment situations.

2. Language

All directions printed in bold type should be read aloud to the students exactly as written. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their assessment booklets.

SAY: Turn to Part 2, Language in your assessment booklet on page _____ .

(The assessment administrator will fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: Part 2 of the assessment is called Language. It tells me how well you understand what words to use.

Follow along as I read the directions aloud. "Read each question. Choose the BEST answer for each question or choose the word that belongs in the sentence. Make your choice by marking it in the booklet."

Stop after you have reached the end of this part and wait for further directions.

3. Research and Inquiry

All directions printed in bold type should be read aloud to the students exactly as written. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to Part 3 in your assessment booklet on page _____ .

(The assessment administrator will fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: Part 3 of the assessment is called Research/Inquiry. It tells me how well you understand and use printed information.

Follow along as I read the directions aloud. "Read each question. Choose the BEST answer for each question. Turn to the next page of your assessment booklet. You may begin with the first question now."

Stop after you have reached the end of this part and wait for further directions.

4. Listening

All directions printed in bold type should be read aloud to the students as directed. Have the listening scripts on hand to read to the student(s) for each item in this part.

SAY: Turn to Part 4 in your assessment booklet on page _____ .

(The assessment administrator will have to find the page number prior to administration.)

Make sure the students are looking at the correct part. Also, be prepared to read each of the Listening items for the student(s).

SAY: Part 4 of the assessment is called Listening. It tells me how well you understand and respond to details read to you.
The next section contains questions that require listening only. There will be no text to read. Listen to the passage or information and answer the question that follows. Choose the BEST answer for each question.
Stop after you have reached the end of this part and wait for further directions.

The assessment administrator will read the item from the provided listening script for the student and provide time for the student to respond. There are two listening items and the same process should be followed for each of them.

5. Understanding Text

All directions printed in bold type should be read aloud to the students exactly as written. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to Part 5 in your assessment booklet on page .

(The assessment administrator will fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: Part 5 of the assessment is called Understanding Text. It tells me how well you understand what you have read or heard. Follow along as I read the directions aloud. "Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question.
Turn to the next page of your assessment booklet. There are three passages in this part of the assessment. Each passage is followed by some questions to answer. You may begin with the first passage now."
Stop after you have reached the end of this part and wait for further directions.

Directions and Scripts for Administration - ELA: Expressing Ideas

Students will be asked to respond to two different prompts contained in questions 1 and 2 of each ELA: Expressing Ideas assessment booklet. Students may respond by writing, drawing, or using a combination of the two response modes to express their ideas. Students may also dictate their responses if their disability prevents them from writing or drawing them (see the Scribing Protocol for guidance). The scoring rubric in Appendix F of this manual provides additional details on how students may respond to the prompts.

The assessment administrator and the student should work together to determine which mode the student will use to respond to each of the prompts. (Students do NOT have to use the same response mode for both prompts.) Please note that the student is permitted to use one mode or a combination of modes as appropriate.

There are two places on the student answer document where students can complete their responses to each prompt. Option 1 contains lines, and therefore is probably best suited for written or transcribed responses. Option 2 contains a blank space, which is probably best suited for visual representations (or drawings). The assessment administrator will direct each student to record his or her response in the most appropriate place given the student's chosen response mode. If a student needs more space than is available, he or she may use the adjacent page of the student answer document. Note: ALL responses—written, drawn, or dictated/transcribed—must be completed using a Number 2 pencil.

Following is some important information regarding each of the different response modes.

- If a student **writes** his or her response, the assessment administrator may not transcribe and/or translate what the student has written. Scorers are trained to read all types of student handwriting.
- If a student **visually represents** (or draws) a response, he or she may enhance the drawing with labels (one or more words or sentences) or provide a brief oral explanation of the drawing for the assessment administrator to transcribe onto the student's answer document. See the scoring rubric in Appendix F of this manual for more information.
- If the student **dictates or uses braille** for his or her response, the assessment administrator must transcribe the response verbatim onto the student answer document using Option 1. Then, the administrator must indicate that the response was transcribed by initialing the space at the bottom of the student's answer document where indicated and by filling in the appropriate accommodation section.
- If the student **word processes** his or her response, the assessment administrator should (1) label each word-processed page as described the accommodations section of this manual, (2) fill in the appropriate bubble in accommodation section of the student's answer document, and (3) insert the word-processed response into the student's answer document.

To begin this assessment, distribute the assessment booklets and answer documents to the student. The assessment administrator will need to keep a copy of the appropriate assessment booklet AND the corresponding student answer document on hand to refer to while giving directions.

The directions printed in bold type should be read aloud to the student as directed.

SAY: Turn to page 3 in your assessment booklet.

Make sure students are looking at the correct page.

SAY: ELA; Expressing Ideas You are about to take the MI-Access Assessment. You have been given a test booklet and an answer document.

In order for the results to be valid, you must NOT:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

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

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.

Read the prompt. You may use the test booklet as a scratch paper, but be sure to record your response directly on the answer document.

Then, use the checklist to review and proofread your response.

Now turn to the next page of your assessment booklet. Listen and follow along as I read the prompt for question 1.

Read the prompt aloud from the assessment booklet.

SAY: You will complete your response to the prompt on the student answer document that I gave you. I will show you where you should put your response. You may write or draw your answer here.

Refer the students to their answer documents and direct them to the page where they should complete their response—either Option 1 or Option 2—for question 1, depending on the response mode chosen. Make sure the students have a Number 2 pencil to record their responses.

SAY: When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written, drawn, or said.

Review this checklist with the students and encourage them to use it.

SAY: **CHECKLIST:** Use this checklist as you review and proofread your response to the prompt.

- ___ Did I answer each part of the prompt?
- ___ Did I support my ideas with details?
- ___ Did I organize my ideas and details clearly?
- ___ Did I review my response one more time to make sure it is just the way I want it?
- ___ Did I put my response on the student answer document?

SAY: Now, complete your response to the prompt in question 1. Raise your hand when you are finished.

The assessment administrator may reread the prompt if necessary. He or she also will determine when students are ready to continue with the prompt in question 2. If the assessment administrator decides to continue with question 2 at a later time, he or she must collect the student answer documents and store them in a secure locked location. If continuing with question 2, the assessment administrator will go on with the following directions.

SAY: Now, turn to page 6 in your assessment booklet.

Make sure students are looking at the correct page.

SAY: Now, listen and follow along as I read the prompt for question 2.

Make sure students are looking at the correct page. Then, read the prompt aloud from the assessment booklet.

SAY: As before, you will complete your response to the prompt on your student answer document. I will show you where to put your response to question 2.

Direct students to the page on their answer documents where they should complete response—either Option 1 or Option 2—for question 2, depending on the response mode chosen. Make sure students have a Number 2 pencil to record their responses.

SAY: When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written (drawn or said).

Review this checklist with the students and encourage them to use it.

SAY: CHECKLIST: Use this checklist as you review and proofread your response to the prompt.

- Did I answer each part of the prompt?
- Did I support my ideas with details?
- Did I organize my ideas and details clearly?
- Did I review my response one more time to make sure it is just the way I want it?
- Did I put my response on the student answer document?

SAY: Now, complete your response to the prompt in question 2. Raise your hand when you are finished. You may write or draw your answer here.

The assessment administrator may reread the prompt if necessary. When all the students are finished, collect the student booklets and answer documents and store them in a secure locked location. Note: If a student uses additional pages for a response, affix a student label to the pages.

Directions and Scripts for Administration - Mathematics

Directions that are printed in bold type should be read aloud to students as directed. Have the extra booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet.

Make sure the student is on page 3 and continue.

SAY: You are about to take the MI-Access Assessment. You have been given a test booklet.

In order for the results to be valid, you must NOT:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

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

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.

Read each question. Choose the BEST answer for each question. Mark your answers in your test booklet.

You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.

These directions will have to be altered if you are not administering the entire assessment in one sitting.

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble on the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used only in small groups (defined as five or fewer students) or one-on-one assessment situations. Additionally, some item stems, answer choices, and/or keys must not be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those items, or parts of items, that cannot be read.

Directions and Scripts for Administration - Science

Directions that are printed below in bold type should be read aloud to students as directed. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet.

Make sure all students are on page 3 and continue.

SAY: You are about to take the MI-Access Assessment. You have been given a test booklet. In order for the results to be valid, you must NOT:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

Read the passages. Then, answer the questions that follow. Choose the BEST answer for each question. Mark your answers in your test booklet.

