MI Access™
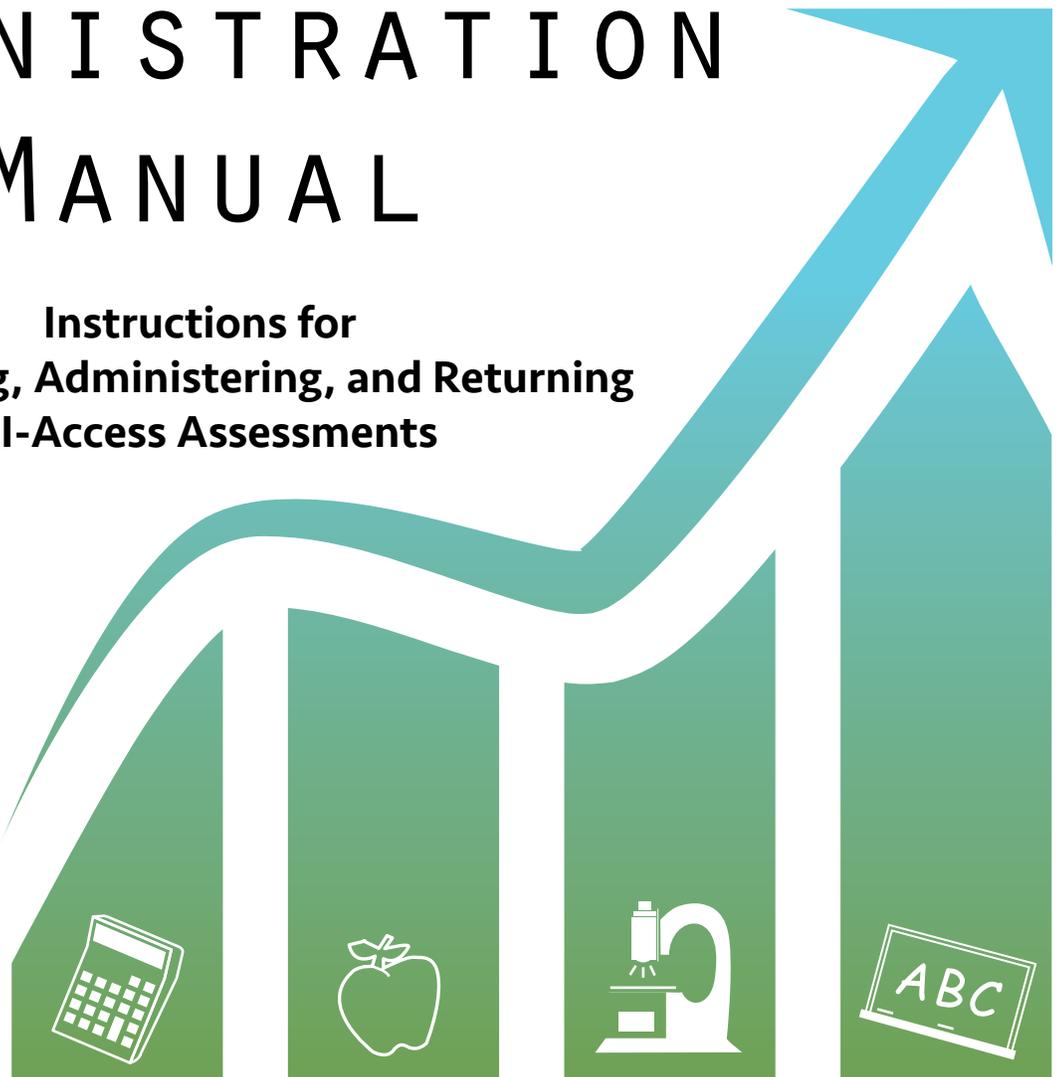**Michigan's Alternate Assessment Program**

Supported Independence and Participation

TEST ADMINISTRATION MANUAL

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

MICHIGAN
Department of Education

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General Information

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How to Use This Manual

This manual is intended to help those involved with administering MI-Access Supported Independence (SI) and Participation (P) assessments understand:

- how the administration process works from beginning to end
- the unique features of SI/P
- the roles that school personnel play in the administration process

Note: This manual is developed for SI/P administrations only; a separate manual is available for Functional Independence (FI) on the **MI-Access web page** (www.mi.gov/mi-access).

This manual covers paper/pencil aspects of the assessments, and the online score entries in the respective assessments.

The content of this manual is developed entirely for SI/P unless otherwise stated.

The manual is divided into eight section:

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

SI/P Assessment Overview provides assessment information that everyone involved in the MI-Access administration process needs to know. This includes resources to prepare all staff for the testing window.

Supports and Accommodations discusses the unique approach to supports and accommodations used while administering the SI/P tests.

District Coordinators covers information specific to fulfilling the role of a District MI-Access Coordinator before, during, and after testing, along with resources and checklists.

Assessment Administrators covers information specific to fulfilling the roles of a Primary and Shadow Assessment Administrator (PAA/SAA).

Building Coordinators covers information specific to fulfilling the role of a MI-Access Building Coordinator before, during, and after testing, along with resources and checklists.

Materials Return Instructions describes in detail how buildings or districts are to return all testing materials to the MI-Access contractor for processing of secure materials. This section also provides a single-page material return chart describing the packing and shipping process.

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

What's New This Year?

Several updates have been made to MI-Access administration in Spring 2025.

New Vendor for Paper/Pencil Testing

There is a different vendor for paper/pencil materials than previously. Data Recognition Corporation (DRC) will be the vendor for all testing—both online and paper/pencil. This change necessitated several updates to the paper/pencil materials and returns processes. These updates are described in this section.

Changes to Materials Return

There are several changes to the materials return process. Only changes are highlighted here—view the Instructions for Materials Return section for detailed step-by-step instructions for preparing materials for return.

1. **No Return Packets:** There is no longer any return packet. Return shipment labels and instructions for materials return are provided in shipments that contain any secure materials for return. All return materials will be in clear bag with sticker indicating "Return Materials Enclosed" - these will be included in the Administrative box of materials.

2. **UPS-Return Shipment Labels:** The return vendor has changed to the United Postal Service (UPS). Each shipment with paper/pencil materials includes UPS-Return Service (RS) labels for return. There must be a UPS-RS label affixed to each return box.

3. **No Special Handling Envelopes:** There is no longer any special handling envelope for material returns. Assessment Coordinators simply pack materials in return boxes and affix the UPS-RS labels.

Call Center Changes

The OEAA Call Center (877-560-8378) options have been updated. Be sure to review the "Call Center and Contact Information" of the **General Information** section of this manual.

Online Score Entry Icon

All MI-Access SI/P assessment administration activities are completed exclusively with paper/pencil materials. Once testing is completed, the students' responses are entered in an online answer document by test administrators. Throughout this manual, a computer icon will be used to highlight online score entry information. Sections without icons pertain to paper/pencil administration processes.