You may begin now.

If you are reading aloud to a student, begin reading now. You will have to fill in the bubble on the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used **ONLY** in a small group (defined as five or fewer students) or one-on-one assessment situations. Additionally, some answer choices (those with graphics and no accompanying labels) must not be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

Directions and Scripts for Administration - Social Studies

Directions that are printed below in bold type should be read aloud to students as directed. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet.

Make sure all students are on page 3 then read this security statement to them:

SAY: You are about to take the MI-Access Assessment. You have been given a test booklet.

In order for the results to be valid, you must NOT:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

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

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.

Read each question. Choose the BEST answer for each question.

Mark your answers in your test booklet. You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.

If you are reading aloud to a student, begin reading now. You will have to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used **ONLY** in small groups (defined as five or fewer students) or one-on-one assessment situations. Additionally, some answer choices (those with graphics and no accompanying labels) must **NOT** be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

When the student has completed part 1 you may proceed to part 2 below.

SAY: Turn to page _____ in your assessment booklet.

(For grade 5, the page number is 19; for grade 8, it is page 19; for grade 11, it is page 25.)

Make sure students are looking at the correct page.

SAY: Part 2 uses a passage or a story to remind you about what we have learned in social studies. You will be asked social studies questions that go with the story or time period.

Read each passage. Then, answer the questions that follow. Choose the BEST answer for each question.

Turn to the next page of your assessment booklet. There are five passages in this part of the assessment. Each passage is followed by four questions to answer.

You may continue now with the passages until you have completed all the questions.

If you are reading the assessment aloud to a student, begin reading the passages and questions now. The passages, questions, and answer choices may be read (by the student and/or the assessment administrator) as many times as necessary. However, each time a passage or question is read aloud by the assessment administrator, he or she must read it from beginning to end, unless the student requests to have a specific sentence, paragraph, or word reread. Be sure to fill in the bubble in Section 4 of the student's answer document indicating that a reader was used. Keep in mind that readers may ONLY be used in small groups (defined as five or fewer students) or one-on-one assessment situations.

If you want students to stop between each passage (as they are directed to in the student assessment booklet), or if you are not administering all five passages in one sitting, tell your students when you would like them to stop and start. Otherwise, direct them to continue reading the passages and answering the questions until they have answered all the questions. Note: If all the passages are not administered in one sitting, you must reread the part 2 directions (above) each time you begin.

The “Notes” section on each answer document has a few reminders to administrators.

- Homeschooled (not “Homebound”) a student who is tested but, because he or she is homeschooled, should not be included in the district’s reports. Homeschooled students are not required to take MI-Access assessments; however, this does not preclude them from taking the test. The homeschooled designation must be set in Michigan Student Data System or in the Secure Site. There will be no bubble for the homeschooled designation on the answer document.
- Nonstandard Accommodation: If a nonstandard Universal Tool, Designated Support, or Accommodation was used during testing, notify the district coordinator to file an Incident Report in the Secure Site (see Appendix H for instructions for Incident Report submission). Keep in mind a “Nonstandard Accommodation” will invalidate the test for that student(s). See the Accommodations section of this manual for further details for nonstandard Universal Tool, Designated Support, or Accommodation. There is no bubble for Nonstandard Accommodation designation on the answer document.
- Prohibited Behavior is closely associated with test security, since it involves a student who among other things:
 - talks to or helps another student
 - looks at or copies another student’s answers
 - asks for or accepts any help from another student
 - uses a cell phone or any other electronic device, including an eBook
 - takes pictures or makes copies of any test materials
 - causes a disturbance
 - removes assessment booklet from the room
 - posts or chats about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter)

If an assessment administrator observes a paper/pencil or online tester(s) who appears to be engaged in one or more of these behaviors, the student(s) should be allowed to finish the assessment. The administrator must then contact the district coordinator to file an Incident Report in the Secure Site. There is no bubble for Prohibited Behavior designation on the answer document.

Returning Materials to the Building Coordinator

Return all secure material, including answer documents, test booklets, scripts for listening items, and accommodated materials (Braille, Enlarged Print, CDs), to the building coordinator after testing.

- Check that all answer documents have the correct student barcode label and that the front covers have been filled out completely.
- Transcribe responses onto the regular answer document when appropriate for students with accommodations. **Note:** Responses marked in the assessment booklet will not be scored.
- Extra answer documents that are blank and unused must be returned to the building coordinator for destruction.

Completing Administrator Feedback Survey

Every year, the OEAA gathers input after the assessment cycles have been completed. With this feedback, we can make adjustments and decisions to help build efficiencies into all areas of assessments. Please take the time to complete the Administrator Feedback Survey, which is found on the MI-Access web page, as soon as possible after the administration.

Materials Return Instructions

Districts and buildings have options for how they return testing materials. A return kit is included in every school building’s materials order to allow the building or the district to make the return shipment. Material returns will include used and unused materials. The table below shows what to do with each type of material once testing is complete. You may have multiple types of MI-Access materials in your returns (FI, SI and P), so much of the following instructions will reference all three types of materials. **Note:** The Material Return deadline for returning all testing material is on or before June 1, 2022.

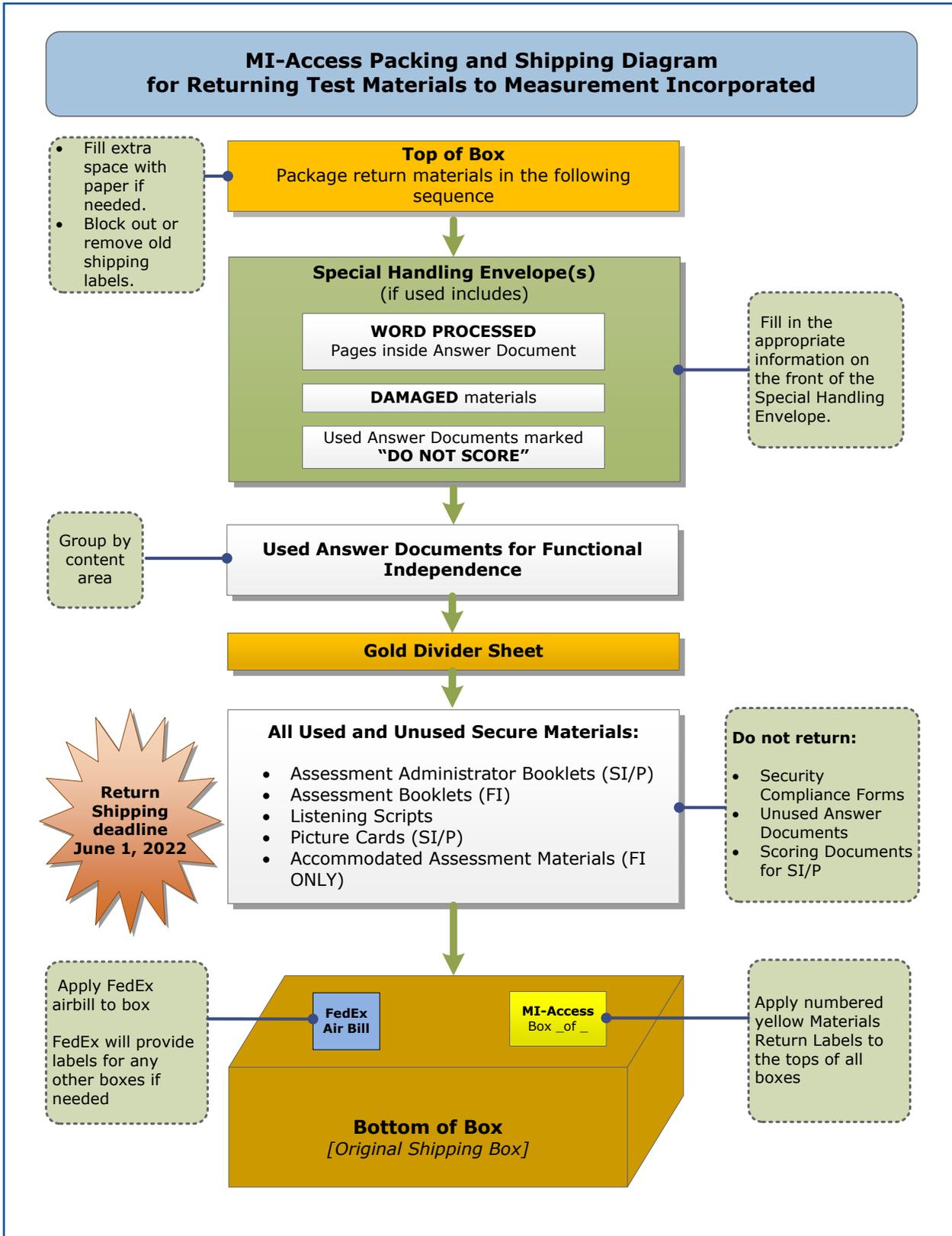
How to Process MI-Access Test Materials After Testing

Test Materials	Return to Scoring Contractor	Buildings Keep	Buildings Destroy
Used Answer Documents	√ Answer documents must be returned no later than June 1, 2022 in order to be scored		
Unused Answer Documents			√
Student Test Tickets and Test Rosters			√
Green Special Handling Envelope(s) with contents	√		
Used and Unused Test Booklets (grades 3–8 & 11)	√		
FI Accommodated versions of the test (braille, enlarged print, audio CD, and AABBs)	√		
ELA Listening Scripts	√		
P/SI Scoring Documents		3 years	
P/SI Student Picture Cards (with bar coded cover sheet)	√		
OEEA Security Compliance Form(s)		3 years	
Biohazardous material (usually caused by student illness/accidents)			√*

* If the material is secure, instruct the school to call the OEEA Call Center with the numeric portion of the secure bar code to report that it is destroyed. This will alert the contractor who tracks all secure materials.

Return Material Diagram

This Return Material Diagram is designed to provide a graphic aid for coordinators when packaging materials for return to the vendor. The flowchart also appears in the Appendix D section of this manual.



Return Tools

The MI-Access contractor provides districts/schools with several tools for returning materials. These include:

- green Special Handling envelopes
- gold divider sheet
- FedEx Express Airbills for shipping
- yellow Material Return stickers for the outside of return boxes
- Return Materials cover sheet
- Instructions for Materials Return sheet

Districts and buildings are encouraged to complete and return test materials as soon as testing is completed. Fees may be assessed for the late return of scorable materials.

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

Instructions for Materials Return

1. First, collect all your used and unused materials. **Materials may be returned by district or school coordinators.** Inventory all materials by using the school packing lists and school security lists. If secure materials are missing, please obtain them. Please do NOT return security compliance forms, **unused answer documents**, or Scoring Documents for Participation and Supported Independence.
2. Second, assemble Functional Independence answer documents by doing the following:
 - A. Separate used answer documents from unused/blank answer documents. Make sure that all used answer documents are free of sticky notes, paper clips, or other extraneous materials and that the front covers are accurately completed.
 - B. Ensure that responses for students who received accommodations have been transcribed, as appropriate, on the regular scannable answer document. Also ensure that no answer documents have been tucked inside of an assessment booklet.
 - C. Verify that each answer document being returned for scoring has a correct Pre-ID student barcode label. If any barcode labels are missing or incorrect, you can print them from the Secure Site (www.michigan.gov/oeaa-secure). A \$10 fee might be charged for each scored answer document returned without a barcode label.
 - D. Organize used answer documents by type. Group all mathematics answer documents together, all ELA: Expressing Ideas documents together, and so forth. **If you have any answer documents with word processed pages or any that require special handling, separate those answer documents from the others and follow the instructions for Special Handling below.**
 - E. **SPECIAL HANDLING:** Some answer documents you are returning might require Special Handling. These are used secure documents that have been damaged, should not be scored for some reason, or include word processed pages. Use the green Special Handling Envelope to return these materials. Complete the front of the envelope as directed by the instructions on the envelope. Ensure that any answer document that should not be scored is clearly marked "Do Not Score" at the top of the document. **Make sure the student and item information is written on any word processed pages and that the pages are inserted into the student's answer document.** Do not return blank or unused answer documents. The envelope itself does not need to be returned if it is not used.

3. **Use the original shipping boxes to return your materials to Measurement Incorporated.** If the original boxes are not available, use other sturdy boxes. Please **do not use copier paper boxes.**
4. Pack materials into your box(es) in the following order. **Note:** All secure items must be returned. A packing diagram is available in the appendix section of the MI-Access manual. District coordinators can return materials for more than one school in the same box.
 - A. Begin by placing all used and unused assessment booklets (FI, SI and P) and other test materials –such as used or unused picture cards, listening scripts, and used or unused accommodated versions (CDs, enlarged print, or Braille booklets) – in the bottom of the box. Place the gold divider sheet on top of these materials. **Note:** Do not return security compliance forms, SI/P Scoring Documents, or unused answer documents.
 - B. **Place all used answer documents on top of the gold divider sheet.** If all of your materials will not fit into one box, make sure that the used **answer documents are in Box 1** of your return shipment. If there are too many used answer documents to fit into one box, proceed by packing the remainder into Box 2.
 - C. If green Special Handling Envelopes have been used by your school(s), they are to be placed at the top of Box 1, on top of other regular used answer documents. Ensure they are filled out completely.
5. Do not return the OSA Security Compliance Form to the contractor. The state requires districts to keep these forms on file for three years following the assessment administration.
6. Scoring Documents sheets that were used during the Supported Independence and Participation observations and online score entry should be retained by the school and do not need to be returned. Assessment Administrator booklets are secure and should be returned.
7. After all your materials have been placed into the box(es), fill any excess space with crumpled paper or cardboard to keep the items protected during transit.
8. Remove or black out any old shipping labels. Then, adhere a yellow Materials Return label to the top of each box. Fill in the district name and district code and the “Box ___ of ___” fields for each box. Securely seal each box with three strips of plastic shipping tape on the top and bottom.
9. Last, complete the “from” or sender’s section on the FedEx Express airbill and attach it to Box 1 of your shipment. You only need one airbill on Box 1 of your entire shipment. Follow the instructions below to arrange your pickup. If you do not have enough yellow Materials Return labels and/or FedEx Express airbills, place an order on the OEAA Secure Site.

Note: Do not mark in any other section on the airbill. They have been preprinted with the accurate shipping destination and billing information.

Instructions for Returning via FedEx Express

1. Place the boxes where the FedEx driver normally delivers or picks up packages.
2. To schedule a pickup, call **1-800-GoFedEx (1-800-463-3339)**. After the voice prompt, **press 9 or say "Premier Customer Service Program."**
3. When prompted, enter **999 999 933** as the nine-digit FedEx PIN - (This is not the Measurement Incorporated account number. The account number is preprinted on the FedEx Express Airbill). When transferred to a Customer Service Representative, specify that you need to schedule a **FedEx Express pickup**.
4. Have the following information available when you call:
 - phone number (if you have called to schedule FedEx pickups or shipped materials prior to this call, FedEx will have your address information in their system; otherwise, this information must be provided)
 - the pickup date
 - the total number of boxes you are returning (specify a **"multiple piece shipment"** if returning more than one box)
 - the average box weight (you can use 20 pounds per box)
5. For multiple-piece shipments, the FedEx driver will produce individual labels for each box, linking them to the airbill on Box 1. **Retain the sender's copy of the airbill** for your records, as it contains the master tracking number for your entire return shipment. Note that only one airbill is required per shipment.
6. After returning all MI-Access materials for this administration, destroy any remaining FedEx Express airbills, as these are assessment-specific.

Appendices



Appendix A

Additional Information on Accommodated Versions

Accommodated versions of the assessment booklets are produced and available for the Functional Independence assessments. This appendix provides information about each accommodated version of the assessment and instructions for properly administering them.

Braille Versions of the Assessments

Braille versions of the Functional Independence assessments are available for students with visual impairment whose IEPs indicate that braille is an appropriate assessment Accommodation, and who routinely use it during instruction. All braille booklets are produced by the American Printing House for the Blind (APH); follow APH transcription and printing standards; use Unified English Braille (UEB); use tactile graphics in place of print graphics; and use Nemeth numbers where needed.

All braille versions of the assessments come packaged with a companion Assessment Administrator Booklet for Braille (includes transcriber notes indicating how the items and/or directions have been adapted for braille), and a student answer document. Braille kits for ELA: APUL will include listening scripts. Students are to indicate their answers in the assessment booklet during administration; the assessment administrator will transfer the responses later to the student's answer document.