Icon	Mode
🖥️	Online

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

Role	Required Sections	Page
District Coordinator	**All sections:** • General Information • Assessment Overview • District Coordinators • Building Coordinators • Assessment Administrators • Supports and Accommodations • Materials Return Instructions	34
Building Coordinator	• General Information • Assessment Overview • Building Coordinators • Assessment Administrators • Supports and Accommodations • Materials Return Instructions	43
Assessment Administrator	• Assessment Overview • Assessment Administrators • Supports and Accommodations	49

Accessing Documentation in the DRC INSIGHT Portal

Users can access documents and resources in the **DRC INSIGHT Portal** (https://mi.drcedirect.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.
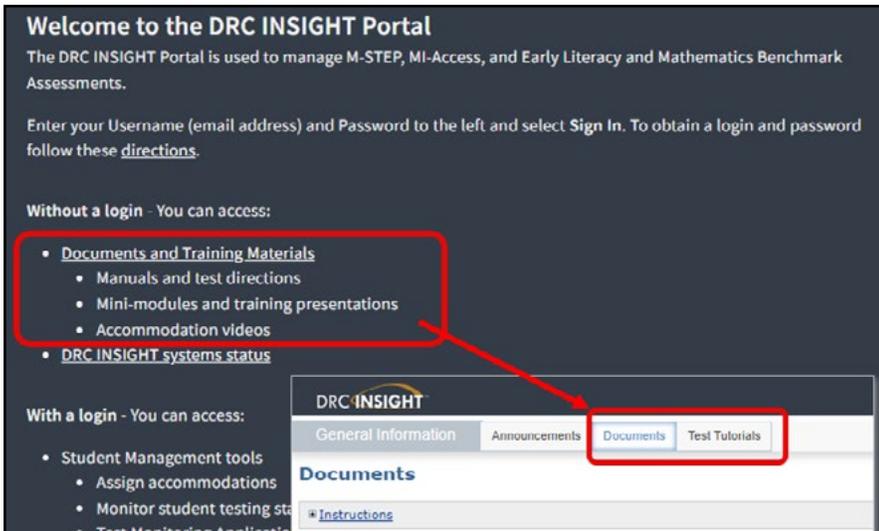
District and Building Coordinators with secure access to the DRC INSIGHT Portal: Go to My Applications and select General Information.
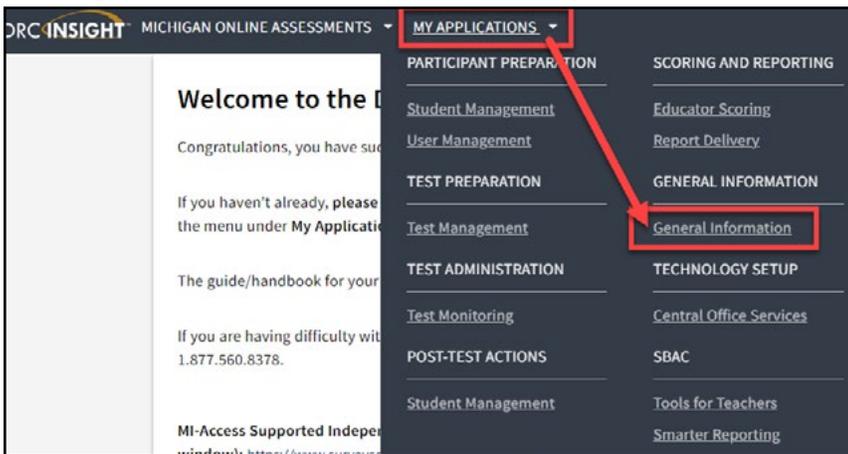
Then, select the Documents tab.
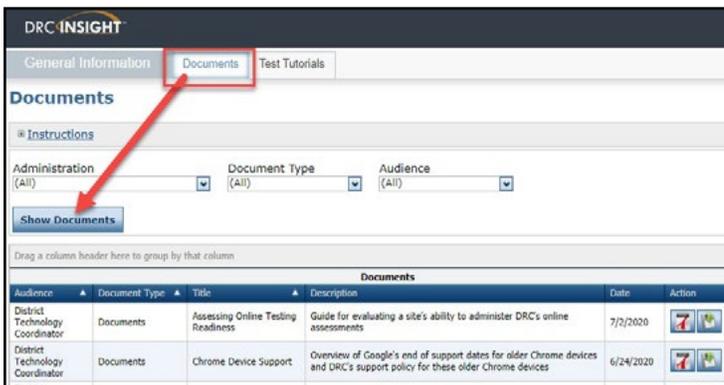
Assessment Calendars

The Office of Educational Assessment and Accountability (OEAA) has created a web page titled Assessment Calendars to provide schedule-related dates for all state assessments. This web page provides lists of important dates, Google calendar options, an Excel spreadsheet version for custom filtering. The calendar below provides a quick view of all the Spring 2025 assessments; this document may be accessed at the Assessment Calendars web page (www.michigan.gov/mde-assessmentcalendar).

Spring 2025 Testing Schedule for Summative Assessments

Assessment	1/27-1/31	2/3-2/7	2/10-2/14	2/17-2/21	2/24-2/28	3/3-3/7	3/10-3/14	3/17-3/21	3/24-3/28	3/31-4/4	4/7-4/11	4/14-4/18	4/21-4/25	4/28-5/2	5/5-5/9	5/12-5/16	5/19-5/23
											Week of						
M-STEP Online											6 weeks						
M-STEP Paper/Pencil											4 weeks						
MI-Access Alternate Assessments											7 weeks						
College Entrance: SAT w/Essay											3 weeks						
Work Skills: ACT WorkKeys									3/27 Window 1		4/10 Window 2		4/24 Makeup				
ACT WorkKeys Accommodated Testing Windows									Window 1: 3/27 - 4/9 OR Window 2: 4/10 - 4/23 Makeup Window: 4/24 - 4/30								
PSAT 8/9 (Grade 8)											3 weeks						
PSAT 8/9 (Grade 9)											3 weeks						
PSAT 10 (Grade 10)											3 weeks						
WIDA ACCESS and WIDA Alternate ACCESS for ELLs	10 weeks																

Important Dates

The window for administering the MI-Access tests covers seven weeks; however, you are advised to make every effort to complete testing as early in the window as possible. MI-Access administrators can schedule an assessment based on student needs and their own internal scheduling at any time during the administration window. A link to the list of important dates for the activities before, during, and after the assessment can be found on the MI-Access web page (www.michigan.gov/mi-access) and in the Appendix section. The list of important dates is a stand-alone document on the web page and can also be saved, printed, and distributed for testing staff members.

Standardized Testing

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

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

Assessment System Access for Assessment Coordinators

The OEAA Secure Site, the Educational Entity Master (EEM), and the DRC INSIGHT Portal are systems used for test administration tasks.

The OEAA Secure Site

The **OEAA Secure Site** (www.milogintp.michigan.gov), is a web-based application used for managing the Michigan state assessments. Since the Secure Site contains FERPA (Family Educational Rights and Privacy Act) protected student information, the site is only available to authorized ISD, district, and school staff that require it as a part of their role in state assessments.

The primary functions of the Secure Site are:

- Pre-identification of Students for both paper/pencil and online assessments
- Ordering paper and pencil tests including accommodated versions
- Incident Reporting
- Accountable Students Enrolled and Demographics review
- Answer Documents Received and Not Tested review and submission
- Access to student data files and score reports

Accessing the OEAA Secure Site

Staff members that need access to the **OEAA Secure Site** (www.milogintp.michigan.gov) will need to create or log into their **MiLogin for Business** account (https://milogintp.michigan.gov/eai/tplogin/authenticate). Most educators should already have an MiLogin account, if you do not or you need to be reminded of your login and/or password, go to the Secure Site Training web page.