Enlarged Print Versions of the Assessments

Enlarged print versions of the Functional Independence assessments are available for students with visual impairment whose IEPs indicate that enlarged print is an appropriate assessment Accommodation and who routinely use it during instruction. Enlarged print booklets are produced by APH and printed in approximately 15-point font.

All enlarged print versions of the assessments will come packaged with a companion standard print assessment booklet and a student answer document. Enlarged print kits for ELA: APUL will include listening scripts. Students are to mark their answers in the assessment booklet during administration; the assessment administrator will transfer the responses later to the student's answer document.

Audio CD Versions of the Assessments

Audio CD versions of the Functional Independence assessments are available for students whose IEPs indicate that CDs are an appropriate assessment Designated Support and who routinely use them during instruction. The audio CDs will come packaged with a companion standard print assessment booklet and a student answer document.

CDs may be used to administer the Functional Independence assessments to small groups (defined as five or fewer students) as long as each student is able to mark his or her own answers in the assessment booklet, uses headsets, and has personal control over his or her equipment. Otherwise, CDs may only be used in one-on-one assessment situations.

Instructions for Using Audio CDs

Audio CDs function in very specific ways. Therefore, assessment administrators might want to review this information on how to use CD versions with students of the Functional Independence assessments prior to testing.

- CDs must be handled with great care. They will not work properly if they are damaged by fingerprints and/or scratches.
- If you need to temporarily stop the CD during the assessment, be sure to hit the "Pause" button. When the "Pause" button is hit, the CD will pause and can be restarted at the same place. If you hit the "Stop" button, most CD players will return to the beginning of the CD.
- CD track listings are posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access). These listings include a question number and a page number for each CD track, and can be printed out for use during the assessment.
- To avoid confusion, the CD tracks are set up so that the question number always corresponds with the track number on the CD. For example, question 11 is located on track 11.
- **Note:** The CDs are not be copied onto a computer hard drive, nor are any copies of the CDs be made.
- All CD versions of the assessments—as well as other accommodated versions—must be returned to the MI-Access Building Coordinator along with the other used and unused assessment materials (except manuals). The Building Coordinator will pass these materials along to the MI-Access District Coordinator for ultimate return to the MI-Access contractor.
- The content for ELA: Accessing Print and Using Language and ELA: Expressing Ideas will continue to be on one CD as in the past, even though these tests have separate test booklets.

Appendix B

General Directions for “Do Not Read Aloud” Items

Although readers are a designated support on all MI-Access assessments, the individual tests may include a number of items, or parts of items, that cannot be read aloud, as doing so would give the answer away. Therefore, Do Not Read Aloud Tables have been developed and included at the front of each MI-Access assessment booklet. Assessment administrators must review the tables prior to testing and note any items that cannot be read aloud in their own assessment booklets. Reading items that are designated as “Do Not Read” is a nonstandard accommodation and an Incident Report must be filed on the OEAA Secure Site.

Following are descriptions—organized by content area—of the general types of items where reading aloud would be considered a nonstandard accommodation. **Note:** Each test is different and the information provided here is general.

Note: The Do Not Read Aloud table should be considered the final and correct reference for a given test.

ELA: Accessing Print and Using Language (FI)

- All MI-Access ELA items have been developed in such a way that they do not have specific limitations on reading aloud. The Do Not Read Aloud table on the inside cover will read N/A.
- For items where picture answer choices are not accompanied by labels, the answer choices usually cannot be read aloud.

Mathematics

- For all coin/money items, the coin(s) or bill(s) must never be identified by name. The item stem can be read, but the money must not be named, unless otherwise specified in the item.
- For all base 10 block items, only the item stem should be read, never the key or answer choices.
- For items where reading the numeral or corresponding word in either the item stem or the answer choices would give the answer away, the answer choices cannot be read aloud (see the example below).

Example: What numeral represents the number seventeen?

A 7

B 17

C 27

- For FI sequencing items with numbers, for example “8, 10, 14, 16”, the numbers in the stem usually cannot be read aloud. Reference the Do Not Read Aloud tables for exceptions.
- For sequencing items comprised of pictures/symbols (for example “heart, circle, square, heart, circle, BLANK”), the pictures/symbols in the stem and the answer choices usually cannot be read aloud or described.
- Graphics keys cannot be read aloud.
- Picture answer choices that are not accompanied by labels usually cannot be read aloud or described, unless otherwise specified in the Do Not Read Aloud tables.

Science

- Picture answer choices that are not accompanied by labels usually cannot be read aloud.

Social Studies

- Social studies assessments usually do not contain any “Do Not Read Aloud” items. Consult the Do Not Read Aloud table for exceptions.

Appendix C

Material Handling Instructions

Return Cover Letter

MI-Access Return Materials Kit

IMPORTANT! Please save the contents of this kit!

This kit contains materials needed for the return of:

- 1) Scorable answer documents.
- 2) Used and unused test booklets and assessment administrator booklets.
- 3) Other used and unused secure test materials (including picture cards, listening scripts, CDs, enlarged print and Braille materials).

Enclosed in this kit:

- **Instructions for Materials Return**
- **FedEx Airbills**
- **Yellow Materials Return Labels**
- **Two Gold Divider Sheets**
- **One Special Handling Envelope (green)**

If you do not have enough of any of these items, you may order more on the OEAA Secure Site.



KCS-MIA-22

Appendix C (continued)

Special Handling Envelope - Green



Special Handling Envelope

INSTRUCTIONS: Please fill out all the applicable information below, insert the documents requiring special handling, and return this envelope with the rest of the testing materials. Please do not return unused answer documents or biohazardous materials.

District Code _____	District Name _____
School Code _____	School Name _____

CHECK THE REASON(S) FOR USING THIS ENVELOPE:

- Word-processed document(s)
- Damaged answer document(s)
- Misadministration
- Other _____

CHECK THIS BOX IF ANY ANSWER DOCUMENT INCLUDED IS NOT TO BE SCORED. PLEASE EXPLAIN. _____

WRITE "DO NOT SCORE" ACROSS THE TOP OF EACH ANSWER DOCUMENT THAT IS NOT TO BE SCORED.

WORD-PROCESSED PAGES:

All word-processed pages used by students as an accommodation **must be inserted into the student's answer document AND properly identified** with student identification and assessment information to be scored. Proper identification of **EACH** page can be accomplished two ways:

- Option A**
Place the following information on each page:
1. Student's barcode label;
 2. Content area and item number.

- Option B**
Write the following information on each page:
1. Student name and birth date;
 2. School code;
 3. Grade, content area, and item number.



SHE-MIA-18

Appendix C (continued)

Assessment Security Compliance Form – page 1



MICHIGAN DEPARTMENT OF EDUCATION

Office of Educational Assessment and Accountability

OEAA ASSESSMENT SECURITY COMPLIANCE FORM

All staff who participate in a state assessment or handle secure assessment materials must be fully trained in assessment security and test administration procedures according to their role and sign this OEAA Assessment Security Compliance Form before participating in administering any of the state's assessments. Each staff member only needs to sign one form per academic year, if involved in the administration of multiple assessments. (Staff roles include, but are not limited to, coordinators, administrative staff, test administrators, proctors, and monitors)

Directions

TO COMPLETE:

1. Read this form in its entirety.
2. Date and sign the bottom of this page.
3. In the area under Building Information print both school name and district name on the lines provided. If known, provide school and district codes (these codes are found in the Educational Entity Master [EEM]).

IMPORTANT:

Districts or buildings must keep all completed Security Compliance Forms on file at their district for a period of three years following the assessment window. Do NOT return completed forms to the testing contractor. For complete documentation on required test security practices, policies, and procedures refer to the **Assessment Integrity Guide**.

I, the undersigned, do certify and attest to all of the following:

1. I have been trained in assessment security as pertaining to my role.
2. I have received training on the appropriate procedures and administration of the state assessments.
3. I have read the information and applicable instructions provided in the manual, directions, and any other documentation for the assessment(s) I am involved with and I agree to follow these procedures as they pertain to my role.
4. I understand my obligations concerning the security and confidentiality of these tests.
5. I understand that any deviation from required test administration practices may result in one or more of the following: test invalidation, further investigation, required additional training, and the revocation of authorization to administer the state's assessments. I also understand that the local school district may also impose reprimands and sanctions according to local district policies.
6. I am aware of my obligation to report any suspected violations of test security.
7. I have not and will not keep, copy, reproduce, paraphrase, distribute, review, or discuss any test materials that have not been released via posting on the [OEAA web page](http://www.michigan.gov/oeaa) (www.michigan.gov/oeaa) by the Michigan Department of Education (MDE).
8. I will not use test items, test booklets/answer sheets, or any of the information contained in an assessment to review/prepare students for a test unless and until it is released via posting on the [OEAA web page](http://www.michigan.gov/oeaa) (www.michigan.gov/oeaa) by the MDE.

1

Appendix C (continued)

Assessment Security Compliance Form – page 2



MICHIGAN DEPARTMENT OF EDUCATION
Office of Educational Assessment and Accountability

OEAA ASSESSMENT SECURITY COMPLIANCE FORM

- 9. I will not alter or influence students' responses in any manner (indicate answers, point out rationale, prompt, etc.)
- 10. I will not disclose individual student test scores or test performance data to unauthorized persons.
- 11. I will keep embargoed data secure until the public release of testing data by the MDE.

Date: _____ School Year: _____

Signature: _____

Printed Name: _____

Building Information

School Name: _____ School Code: _____

District Name: _____ District Code: _____

Note: Electronic copies of the **Assessment Integrity Guide** and assessment administrator documentation (including manuals, training materials, directions) are available on the [OEAA web page](http://www.michigan.gov/oeaa) (www.michigan.gov/oeaa). For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability (OEAA), 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free **877-560-8378**, or e-mail mde-oeaa@michigan.gov.

Appendix C (continued)

FI Form Samples

MI Access FORM FISS-111
Functional Independence
Social Studies
 Student Name _____
 Teacher Name _____
 School Name _____
Grade 11
Funded by the Michigan Department of Education and the U.S. Department of Education (ED).

MI Access FORM FIM-41
Functional Independence
Mathematics
 Student Name _____
 Teacher Name _____
 School Name _____
Grade 4
Funded by the Michigan Department of Education and the U.S. Department of Education (ED).

MI Access Form FIS 81
Functional Independence
Science
 Student Name _____
 Teacher Name _____
 School Name _____
Grade 8
Funded by the Michigan Department of Education and the U.S. Department of Education (ED).

FI Answer Documents

Student Answer Document
MI Access SPRING 2022 Functional Independence Accounting, Print and Using Language
 Grade 3-8 & 11
 Student Name: _____
 Teacher Name: _____
 School Name: _____

Student Answer Document
MI Access SPRING 2022 Functional Independence Mathematics
 Grade 3-8 & 11
 Student Name: _____
 Teacher Name: _____
 School Name: _____

Student Answer Document
MI Access SPRING 2022 Functional Independence Science
 Grade 5
 Student Name: _____
 Teacher Name: _____
 School Name: _____

Student Answer Document
MI Access SPRING 2022 Functional Independence Social Studies
 Grade 8
 Student Name: _____
 Teacher Name: _____
 School Name: _____

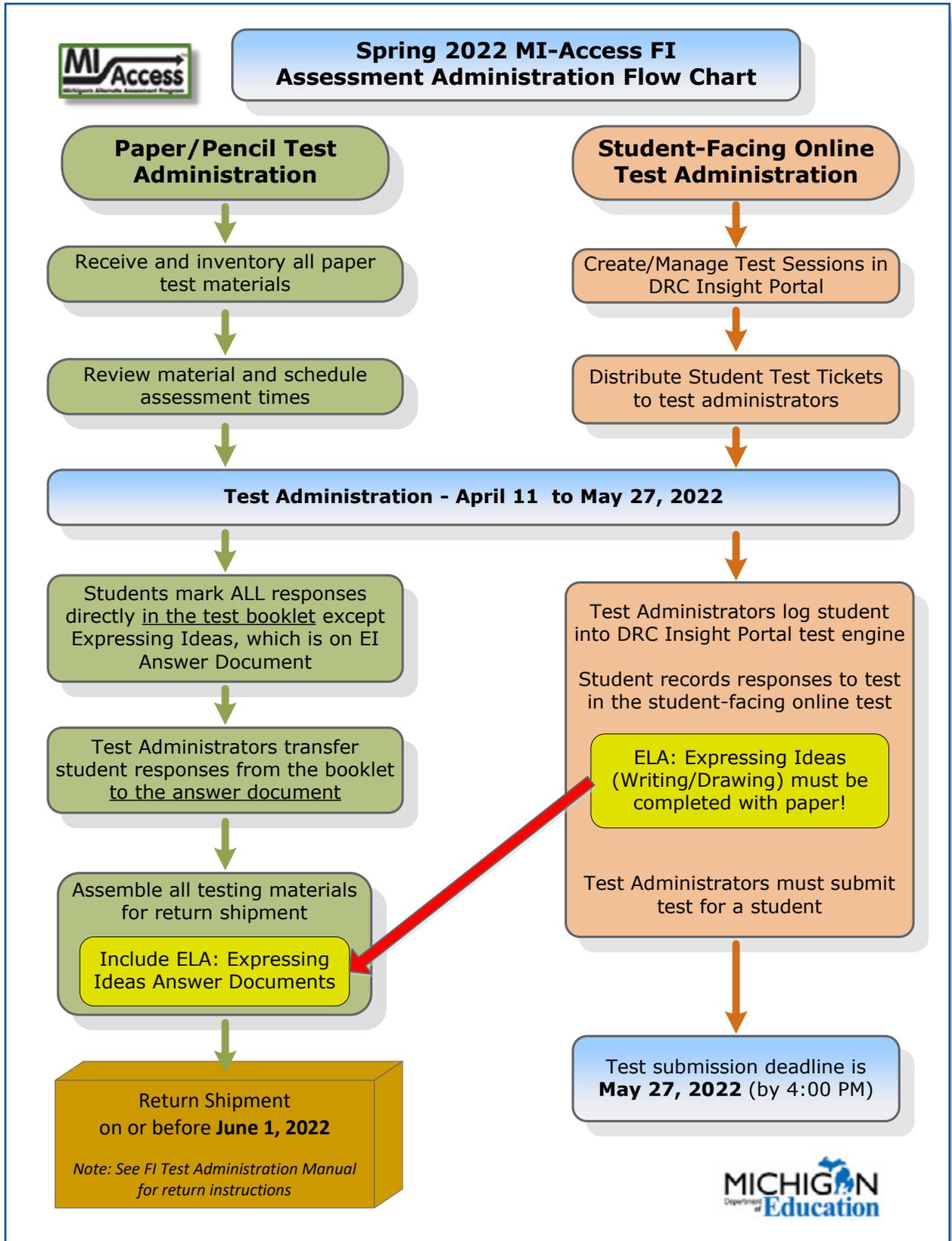
Appendix C (continued)