If a new or additional district administrator level user is needed for the OEAA Secure Site, the district superintendent and the designated staff will need to complete the District Administrator Level User form found at the bottom of the OEAA Secure Site login page and submit their request along with the form through the OEAA Secure Site. All requests for district administrator level access go to OEAA for approval.

Full directions on how to request access can be found on the **Secure Site Training page** (http://www.michigan.gov/securesitetraining) in the Security section. Those who are unfamiliar with the OEAA Secure Site can also find training resources on this training page.

The Educational Entity Master (EEM)

The 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 necessary that districts and schools keep their information up to date. The OEAA will use this information in various ways throughout the MI-Access testing process

For the MI-Access administration, it is especially important to ensure the district and building MI-Access coordinator contact information, including the email address, and physical address are accurate and up to date, to ensure testing materials are sent to the correct address and important communications are received. Note: Test materials are sent to the address provided for the MI-Access Coordinator and cannot be delivered to a post office box. The address must be a district or school address; it cannot be a personal address.

> The EEM may be accessed on the **EEM web page** (www.michigan.gov/eem).The EEM may be viewed by anyone, but it can only be updated by the authorized district EEM user. If you do not know who your EEM authorized user is, you can locate their name, email, and phone number on the **District and School Contact page** of the OEAA Secure Site.
>
> **Helpful Hint:** Most districts review EEM contact lists at the beginning of each academic year to ensure they are still correct.

If any changes in staffing are made during the year, it is important for the authorized district EEM user to update the EEM with the correct information.

Be sure to notify your authorized district EEM user if you have any changes or updates to your assessment staff!

DRC INSIGHT Portal

The DRC INSIGHT Portal is used for online test administration preparation tasks, including:

- test session setup for score entry after SI/P testing is completed
- printing test tickets and test rosters (for entering SI/P scores)
- monitoring student completion of assigned tests

Accessing the DRC INSIGHT Portal

Secure access to the DRC INSIGHT Portal for Building and District Assessment Coordinators is assigned through the OEAA Secure Site. Refer to the "How do I get access to the DRC INSIGHT Portal?" document on the **OEAA Secure Site Training web page** (www.michigan.gov/securesitetraining). Assessment Administrators do not need secure access to the DRC INSIGHT Portal to fulfill their duties.

Call Center and Contact Information

The OEAA call center can help answer any questions related to MI-Access testing. Agents are available at the following toll-free phone number during the specified hours.

Call Center number: 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)

This table shows the current options that can be selected from the OEAA Call Center menu.

Topic	Option
For inquiries related to state assessment policy; the OEAA Secure Site; administration of the M-STEP, MI-Access, Early Literacy and Mathematics; and Accountability Reporting	1

For inquiries related to the SAT, PSAT, or WorkKeys testing:
        Option 1 - eligibility to test and the OEAA Secure Site
        Option 2 - administration of the College Board assessments (PSAT 8/9, PSAT 10, SAT)
        Option 3 - administration of the WorkKeys work skills test
	2

For inquiries related to WIDA, the English Language Learner assessment; Call 866-276-7735 for assistance with the WIDA Screener and the WIDA Secure Portal	3
For all other calls	4
To report known unethical testing practices by a school on any state assessment	5
To repeat these options	6

Any assessment-related questions may also be submitted by sending an email at any time to **mde-oeaa@michigan.gov** for a quick and thorough response.

For DRC INSIGHT Portal questions or questions about accessing or entering scores in the Online Answer Document, you may 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 building that is experiencing a testing irregularity and is:

- requesting a regeneration of an online answer document
- reporting administration errors, irregularities, and misadministration

If any testing irregularities occur before, during, or after testing, the Assessment Coordinator must file an incident report in the OEAA Secure Site within two school days or as soon as possible upon becoming aware of the irregularity.

Follow this link to find detailed information on how to access and use the **OEAA Secure Site Incident Reporting tool** (https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2019/01/08/Incident_Reporting_for_M-STEP_520328_7.pdf). Incident reports are submitted on the OEAA Secure Site under the Student Assessments drop-down menu (see example below).

Once the report has been filed and submitted, the OEAA will be notified of the report. Most Incident Reports are processed within the same business day. Some reports might require more time to process and resolve.

OEAA expects buildings and districts to report any testing irregularities through this process, 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 G** of this manual.

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 and must be submitted and approved prior to test administration.

Students Out of State or Country During the Test Window

Every enrolled student is expected to test during the test administration window. However, students who are out of state or out of the country can not test and are not eligible for Off-Site test administration. Therefore, students who do not test because they are out of state or country during the test window are considered not tested for accountability considerations.

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 at remote 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** (www.milogintp.michigan.gov).

Off-Site Test Administration Request Instructions

Schools must submit an Off-site Test Administration Request for students that will be testing off-site, meaning not in the school they are attending. The request can be submitted for a whole school, grade or just a few students. This would include virtual and online, homebound, hospitalized, and suspended students. There is also a file upload option for submitting Off-site Administration Requests. The complete instructions for submitting an Off-site Test Administration Request can be found on the **OEAA Secure Site Training web page** (http://www.michigan.gov/securesitetraining).

Shared Educational Entities (SEEs) / Specialized Shared Educational Entities (S2E2s)

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

Only SEE schools and the schools that operate S2E2 classroom programs will be able to view and manage the SEE/S2E2 students in the OEAA Secure Site to ensure enrollment and demographics are correct. SEE schools and the schools that operate S2E2 classroom programs are the only entities that can view and submit issues for missing answer documents or not tested students. Student scores will be sent back to the district for school accountability attribution purposes; however, testing arrangements and expectations are still based on enrollment information submitted in the MSDS.

A student's Primary Educational Providing Entity (PEPE) school is the school responsible for testing that student.

OEAA Communications with Schools and Districts

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

- District and Building Coordinator Training Presentation Webinar – scheduled for February 19, 2025 (10:00 a.m.), with focus on test administration and including instructions for SI/P score entry in the Online Answer Document (the recorded session will be posted on February 20, 2025, in the DRC INSIGHT Portal)

- the weekly OEAA newsletter "Spotlight," which is available to the public; subscribe to receive the newsletter and/or read archived copies on the **MI-Access web page**

- the "Announcement" page on the **OEAA Secure Site** (www.milogintp.michigan.gov)

- the **MI-Access web page** (www.michigan.gov/mi-access) – contains all necessary materials and training resources for a successful administration

- targeted emails for important or urgent topics, sent to the persons who have assigned roles in the Educational Entity Master (EEM) for assessment related tasks, and responsibilities. (Make sure the EEM contact information and all roles are current.)

- Spring 2025 MI-Access Test Administration Recorded Presentations (online and paper/ pencil testing information in chapters); available on the **MI-Access web page** (www.michigan.gov/mi-access) – watch the Spotlight for details

- **DRC INSIGHT Portal** (https://mi.drcedirect.com)

- presentations at state conferences, including the Michigan School Testing Conference held each year in February

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

SI/P Assessment Overview

MI-Access is Michigan's alternate assessment based on alternate content expectations and according to Federal guidelines represents approximately 1% of the overall student population. 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.