FI Audio CD sample label



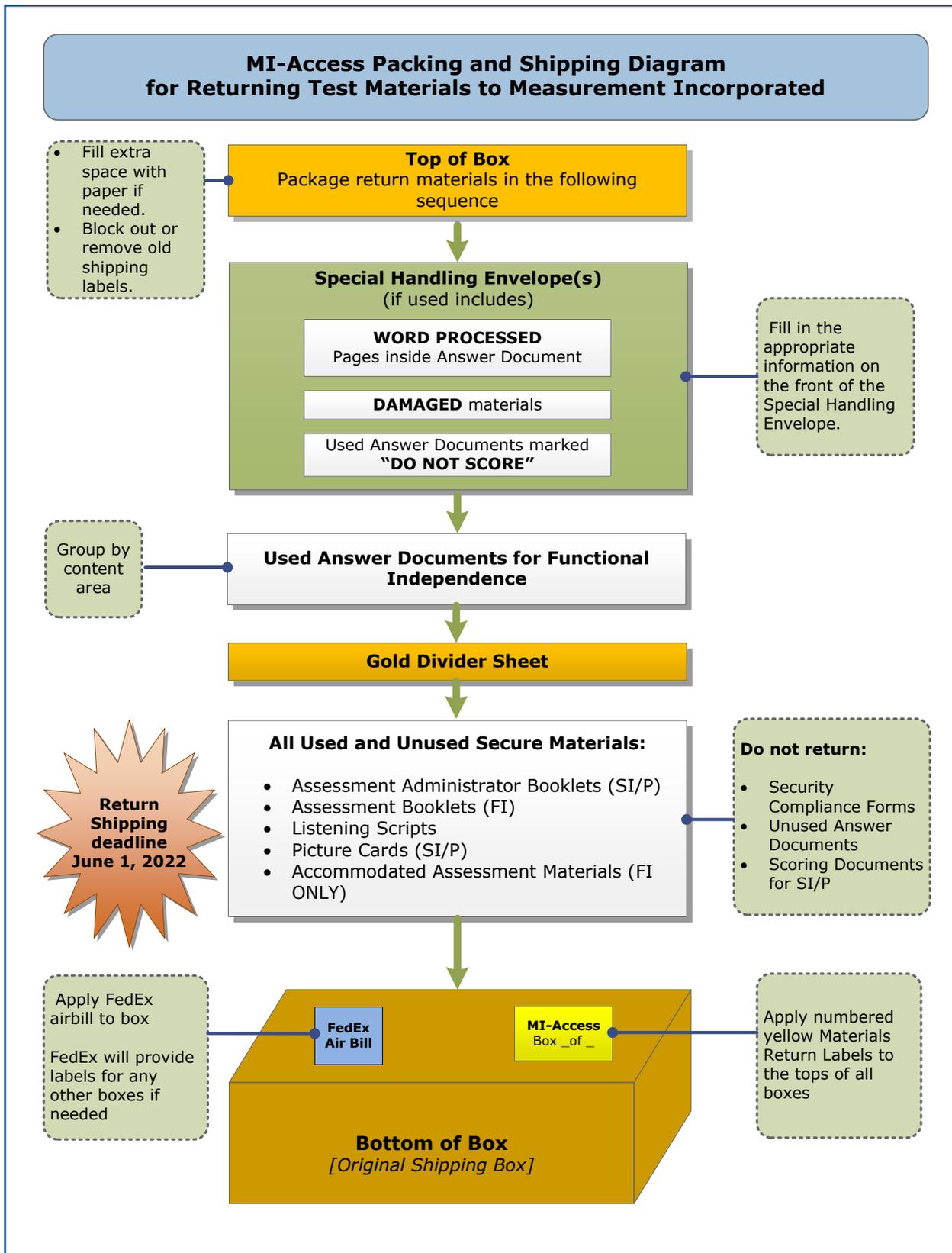
Appendix D

MI-Access FI Administration Flowchart



Appendix D (continued)

Return Materials Packing Diagram



Appendix E

Passage Readability: ELA: Accessing Print and Using Language

The readability target for all narrative, expository, and functional reading passages has been determined by the professional judgment of the MI-Access Functional Independence Assessment Plan Writing Team, item writers, content editors, and item-review committees composed of Michigan educators.

In addition, the Degrees of Reading Power® (DRP®) software has been used to analyze the difficulty levels of passages. All Text Comprehension passages are written to approximate the following word count and DRP ranges:

Grades	Difficulty Level	Narrative Length (number of words)	Informational/ Functional Length (number of words)
3	35–45 DRP units	200–275	100–175
4/5	40–50 DRP units	225–300	150–225
6/7/8	45–55 DRP units	250–325	200–275
11	50–60 DRP units	275–350	250–325

Readability is a systematic method—typically embodied in one formula or another—of quantifying the differences that educators intuitively know exist in written materials. While there are many different formulas for measuring readability (for example Dale-Chall, Flesch-Kincaid), all or nearly all include the following features of text: word length, sentence length, and the frequency of word use in the language as a whole. This last feature, referred to as word frequency, can be known from the many counts of words in English that have been made over the years. While many of these features are related to one another—for example, the tendency of shorter words to also be words that occur with higher frequency—each feature makes its own contribution to the various formulas and, therefore, to the measures that each formula provides of readability. While the many formulas share features in common, each has been developed to serve slightly different purposes.

The DRP approach to readability makes use of many of the surface, countable features of text mentioned above to measure readability. DRP readability values reflect the important features of text that will interact with a student’s reading ability to determine the likelihood of success in reading comprehension. Because DRP values are based upon such things as word length, word frequency, and sentence length, they also reflect the semantic (vocabulary) and syntactic challenges that students will confront and will need to master if they are to become successful readers.

In order to illustrate the DRP readability scale, the table below provides selected titles that might be used at various MI-Access Functional Independence grade levels, along with their DRP readability values. The selections are mostly award winners, popular titles, and newer copyrights.

Appendix E (continued)

Grades/Difficulty Levels

Grades	Difficulty Levels	Selections
3	33 DRP units	<i>One Fish, Two Fish, Red Fish, Blue Fish</i> , Dr. Seuss
	37 DRP units	<i>Clifford, the Big Red Dog</i> , Bridwell
	41 DRP units	<i>Frog and Toad Together</i> , Lobel (Newbery Honor) <i>Strong to the Hoop</i> , Coy (32 pgs)
4/5	42 DRP units	<i>What a Trip</i> , Amber Brown, Danziger <i>Teach Us, Amelia Bedelia</i> , Parish
	45 DRP units	<i>Tales of a Fourth Grade Nothing</i> , Blume <i>Train to Somewhere</i> , Bunting (Children’s Notable—Middle Readers) <i>Superfudge</i> , Blume
	48 DRP units	<i>Because of Winn-Dixie</i> , DiCamillo <i>The Middle Moffat</i> , Estes (Newbery Honor)
6/7/8	47 DRP units	<i>Toning the Sweep</i> , Johnson (Coretta Scott King Award) <i>Somewhere in the Darkness</i> , Myers (Boston Globe-Horn Honor, Coretta Scott King Honor, Newbery Honor)
	49 DRP units	<i>Holes</i> , Sachar (Boston Globe-Horn Award, National Book Award, Newbery Medal) <i>My Louisiana Sky</i> , Holt (Boston Globe-Horn Honor, Children’s Notable— Older Readers, Josette Frank Award)
	53 DRP units	<i>A Girl Named Disaster</i> , Farmer (Newbery Honor) <i>Postcards from No Man’s Land</i> , Chambers (Michael L. Printz Award)
11	48 DRP units	<i>The Cuckoo’s Child</i> , Freeman (Children’s Book Award) <i>Miracle’s Boy</i> , Woodson
	52 DRP units	<i>Before We Were Free</i> , Freeman (Children’s Notable—Older Readers) <i>Hope Was Here</i> , Bauer (National Book Award)
	55 DRP units	<i>The Amber Spyglass</i> , Pullman (Children’s Notable—Older Readers) <i>Kit’s Law</i> , Morrissey (Alex Award)

Appendix F

ELA: Expressing Ideas Scoring Rubric

Scoring Rubric - Grades 3–8, and 11		
	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are (1) clearly present in the drawing, (2) present in the drawing and enhanced through written explanation by the student and/or oral explanation transcribed by the assessment administrator, or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing, (2) mostly present in the drawing and supported through written and/or transcribed oral explanation, or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing, (2) present in the drawing and supported through minimal written and/or transcribed oral explanation, or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.
Not ratable if: A – Off topic, B – Illegible, C – Written in a language other than English, D – Blank/Refused to respond		

Appendix G

List of Important Dates



2022 MI-Access List of Important Dates

Start	End	Task/Activity	Mode
10/18/21	11/23/21	Online Waiver Request window – request waiver to administer paper/pencil by 5 p.m.	PP
01/05/22	02/16/22	Initial Material Order Window by 5 p.m.	PP
01/05/22	02/16/22	Pre-identification of students for barcode labels by 5 p.m.	PP
01/06/22	02/21/22	Online test session setup in the OEAA Secure Site by 5 p.m.	OL
01/05/22	05/26/22	Pre-identification of students by 5 p.m.	Both
01/05/22	05/26/22	Off-site Test Administration Request	Both
01/06/22	03/18/22	Alternate Insight Availability Request	OL
03/02/22	03/02/22	Online District and Building Coordinator Training – DRC INSIGHT Portal at 10 a.m. – recording available 03/03/22	OL
03/04/22	05/27/22	Create/Manage Online Test Sessions and assign Universal Tools, Designated Supports, and Accommodations in DRC INSIGHT Portal	OL
03/28/22	03/30/22	Materials arrive in schools (all grades)	Both
04/04/22	04/06/22	Materials arrive in schools (alternate delivery request)	Both
04/07/22	05/24/22	Additional Material Order Window (closes at noon)	PP
04/11/22	05/27/22	Test Administration Window	Both
04/11/22	05/27/22	P/SI Online Answer Document score entry by 4 p.m.	Both
04/13/22	TBD	Preliminary Reports (within 48 hours of online test completion)	OL
06/01/22	06/01/22	Return of Materials Deadline	PP
June 2022	June 2022	Answer Documents Received - watch Spotlight for details	Both
June 2022	June 2022	Accountable Students Enrolled and Demographics - watch Spotlight for details	Both
June 2022	June 2022	Students Not Tested - watch Spotlight for details	Both
June 2022	June 2022	Submitted Issues for Answer Docs - watch Spotlight for details	Both
August 2022	TBD	Final Reports - watch Spotlight for details	Both

Watch the weekly [Spotlight on Student Assessment and Accountability](http://www.michigan.gov/mde-spotlight) (www.michigan.gov/mde-spotlight) for updates and additional information.