- **Functional Independence** (FI) assessments are for students with the most significant cognitive disabilities*. 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.

- **Supported Independence** (SI) assessments are for students with the most significant cognitive disabilities*. 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.

- **Participation** (P) assessments are for students with the most significant cognitive disabilities*. 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.

The MI-Access alternate assessments are not intended as the default for students whose primary disability is only a hearing or visual impairment, or for those who have a common disability such as Specific Learning Disabilities or Speech Impairments, and can, with accommodations, access the general education assessments. Students with these types of disabilities must also have a significant cognitive disability in order for alternate assessments, based on alternate content expectations, to be appropriate.

FootNote: *The definition of "students with the most significant cognitive disabilities" can be found within the assessment selection guidelines Should My Student Take the Alternate Assessment? (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/MI-Access/Should_My_Student_Take_the_Alternate_Assessment.pdf)*

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.

Implications of Assessment Decisions

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

- If a student participates in a MI-Access Supported Independence or Participation assessment, it is assumed that the student is receiving instruction based primarily on Michigan's alternate content expectations (such as the Essential Elements using the Medium or Low ranges of Complexity respectively.).
- 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/mde/-/media/Project/Websites/mde/OEAA/MI-Access/Should_My_Student_Take_ the_Alternate_Assessment.pdf)
- the instructional norms for the student
- the **Interactive Decision-Making Tool,** located on the MI-Access web page at 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 on the following page shows the content areas and grades that the SI/P assessments cover.

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. These alternate content expectations, on which the MI-Access SI/P assessments are based, can be downloaded from the **MI-Access web page** (www.michigan.gov/mi-access). Use the link: "Michigan's alternate content expectations" found in the header of the web page.

Content Area	Grade						
	3rd	4th	5th	6th	7th	8th	11th
English Language Arts (ELA)	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓
Science			✓			✓	✓

Note: *Social Studies is not produced for SI/P. (see next page for complete details).*

Following is a brief description of each SI/P content area assessment.

SI/P ELA Assessments for Grades 3-8 and 11

The SI/P ELA assessments focus on the four claim areas of:

- Reading and Reading Comprehension
- Writing and Sharing Ideas
- Communication and Language
- Research and Inquiry

There are 15 items on each Participation ELA assessment and 20 items on each Supported Independence ELA assessment.

SI/P Mathematics Assessments for Grades 3-8 and 11

The SI/P mathematics assessments focus on the four mathematics claim areas of:

- Number Sense
- Geometry
- Measurement Data and Analysis
- Problem Solving

There are 15 items on each Participation mathematics assessment and 20 items on each Supported Independence mathematics assessment.

SI/P Science Assessments for Grades 5, 8, and 11

The SI/P science assessments focus on three domains:

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

For the Supported Independence science assessment, there are 18 items for grade 5, and 23 items for grades 8 and 11. For the Participation science assessment, there are 16 items for grade 5, and 20 items for grades 8 and 11.

Social Studies Assessment

State law requires all students be assessed in social studies at least once in elementary, middle, and high school. Currently, there are no MI-Access SI/P assessments for social studies in grades 5, 8, and 11. Therefore, a student's IEP Team must determine what other assessment will be used. In addition, the Michigan Department of Education (MDE) requires districts/schools to report information on students who would take a state-level alternate assessment in that content area if it were available. In June on the **OEAA Secure Site** (www.milogintp.michigan.gov), under Accountable Students and Test Verification, district/schools must indicate for all SI/P students:

1. Which social studies assessment the student took (either a locally or commercially developed assessment)
2. The item types used on that assessment
3. Whether the student was proficient
4. How proficiency was determined

Note: the IEP team may determine that a student, assessed with SI (not P), can be assessed using the Functional Independence (FI) social studies assessment as an appropriate level of testing. Students assessed with Supported Independence or Participation may not participate in the M-STEP social studies assessment. See the **Assessment Flexibility** section for more details

Supported Independence and Participation Materials

For SI/P, all of the content areas are covered in the same administrator booklet, with one booklet per grade. The Participation administrator booklet is blue, and the Supported Independence administrator booklet is green.

- The administrator booklets are designed to be used by the Primary and Shadow Assessment Administrators (PAA and SAA), not by the student. The administrators should write their names on the cover of their booklets and use them in preparation for testing students.
- The student picture cards are provided with the administrator booklet and are to be used to help plan the administration of the test. While the cards are designed for use by the students, in certain situations the PAA may choose to substitute the cards with items the student is familiar with as part of his or her daily routine.
- The Scoring Documents will be provided for the PAA and SAA with the material orders and may also be copied, downloaded, and/or printed from the MI-Access web page to meet assessment needs.
- The Scoring Documents are non-scannable tally sheets used during observations; they are used when student scores are entered on to the Online Answer Document after testing.
- The SI/P Answer Document is an online document only—no paper answer documents are produced for SI/P.
- The student responses must be transferred from the Scoring Documents into the online answer document by the PAA for all the content areas; this transfer will require the PAA to have a test ticket to enter the student responses.
- Instructions for entering student responses into the online student Answer Document are found in the **assessment administrator** section of this TAM (page page 62).
- The SI/P administrator Scoring Documents for science will be one page; however, the number of items for grade 5 is different and noted clearly on each document.

MI-Access Assessment Materials		
Assessment Administrator Booklets		
	Participation	**Supported Independence**
Content Areas	ELA, mathematics, and science	
Grades	There is one administrator booklet per grade	
Colors	Blue	Green
Student Picture Cards		
Two cards are provided for each selected–response item		Three cards are provided for each selected–response item
Scoring Documents		
SI/P Scoring Documents used to record student responses No paper answer documents, since the responses are entered in the online answer document		

Item Formats

The SI/P assessments use two item formats:

- Activity-Based Observations: Items are presented to students during familiar classroom activities or routines. These activities or routines provide a performance context in which specific Essential Elements, EGLCEs, EHSCEs, and/or EBs can be assessed.

- Selected–response: Students are read a question and are asked to select the correct response.

The following table provides a detailed description of each item format and how it is to be administered.

Supported Independence and Participation Item Formats						
Item Format	**Supported Independence**			**Participation**		
	ELA	**Mathematics**	**Science**	**ELA**	**Mathematics**	**Science**
Activity-based observation	✓	✓	✓	✓	✓	✓
Selected–response with two picture answer choices				✓	✓	✓
Selected–response with three picture answer choices	✓	✓	✓			

There are no MI-Access SI or P social studies assessments. The IEP team must determine which locally determined social studies assessment these students will be administered. If determined appropriate, students taking Supported Independence assessments may take the FI social studies assessment. Students taking Participation assessments may not be administered the FI assessment as it is a non-adjacent assessment. Neither group of students (SI or P) may take the M-STEP social studies assessment.

Assessment Flexibility

IEP teams have some flexibility to determine if a student should be assessed with an alternate assessment in one or two different levels of MI-Access in different content areas, based on state assessment selection guidelines and the student's overall instructional routines.

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

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

The following graphic displays how the adjacent and non-adjacent participation may affect students' test results. For example, sample students One and Two participated in adjacent levels of testing and received valid test scores. Sample students Three and Four were incorrectly administered non-adjacent tests and at more than two levels, which yielded an invalid test results for both scenarios.

Sample Student	MI-Access (FI)	MI-Access (SI)	MI-Access (P)	Test Results
1	Adjacent			Valid
2		Adjacent		Valid
3	More than 2 Assessment Levels Apart			Invalid
4	Non-Adjacent		Non-Adjacent	Invalid

There are some limits to the flexibility for MI-Access assessments which include:

- None of the SI and P assessments may be split between M-STEP, PSAT™ 8/9 nor the SAT® with Essay since these are not adjacent levels of testing.
- The P assessments may not be split between any MI-Access FI level assessments (including social studies) since these are not adjacent levels of testing.
- Students assessed in SI social studies may participate in the locally approved test or the FI social studies test if deemed appropriate by the IEP team.
- Any non-adjacent testing will invalidate the test results.

Testing Schedule

Building Coordinators and District Coordinators should work together to develop a testing schedule that takes into consideration the unique needs of the students. MI-Access SI/P tests are designed for administration in one-on-one settings with both Primary and Shadow Assessment Administrators. Since the testing environment for these students may be unpredictable, the Michigan Department of Education 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) (for example, the room number or classroom)
- starting and ending time of testing session(s)
- assessment/grade/content being administered for each testing session
- test administrator(s) both PAA and SAA 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. Sample schedules can be found on page 16 of the **Assessment Integrity Guide** (https://www.michigan.gov/mde/-/media/ Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/Assessment_Integrity_Guide.pdf).

Roles and Responsibilities

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

While districts may adjust the roles and responsibilities to fit their size and organizational structure, all roles must be filled. Each role may be carried out by one individual or split among several individuals. However, no function or responsibility can be ignored. The following is a brief look at each of these roles.

There are several roles associated with MI-Access testing.

- Technology Coordinator (TC)
- District Coordinators (DC)
- Building Coordinators (BC)
- Assessment Administrators (PAA and SAA), associated with all the student observations

DCs, BCs, and AAs each have their own section of this manual, including additional information on each of the listed tasks.

Technology Coordinators must:

- complete an OEAA Assessment Security Compliance form
- read the Technology User Guide
- the INSIGHT Portal must be used for the purpose of creating sessions solely for printing test tickets to be utilized in entering student scores in a web-based online answer document
- be aware the DRC INSIGHT Test Engine and the Central Office Services (COS) are not used for SI/P assessment administration
- provide contact information to District and Building MI-Access Coordinators so they can easily request help in solving any internet issues that arise before, during, or after testing
- be available during testing to troubleshoot and help Building MI-Access Coordinators and Test Administrators

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

District Coordinators (see DC section for further details)

- overseeing all testing at the district level
- acting as backup support at the building level
- developing necessary training, and 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 the overall integrity of the assessment process at every level
- 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 all assessment staff roles are identified in the EEM with current and accurate contact information

Building Coordinators (see BC section for further details)

- Develop test schedules based on the school's resources
- Schedule and conduct training of Assessment Administrators
- Ensure the overall integrity of the assessment process at the building level
- Organize and distribute testing materials to test administrators
- Print and distribute login tickets to the Primary Assessment Administrator for score entry
- Securely destroy test tickets after score entry is complete
- Coordinate score entries on-line with the PAA
- Confirming the EEM has the current role and contact information for Building Coordinator

Assessment Administrators (see AA section for further details)

- The Primary Assessment Administrator (PAA) provides a lead role in the SI/P assessments including preparing for the test, conducting the administration, and entering scores when completed.

- The Shadow Assessment Administrator (SAA) works with the PAA to prepare for the test and to provide an independent score of the student responses.

- Read through all the test materials and coordinate testing preparation with the SAA to develop the optimum approach for the students' assessment needs.

- Arrange the testing environment, which includes creating an environment that resembles an instructionally embedded routine for the students.

- Assist students with assessment items as directed in the rubric.

- PAAs and SAAs must independently and simultaneously observe and score the student responses on the scoring documents.

- The PAA must collect the scoring documents and is responsible for entering the PAA and SAA scores in the online answer document.

Preparing for SI and P Test Administrations

Schools and districts should ensure that all staff members receive training 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 G** of this manual.

Training Resources

The following resources are available for you and your staff members.

Each district should document all training and test administration processes and keep copies of all assessment training materials, including presentations, handouts, & in sheets. If a school experiences an irregularity, the state may ask for these materials to ensure that the training was appropriate and adequate.

Recorded Presentation	Description	Where to Find It
District and Building Coordinator Administration Training	This recording of a live presentation provides an overview of the administration, a "tour" of the training resources available for MI-Access, and how to enter SI/P student responses.	**Live presentation** – February 19, 2025 **http://mi.drcedirect.com:** My Applications - General Information > Documents > Document Type > Training Presentations and FAQ (Recorded version available February 20, 2025.
Spring 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.)
Technology Coordinator Recorded Presentation	This recording of a live presentation provides an overview of the software and technology setup required for MI-Access Spring testing. Optional viewing for District and Building Coordinators.	**http://mi.drcedirect.com:** My Applications - General Information > Documents > Document Type > Training Presentations and FAQ

Training Manual and Tools	Description	Where to Find It
MI-Access SI/P Test Administration Manual (TAM)	Manual	Electronic only: **www.michigan.gov/mi-access** > Current Assessment Administration
Assessment Coordinator Training Guide	Chapter-based training for coordinators on specific assessments tasks	Electronically at 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	Electronically at 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	Electronically at MI-Access web page in the **Current Assessment Administration 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
SI/P Scoring Rubric Training	This video-based series of modules provide hands on guidance for staff administering the SI/P assessments from preparing the test, administering the test, and entering student responses online after testing.	Training is available at the **Michigan Virtual Learning** site at (https://plp.michiganvirtual.org/). Enter **"MI-Access"** in the search box, and select **"MI-Access Training: Participation and Scoring Administration"**.

Mini Modules

Mini-tutorials are short videos designed to help District Coordinators, Building Coordinators, and Test Administrators better understand SI/P testing tasks. They are available in the **DRC INSIGHT Portal** (https://mi.drcedirect.com). Select **Document Type: Mini-Modules** to access the resources.

Mini Modules	Description	Where to find it	Role
Accessing Documents on the DRC INSIGHT Portal	How to Access Documents on the DRC INSIGHT Portal	**https://mi.drcedirect.com** General Information >Documents >Document Type: Mini-Modules.	All
Searching for Students in the DRC INSIGHT Portal	How to search for students in the DRC INSIGHT Portal		DC, BC
Creating Test Sessions and Printing Test Tickets in the DRC INSIGHT Portal	How to create/edit test sessions and print test tickets in the DRC INSIGHT Portal. Test tickets are used to enter student responses after testing.		DC, BC
Entering Student Responses in the MI-Access Online Answer Portal	How to enter student responses into the Online Answer Document Portal for MI-Access Supported Independence and Participation.		All

Assessment Security Training Modules Through Michigan Virtual

The following MDE Assessment Security training modules are available through **Michigan Virtual** (https://michiganvirtual.org/course/).