Appendix H

MI-Access Incident Reporting Guide

Any testing irregularities that occur before, during, or after testing must be reported to the Office of Educational Assessment and Accountability (OEAA) within two school days. It is required that all incident reports are reported; do not neglect to report an incident even if more than two school days have passed since you were aware of the incident. This table identifies the incident categories and sub-categories that are used in the Secure Site Incident Reporting tool and provides sample scenarios for each category or sub-category.

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

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

Incident Category: Test Not Completed				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Student moved from school	<p>Student transfers or moves from school with an incomplete content area test</p> <p>Note: Be prepared to accept a phone call from student's receiving school requesting information on test completion and needed accommodations or designated supports.</p>	Submit an incident report with request for test to be marked Do Not Score .	Mark the answer document Do Not Score and return it in the Special Handling Envelope.	<p>Online: Required</p> <p>Paper/Pencil: Required</p>
Do Not Score requested	<p>Student has taken (or logged into) incorrect assessment (took M-STEP instead of MI-Access assessment)</p> <p>Note: A student who begins a test and subsequently becomes ill does not meet the requirements for the test to be marked Do Not Score.</p>	Submit incident report with request for the test to be marked Do Not Score .	Mark the answer document Do Not Score across the front and return in the Special Handling envelope. Submit an Incident Report documenting the Do Not Score request	<p>Online: Required</p> <p>Paper/Pencil: Required</p>

Incident Category: Accommodation/Designated support Issue				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Designated support/required accommodation not provided	Student is not provided appropriate designated support or accommodations	<p>Test misadministration. Submit an Incident Report.</p> <p>For students with an IEP or Section 504 plan that requires the missing designated support or accommodation: A new test with appropriate designated support or accommodation may be administered with:</p> <ul style="list-style-type: none"> notification to and approval of parents or guardians documentation provided that identifies required designated support or accommodation (such as IEP plan) <p>For students who do not have an IEP or Section 504 plan that requires the missing designated support: A new test with appropriate designated support may be administered with:</p> <ul style="list-style-type: none"> notification to and approval of parents or guardians signed documentation from the person responsible for day-to-day instruction in the content area affirming the student's daily use of the designated support during regular instruction 	<p>Test misadministration. Submit an Incident Report.</p> <p>Emergency test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians.</p> <p>Original answer document must be marked Do Not Score and returned in the orange Special Handling Envelope.</p>	<p>Online: Required</p> <p>Paper/Pencil: Required</p>

Incident Category: Accommodation/Designated support Issue				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Nonstandard designated support/ accommodation provided	Nonstandard accommodation provided (Refer to the “Nonstandard Accommodations” information on page 33 of this manual.)	<p>The student’s test is invalidated.</p> <p>Inform parents or guardians.</p> <p>Submit an Incident Report—working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student’s parents and school agree it is in the best interest of the student.</p> <p>Perform an internal investigation as needed and keep the resulting documentation on file, as Nonstandard Accommodations may be appealed during the Answer Document Verification window.</p>	<p>Mark the student’s test as Nonstandard Accommodation on the answer document and return with scorable materials. The student’s test is invalidated.</p> <p>Inform the parent or guardian.</p> <p>Submit an Incident Report—working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student’s parents and school agree it is in the best interest of the student.</p> <p>Perform an internal investigation as needed and keep the resulting documentation on file as Nonstandard Accommodations may be appealed during the Answer Document Verification window.</p>	<p>Online: Required</p> <p>Paper/Pencil: Required</p>

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

Incident Category: Misadministration				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Wrong answer document used	Assessment Administrator uses wrong answer document when testing	N/A	<p>If the wrong answer document is the correct grade and test, but has a wrong barcode label, then a new correct barcode label should be printed and affixed. An Incident Report is not required.</p> <p>If the answer document is the wrong grade and/or content, then mark the wrong answer document(s) used with Do Not Score and return in the orange Special Handling Envelope. Submit an Incident Report.</p>	<p>Online: N/A</p> <p>Paper/Pencil: Optional</p>
Other	Other misadministration not previously listed	Submit an Incident Report – working with the OEAA, the district may be able to quickly resolve issues.	Submit an Incident Report – working with the OEAA, the district may be able to quickly resolve issues.	<p>Online: Required</p> <p>Paper/Pencil: Required</p>

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

Incident Category: Prohibited Behavior				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Electronics/social media	Student(s) taking photos of test items, use of social media during testing.	The student’s test will be marked Prohibited Behavior and invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report.	Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report.	Online: Required Paper/Pencil: Required

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

Incident Category: Technical Problems with Online Testing				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional
Repeated disconnections	Student(s) has repeated disconnections during testing session	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/Pencil: N/A
	Entire classroom has repeated disconnections during testing session	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/Pencil: N/A
INSIGHT freezing, crashing, or not advancing	INSIGHT stops working and the student(s) cannot continue testing	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/Pencil: N/A

Incident Category: Technical Problems with Online Testing				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
Item functionality	An item on the test is not functioning as expected; for example, the student believes the correct answer cannot be selected	Instruct the student to answer as best they are able. Submit an Incident Report with the test and question number (if known), and computer used for testing (Windows PC, Mac, iPad, Chromebook).	N/A	Online: Required Paper/Pencil: N/A
Hardware failure	Power outage, internet connection interrupted through local error, stolen computers	If the problem is with just one computer, move the student to another computer and resume testing. If the problem can be resolved in sufficient time to complete testing (restore power or internet connection), continue testing another time or day. If online testing becomes impossible, file an Incident Report.	N/A	Online: Required IF it is necessary to move to emergency paper forms; otherwise optional Paper/Pencil: N/A
Other	Use this category if your technical problem does not conform to the listed technical issues.	Contact your local IT staff; if further support is required, contact DRC Customer Support.	N/A	Online: Optional Paper/Pencil: N/A

Incident Category: Materials				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	IR Required/Optional
Answer document damaged, defective, or lost	Answer document becomes damaged in such a way that will impact scanning—ripped, torn; is defective upon arrival; or is lost during test administration.	N/A	<p>Assessment Administer must transcribe the all responses from the original answer document to a new answer document. If the Expressing Ideas answer document is damaged, follow the rules for scribing (see page 32). All responses must be transcribed exactly as they were recorded the original answer document in a one-on-one proctored session.</p> <p>Print and affix a bar code label to the new answer document and return with the scorable materials.</p> <p>Original answer document must be marked Do Not Score and be returned in the Orange Special Handling Envelope.</p> <p>Note: Materials with biohazards are should not be returned. Any secure material with biohazardous material should be securely destroyed.</p>	<p>Online: N/A</p> <p>Paper/Pencil: Optional</p>

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

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

The Michigan Department of Education has its updated incident reporting requirements to ensure accurate and valid student-level assessment data for the specific situations described below. The requirements cover situations in which a student:

- becomes ill and leaves school early due to illness on the day that the test was completed and submitted
- spends fewer than 15 minutes testing and submits a test

These tests can be regenerated if the incident report is submitted on the date of the incident (by 11:59 PM) and parent permission is documented. If it is not possible to obtain documentation of parent permission on the date of the incident, the school must submit the incident report on the date of occurrence and provide documentation of parent permission subsequently.

Regeneration of any test for any of these listed reasons will only occur once. For example, if a student becomes ill and goes home on one test day, the test is regenerated; then, if the student spends less than 15 minutes on the test on the next test day, the second test will not be regenerated.

Incidents Requiring Immediate Action (must be submitted by 11:59 PM on the date of occurrence)					
Incident Category	Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	IR Required/Optional
Test Not Completed	Student became ill	Student becomes ill, completes and submits test, and then goes home from school sick	Submit an Incident Report on the date of occurrence by 11:59 PM requesting regeneration Gather documentation that verifies: <ul style="list-style-type: none"> • Parent permission to retest (use form provided in OEAA Secure Site) • Student left school early due to illness 	N/A	Online: Optional Paper/Pencil: N/A
Misadministration	Other	Student submits test after spending fewer than 15 minutes testing in one test session	Submit an Incident Report on the date of occurrence by 11:59 PM requesting regeneration Gather documentation that verifies parent permission to retest (use form provided in OEAA Secure Site)	N/A	Online: Optional Paper/Pencil: N/A

Appendix I

MI-Access Resources

A number of resources are available on the MI-Access web page; these links allow quick and easy reference for some of them.

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

Current Assessment Administration

- [MI-Access List of Important dates](#)
- [Guide to State Assessments](#)
- [Assessment Integrity Guide](#)
- [Security Compliance Form](#)
- [DRC INSIGHT Portal Support and Documentation](#)

Student Supports and Accommodations

- [Frequently Asked Questions](#)
- [Student Supports and Accommodations Table](#)
- [Online-Paper Pencil Supports and Accommodations](#)
- [Scribe Protocol may be found in the Supports and Accommodations Guidance Document](#)

Functional Independence

- [FI Expressing Ideas Scoring Guides](#)

Professional Development

- [Assessment Coordinator Training Guide](#)
- [Assessment Selection Guidance - Interactive Decision-Making Tool](#)
- [Assessment Selection Guidelines Training](#)
- [New Test Coordinator Resources](#)
- [FI Online Tools Training](#)
- [Secure Site Training and Resource Materials](#)

General Information

- [MI-Access - What it is, What it Means, and What it Offers](#)
- [Spotlight on Assessment and Accountability Weekly Update](#)

Appendix J

Test Monitoring Technical Bulletin

TECH BULLETIN: Using the Test Monitoring Application in the DRC INSIGHT Portal

Revision Date: December 18, 2020

DATA RECOGNITION
DRC
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Summary

This Tech Bulletin describes how to use the Test Monitoring application in the DRC INSIGHT Portal to monitor participant testing activity throughout the duration of their test using Monitoring Codes.

Test Monitors will be able to see participants who have logged in to a test and registered to a Test Monitoring Dashboard. The Test Monitoring application provides visibility to the participant's status throughout the testing session, including the screen or question on which the participant is currently working, and progress towards completion within the test. Information displayed on the Test Monitoring Dashboard updates in near real time.

The Test Monitoring application within the DRC INSIGHT Portal uses a Monitoring Code to assign a participant's test session to a Test Monitor's Test Monitoring Dashboard. To do this, a Test Monitor will open the Test Monitoring application where a random unique Monitoring Code will be assigned. The Test Monitor will share this code with the participants they will be monitoring. After logging in to a test, participants will enter the Monitoring Code and they will then show up on the Test Monitoring Dashboard. Participants can only be assigned to one Test Monitoring session per test unless the Test Monitor generates a new code and expires the existing code.

Test Monitors have the flexibility to track participants across different test administrations and across different locations, if needed. Test Monitors can only see participants using their Monitoring Code and cannot share their Monitoring Code with other DRC INSIGHT Portal users. Monitoring Codes can be used for assessments that are administered through either the DRC INSIGHT Secure Applications or DRC's public browser option. Upon launching the application, if there is not an active Monitoring Code, one is generated that will expire at the end of the day. Test Monitors can generate a new code and choose an expiration date of up to five days from when the code is generated. Monitoring Codes expire at 11:59 p.m., local time, on their expiration date.

When the administration has been setup so that the Test Monitoring and Restricted Access options are configurable on the test session level, the Add/Edit Test Session screen will allow the user to select how to configure the test session as it relates to Test Monitoring.

The test session can be configured to use Test Monitoring in multiple ways using Manage Test sessions in the DRC INSIGHT Portal Test Management application, including:

- **None** - the Student Verification page does not display the Enter Monitoring Code field for any participants.
- **Optional** - the Student Verification page displays the Enter Monitoring Code field for all participants, but participants are not required to enter a Monitoring Code to begin testing.
- **Required** - the Student Verification page displays the Enter Monitoring Code field for all participants. Participants are required to enter a Monitoring Code to begin testing.
- **Restricted Access** - the Student Verification page displays the Enter Monitoring Code field for all participants. Participants are required to enter a Monitoring Code and will be placed in a Waiting Room where the Test Monitor controls when participants begin testing.

The Test Monitoring application includes online help that is launched directly from the DRC INSIGHT Portal. The [Test Monitoring Online Help](#) covers all aspects of the Test Monitoring functionality.

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TECH BULLETIN: Using the Test Monitoring Application in the DRC INSIGHT Portal

Revision Date: December 18, 2020

DATA RECOGNITION
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Prerequisites and Assumptions

This Tech Bulletin assumes that you have a DRC INSIGHT Portal account with a role that has the Test Monitoring - Access permission.

This Tech Bulletin assumes that you have already created your participants and test sessions in the DRC INSIGHT Portal.

Generating and Using a Monitoring Code

To generate and use a Monitoring Code, do the following:

1. Log in to your state's DRC INSIGHT Portal site.
2. Select **Test Monitoring** from the My Applications menu.
3. The Test Monitoring Dashboard is displayed.
 - If there is not an active Monitoring Code, one will be automatically generated that will expire at the end of the day.
 - If there is an active Monitoring Code, that code will be displayed along with its expiration date and the Test Monitoring Dashboard will display any participants registered to that code.
4. To generate a new code, click **Generate New Code**, and select an expiration date.
5. Click **Generate**. The expiration date now displays next to the Monitoring Code in the Test Monitoring Dashboard.

Note:

- This will cause the existing code to expire and will display a warning that any participants registered to the code will be removed from the dashboard. Participants who are actively testing when the Monitoring Code is regenerated will continue testing without disruption, but they will no longer appear on the Test Monitoring Dashboard.
- Codes will expire at 11:59 p.m. local time on the expiration date.

6. Distribute the Monitoring Code to your participants.
7. After logging in to the test, participants enter the Monitoring Code in the **Enter Monitoring Code** field on the Student Verification page and then click **Save**. If they entered a valid code, the participant is registered to the code and will appear on the Test Monitoring Dashboard.
8. The participant clicks **Continue**.

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TECH BULLETIN: Using the Test Monitoring Application in the DRC INSIGHT Portal

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Result

Once the participant clicks **Continue**, what happens next depends upon the configuration of your test session:

- If Restricted Access is not set, the participant can begin testing.
- If Restricted Access is set, the participant will be taken to the Waiting Room page. The participant will appear on the Waiting Room tab within the dashboard until the Test Monitor has allowed them into the test. The Test Monitor can allow waiting participants to begin testing one at a time, select multiple participants, or allow all of the participants into the test.

Once the participant is allowed into the test, they appear in the All tab within the Test Monitoring Dashboard with the following information:

- **Name** - the participant's first and last name
- **Actions**
 - Allow:
 - Enabled when participant has a status of Waiting
 - Clicking **Allow** will let that participant enter the test
- **Assessment** - the name of the Assessment to which the participant is registered to the dashboard
- **Status**
 - **Active** - Participants is registered to the Monitoring Code and may be actively testing; is not in one of the other statuses
 - **Waiting** - Participant is in the Waiting Room and needs to be allowed into the test
 - **Inactive** - Participant has done no navigation within the Test Engine for at least 5 minutes
 - **Paused** - Participant has Paused the test
 - **Exited** - Participant has exited the Test Engine either from using the Exit button, closing the Test Engine (either the Public or Secure Browser), or from timing out on the Pause Test screen
 - **Completed** - Participant has submitted that part of the test
- **Navigation** - the part of the test and screen that the participant is currently viewing in the Test Engine. Example: Reading: Question 1 / 20 where Reading is the Test Module
- **Progress** - the number of answers the participant has submitted out of the expected number of answers for that part of the test.
 - N/A will appear when the participant has not yet begun testing (they are still on Student Verification, Waiting Room, Test Modules, or Test Directions screen)
- **Registration Start** - the date/time that the participant registered to the dashboard (entered a valid Monitoring Code on the Student Verification screen in the Test Engine)

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Appendix K

Change Log

<u>Date of Revision</u>	<u>Page Number</u>	<u>Description of Revision</u>
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MI-Access Functional Independence (FI) Test Administration Manual (TAM)

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