Who	What
District/Building Assessment Coordinators (Required for Coordinators and optional for Test Administrators)	• Read the *Assessment Integrity Guide* located on the MI-Access web page in the Current Assessment section. • Complete the MDE Assessment Security online course through **Michigan Virtual** (https://michiganvirtual.org/course/mde-assessment-security-2022-2023/).
Assessment Administrators and Accommodation Providers	• Read the *Assessment Integrity and Security for Test Administrators* found in the **appendix G** of this TAM. **and/or** • Complete the MDE Assessment Security online course through **Michigan Virtual** (https://michiganvirtual.org/course/mde-assessment-security-2022-2023/).
Technology Coordinators and Other Staff (anyone who handles or has access to secure materials)	Read the *Keeping Assessment Materials Secure* training document available in **Appendix H** of the **Assessment Integrity Guide** (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/Assessment_Integrity_Guide.pdf).

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 Intregrity Guide** (AIG) is available for download on the **MI-Access web page** (www.michigan.gov/mi-access), and details how state-level assessments should be securely administered. The AIG also includes information on the roles and responsibilities of testing staff, test preparation, administration irregularities, and security. District and Building Coordinators are required to read the AIG in its entirety. By following the guidelines in the Assessment Integrity Guide, schools ensure that:

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

The Michigan Department of Education (MDE) also provides the Assessment Security online course through **Michigan Virtual** (https://michiganvirtual.org/course/mde-assessment-security/). 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 participants will receive a Certificate of Completion, which must be retained on file with signed security compliance forms.

Assessment Training

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

Assessment Security Training

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

Note: Assessment Security Training does not replace mandatory assessment administration training.

District/Building Assessment Coordinator Training Requirements:

- Complete the MDE Assessment Security online course through **Michigan Virtual** (https://michiganvirtual.org/course/mde-assessment-security/).
- Read the Assessment Integrity Guide.

Test Administrators/Room Supervisors/ Proctors Training Requirements:

- Read the Assessment Security Appendix, available in this manual.

And/Or

- Complete the **MDE Assessment Security** online course through **Michigan Virtual** (https://michiganvirtual.org/course/mde-assessment-security/).

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

- Read the Keeping Assessment Materials Secure training document, which is available **Appendix H** of the Assessment Integrity Guide.

Material Security

- All materials that allow access to or contain test questions or student responses are secure materials and must be handled in a way that maintains their security before, during, and after testing. This includes paper/pencil materials, accommodated materials, used scratch paper, online test tickets, and test rosters.

> **Helpful Hint:** Store secure materials in a locked cabinet or desk drawer. It is not sufficient to keep secure materials on a staff member's desk because the office may be left unlocked or unattended for a portion of a school day. All secure materials must be retained in one secure, locked location within the school.

- Secure materials shipped to schools are bar-coded and recorded on the materials checklists that accompany shipments and must be returned to the scoring contractor. **Note:** Schools are expected to account for every secure item recorded on the materials list.
- Test tickets used to log students into each online test are secure materials. Test rosters, which automatically print along with test tickets, are also secure.

- All used scratch paper (including graph paper) must be collected and returned to the building MI-Access Coordinator immediately after testing, to be shredded. No used scratch or graph paper may be kept in the classroom.

> **Helpful Hint:** Inventory all materials upon arrival using the material packing sheet to verify all materials have arrived. Any secure materials not returned by the posted return date will result in contact from MDE and/or the scoring contractor to determine whether a security breach has occurred.

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

Test Administration

All testing staff must adhere to these guidelines.

- Ensure an appropriate testing environment is maintained.
- Follow all standardized test administration procedures according to the explicit directions in the Test Administration Manual.
- Monitor student behavior closely for adherence to proper test-taking practices.
- SI/P assessments are designed to be embedded during regular instructional time, and it is possible there may be distractions. Administrators must work to limit distractions and be prepared to relocate testing and/or reschedule testing to a more convenient time or location.
- Ensure that students whose IEP requires them to use Universal Tools, Designated Supports, and Accommodations have these available to them at the time of testing.
- Ensure that any student who needs an allowable Universal Tool or Designated Support has these resources available to them at the time of testing.
- Maintain material security.
- Ensure students are not able to access cell phones, smart watches, or any additional technology during testing.

Electronic Device Policy

Students are not permitted to use, wear, or access any non-testing electronic devices while on a break or during a test administration. Electronic devices should be powered off and stored away from the student work area. A copy of the OEAA Electronic Device Policy has been provided on the MI-Access web page and included in this manual in **appendix J**. The full Electronic Device Policy details the instructions for handling devices to ensure that a misadministration is avoided, whether by student or staff members.

Security Compliance

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, affirming 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 Test Coordinators, Test Administrators, proctors, and all other staff or volunteers with access to secure test materials or student responses. All OEAA Assessment Security Compliance Forms must be returned to the District 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.

Supports and Accommodations

The MI-Access SI/P assessments were developed using universal design principles, which are based on the premise that every child deserves to participate in 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 following are examples of some of the universal design principles that were used to develop the SI/P assessments.

- Many of the items use an activity-based observation format, because this is appropriate for the student populations being tested.
- The selected–response items on the SI/P assessments use picture card answer choices instead of word answer choices, because most students taking these assessments are not fluent readers and because picture identification is a typical part of their instruction. The use of objects is also allowed if assessment administrators believe students will respond more readily to objects than to pictures or if students with visual impairment cannot see the pictures adequately.

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. Additional information about allowable Universal Tools, Designated Supports, and Accommodations can be found in this link for the **Supports and Accommodations Guidance Document** (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Accommodations-and-Supports/Michigan_Accommodations_Manualfinal.pdf).

Assessment Accommodation Decisions

All decisions about which accommodations a student needs must:

- be made by the student's IEP Team
- be documented in the student's IEP by content area
- reflect what the student routinely uses or how the student routinely responds during instruction (in other words, it is not appropriate to introduce a new accommodation just for the assessment)

Assessment administrators are responsible for making sure the appropriate accommodations are available during the assessment and for tailoring them, as needed, to the assessment situation.

Assessment Accommodations for SI/P

Because the items on the SI/P assessments use an observational mode of selected–response items, as well as an activity-based observation format, and are administered during everyday classroom activities/routines, designated supports and accommodations specific to the assessment may not be needed. The student will simply do whatever he or she typically does during instruction, using the same adaptations the test administrator would use in the classroom. Nonetheless, assessment administrators do have the option of using accommodations if they are detailed in the students' IEP, and part of the student's everyday instructional routines.

Group v One-on-One Administration

In some activity-based observation items, the activities take place in the context of a group. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus their full attention on the student being assessed. Similarly, because selected–response items require the use of picture cards and specific presentation styles, these items must be administered in a one-on-one situation.

Modifying Items for Students with Physical Limitations

Assessment administrators may modify activity-based observation items for students with physical limitations when necessary, as long as the modifications still allow the student to demonstrate his or her understanding or knowledge of the scoring focus. For example, a mathematics item that requires students to demonstrate their ability to count to ten while completing a physical fitness routine—such as doing jumping jacks or sit-ups—can be modified so students with physical limitations can count in some other way, perhaps by clapping, blinking, nodding, or tapping the desk. The important part of this item is not the context—a physical fitness routine—but the scoring focus, which measures counting.

Adaptations and Do Not Read Aloud items

For administrators assessing students with Supported Independence and Participation tests, the administrator booklet includes some helpful hints. Each selected–response item is followed by:

1. Specific text within the questions that may not be read aloud to the students
2. Sample adaptations for students who may be blind or visually impaired

An example of what this looks like in the administrator booklet may be found on the MI-Access web page under the Supported Independence and Participation section or by selecting **Sample Item Booklets** in the Supported Independence and Participation section of the MI-Access web page.

Readers

The only time readers might be needed for the SI/P assessments is on selected–response items. For these items, a reader is considered a standard assessment accommodation; this means that both the item stem and the words that accompany the picture answer choices may be read aloud to the student, except when specifically noted in the administrator booklet. The SI/P administrator booklets provide Do Not Read Aloud instructions and adaptations under each selected–response question.

Timing, Setting, and Response Modes

Regardless of the item format (activity-based observation or selected–response), assessment administrators are allowed to adjust the assessment timing, setting, presentation, and response mode to enable a student to demonstrate his or her knowledge of the concepts being assessed. For example, when presenting items, assessment administrators may adjust the presentation of a picture or sound item so that students with visual or hearing impairment can access them in the same way they would access such information during instruction, as long as the adjustment does **not** change the construct being measured. It is also important to note that not all items or even an entire content area are required to be completed in the same day. It is preferable that the activity-based observation items be delivered during a familiar, typical instructional situation. With regard to response modes, the assessment administrator may decide to have the student vocalize, eye gaze, or point instead of providing an oral response to indicate a choice or to demonstrate knowledge.

Other types of adjustments that could be made without affecting a student's score on the SI/P assessments are detailed on the following pages.

Timing/Scheduling

Among other actions, the PAA may:

- determine the number of assessment items the student will be administered in one sitting
- allow adequate motor and processing response time for the student
- allow adequate time for the completion of comprehension activities
- monitor the student for fatigue (stop as needed)

Setting

Among other actions, the PAA may:

- administer the assessment in a setting that is familiar to the student
- choose a distraction-free space, when appropriate

Presentation

Among other actions, the PAA may:

- tailor directions to a student's movement abilities or physical access
- enlarge or minimize materials specific to a student's visual acuity and field
- determine whether the student requires an object, actual photograph, or line-drawing pictorial representation to better understand materials or to demonstrate responses to questions
- use objects or tactile symbols when pictures cannot be visually accessed
- set up a system (or systems) for students using computer scanning, augmentative communication, or low-tech picture and/or word communication, so the PAA can scan through or point to pictures, words, numbers, objects, or other materials while administering the assessment

With Activity-Based Observations (ABOs), the PAA may present items in the same way as during a routine instructional day for the student. Not every item lends itself to being presented twice, as is done with objects or picture cards.

Response

Among other actions, the PAA may:

- set up materials (such as pictures or objects) that the student can gaze at, touch, or point to with a pointer to demonstrate understanding
- use a picture symbol program and arrange familiar pictures, numbers, and/or words in the student's vocabulary in a computer scanning program or on a communication system
- provide access to voice output systems (screen readers), word predictors, or storywriter programs with switch outputs for students who use these tools for written output
- allow the student to smile, eye gaze, nod, use an assistive technology device, or other methods to indicate a choice or preference
- watch for signals of communicative intent from the student (including changes in posture, body position, respiration, voice, movement, or facial expression)
- look for a pattern of behavior (such as head down, twitching) that may indicate attention or a consistent response from the student
- provide appropriate computer access, including computers with switching systems, voice output, voice activation, accessible keyboards, touch windows, or screen enlargement programs
- convert pictures to tactile graphics or even braille basic text (using a format the student is familiar with) for students who are emerging braille readers

District Coordinators

Introduction

District MI-Access Assessment Coordinators are responsible for overseeing all testing at the district level and acting as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, and ensure that Building Coordinators and Test Administrators are aware of training opportunities for staff and students.

Districts have 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 a district level user of the OEAA Secure Site does not change the shipping destination to school on the Initial Material Order page by the initial deadline.

On additional material orders, each building can choose delivery to the district or school on each order. Information in this section is designed to cover all facets of the District Coordinator's responsibilities, whether materials are delivered to schools or district.

The OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the Coordinator's responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform may be found at the top of the MI-Access web page for quick reference.

District MI-Access Coordinator Checklist

Major Tasks to Complete Before, During, and After Assessment Administration

BEFORE (Mark when complete)

- o   Watch the District/Building Coordinator Online Testing WebEx (presented live February 19, 2025 – the recording will be posted in the DRC INSIGHT Portal under General Information >Documents >Document type: Training Presentations & FAQs).
- o   Read the MI-Access SI/P Test Administration Manual (this manual).
- o   Read the Assessment Integrity Guide.
- o   Complete the MDE Assessment Security online training course.
- o   Provide training for Building Coordinators for testing and online score entry.
- o   Review the list of important dates found on the MI-Access web page.
- o   Determine if the District Coordinator or the Building Coordinators will be responsible for material orders and returns.
- o   Manage OEAA Secure Site and DRC INSIGHT Portal access and permissions.
- o   Review, inventory, and distribute building order of materials. Place additional material orders as needed.
- o   Ensure all student information is accurate in the Michigan Student Data System (MSDS).
- 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 , for instance, the student should not be pre-identified for science in FI and MI-Access SI in the Secure Site..
- o   Manage the distribution, collection, and storage of all signed OEAA Assessment Security Compliance Forms.
- o   Collect and store Certificates of Completion for staff who complete the MDE Assessment Security Online Training course.
- o   Determine whether Reporting Codes will be used. **Note:** Reporting codes will only be entered on the OEAA Secure Site.
- o   Ensure students are placed in online test sessions in the OEAA Secure Site and the DRC INSIGHT Portal. **Note:** This is strictly for the purpose of printing tickets to enter student responses post-administration.
- 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   Ensure all Educational Entity Master (EEM) information is accurate for district and school 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   Enter Incident Reports into the OEAA Secure Site as needed.
- o   Periodically monitor assessment administrations.
- o   Ensure that professional assessment administration practices are followed.
- o   Remind and monitor schools that **all student scores are entered in the online Answer Documents prior to May 23, 2025, at 4:00 p.m.**

AFTER (Mark when complete)

o   Inventory and review the returned assessment materials for accuracy.

o   Review materials returns procedures with all building coordinators for properly handling of all test materials. If the district has selected to return materials, retrieve the Return Kit found in each material order, and use it to return all test materials after testing. (See Materials Return Instructions section of this manual for further details.)

o   Ensure that all student scores are entered by schools in the **online Answer Documents prior to May 23, 2025, at 4:00 p.m.**

o   Return materials to DRC **by May 28, 2025** (see Return Materials section for packing diagram). **Note**: Do not return Scoring Documents, 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 all tasks under the Accountable Student and Test Verification drop-down menu in the OEAA Secure Site when it opens in June 2025.

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 Michigan Student Data System (MSDS) general collection to the general assessment (for example, M-STEP or MME components). It is the responsibility of the District or Building Coordinator to:

- unassign and move students from the general assessment to the correct MI-Access assessment this can be done using the Mass Update feature. Specific instructions for this process can be found on the **OEAA Secure Site Training web page** (www.michigan.gov/securesitetraining)
- remove students from M-STEP or MI-Access FI online test sessions and destroy any printed test tickets
- Students must not be pre-identified for multiple assessment levels (e.g. FI and SI in ELA) in the same content area

Note: Students pre-identified for SI or P are not permitted to participate in the general assessments (M-STEP, PSAT 8/9 in grade 8, or SAT with Essay).

All students who will be assessed using the MI-Access assessment must be identified in MSDS as being in a special education program by the end of May. If a student who is not flagged as "Special Education" tests with MI-Access, he or she will be considered "Not Tested." Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files.

Pre-Identification (Pre-ID) Warnings in OEAA Secure Site

The OEAA Secure Site provides several new MI-Access Pre-ID warnings on the pre-ID Report page alerting users to possible errors in the pre-ID of some students. The warnings are based on certain flags that may (or may not) indicate a student either does not meet the definition of a student "with the most significant cognitive disabilities," or that most of their instruction and/or educational goals are appropriately aligned to alternate achievement expectations on which MI-Access is designed to assess. These warnings are to

help IEP teams ensure they are identifying students for the appropriate assessment levels. The warning is nothing more than a flag and users may override the warnings to submit the pre-ID information. The warnings do not preclude the student from taking a MI-Access level assessment.

The warnings include:

- **MI-Access Disability Type,** which is derived from the MSDS records, and indicates that the student's "Primary Disability" might not be consistent with a student meeting all the qualifications of having the Most Significant Cognitive Disability. These criteria that must be met are:
    - o Significant impairment of cognitive functioning
    - o Significant impairment of adaptive functioning
    - o Extensive support to generalize learning across settings.
- **MI-Access Primary Instruction and Educational Standards,** which may indicate that the student does not have extensive support needs to generalize learning across settings and/or that most of the student's instruction is rooted in general education content rather than alternate educational content and standards.
- **MI-Access Past Performance,** which looks at repetitive performance in the "Surpassed the Expectations" reporting level across multiple subjects and for multiple years. This is to highlight that these students are routinely exceeding alternate content expectations designed for students with the most significant cognitive disabilities and that the student might need to be considered for a different assessment by IEP teams.
- **MI-Access Nonadjacent,** is a warning triggered by a student pre-identified to any nonadjacent combinations of summative assessments in the same school. An example of this would be a student pre-identified in the M-STEP and MI-Access SI. Review the assessment flexibility section in the Overview section of this manual for complete details on adjacent and non-adjacent testing. Reminder: if the student is assessed with non-adjacent assessments, it will invalidate the results.

These warnings were developed to provide districts/schools the opportunity to review the assessments these students are assigned to in the Secure Site and to ensure those are the proper assignments, following Every Students Succeeds Act (ESSA) requirements and state guidelines.

Ordering Assessment Materials

Initial orders are generated in the OEAA Secure Site based on the pre-identification of students assigned to the MI-Access assessments and adjusted for the PAA and SAA counts. Coordinators have numerous responsibilities in making sure the material orders for schools are accurate through the **OEAA Secure Site** (www.milogintp.michigan.gov). Here are several factors to remember:

- If Coordinators do not have a OEAA Secure Site user ID and password (which are required to enter the site), they should follow the directions on how to request access on the Secure Site Training page under the Security section at www.michigan.gov/securesitetraining.
- If a user does not have or remember there login and password, a link on the OEAA Secure Site is provided to access it.
- Each year, enhancements are made to the OEAA Secure Site to streamline and improve the ordering process; therefore, be sure to review the "Material Ordering" section in the **OEAA Secure Site Training web page** (www.michigan.gov/securesitetraining).

- Districts have the option to have all assessment materials delivered directly to all buildings 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 OEAA Secure Site.

Two different types of orders 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 OEAA Secure Site through **February 14, 2025**. Coordinators are reminded to review the materials orders in the OEAA Secure Site before this date to confirm the data is correct. If you require more materials, these can be ordered during the additional material order window.

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

Receiving Assessment Materials

MI-Access assessment materials will arrive in boxes with yellow 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 UPS labels
  - yellow Materials Return Labels
- OEAA Assessment Security Compliance Forms, to be completed and signed by all those involved with administering MI-Access

School orders, whether they are shipped to the district or to individual schools, will contain:

- one copy each of the security checklists and packing lists for use in inventorying returned materials
- Assessment Administrator Booklet for the grade level
- Scoring Documents for observing student
- the student picture cards, packaged together and shrink-wrapped

Orders will be packed by school and MI-Access materials will arrive in one shipment.

Completing OEAA Assessment Security Compliance Forms

All staff members involved in any testing activities must 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 for three years following assessment administration. For more information, see the Security section of this manual.

Inventorying Materials

Each order contains a packing list of all materials included in the shipment. **Building and/or District Assessment Coordinators must inventory all materials in the order to verify that all testing items were received correctly.** 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, 1-877-560-8378 to report the discrepancy. This will start the process to alert the vendor that there may be a problem and provide a tracking mechanism so that the materials order status can be traced.

Ordering Additional Materials

If additional materials are needed, an additional material order may be placed in the OEAA Secure Site. The person ordering can select either school or district as the shipping destination. This can be done on each additional material order.

Research I and II Codes

The use of research codes 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 versus reading program B (versus 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 OEAA Secure Site through the end of Accountable Students and Test Verification window.

Using Reporting Codes

Use of optional reporting codes allows districts and schools to receive assessment score reports organized by class or group designation(s). It is up to the district or school to determine whether it will use this option and to define the codes that will be most helpful.

Reporting codes must be entered in the OEAA Secure Site before the end of Accountable Students and Test Verification window. Watch the Spotlight newsletter in June for the opening of the verification window dates.

Using Assessment Administrator Booklets with Student Picture Cards

Coordinators and Administrators must understand how the administrator booklet and student picture cards are to be used in tandem during testing.

- The Assessment Administrator booklets are developed strictly for the use of administrators and not students. The reason is it provides administrator instructions that must be followed and gives guidance for how to adapt items when administering the tests. Additionally, the pictures in the administrator booklet are significantly smaller than the student picture cards and may present some difficulty for students to view adequately and in context.

- The Student Picture Cards are designed as companion materials to the booklets. They must be presented to students by the primary assessment administrator when the selected response questions are administered. These cards are significantly larger and provide a clean and concise visual display of the answer choices for student to select from.

For complete details on these SI/P materials, see the Assessment Administrator section of this manual.

Preparing Materials for Distribution

In addition to understanding how to use the administrator booklet, student picture cards, and scoring documents, there are several other important factors to keep in mind when preparing materials for distribution:

- **Building Materials**
  The packing list and security list (included with the school boxes) can be used to track the materials that were sent to each school and to inventory school materials.

- **Security Barcode Numbers**
  All MI-Access assessment secure materials 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 administrator booklets (which are secure materials) have been shipped back. These numbers can be used to track administrator booklets and ensure they are returned. **Note: Student picture cards are secure materials and they must be returned along with the cover sheet,** which contains the secure barcode for the entire group of cards.

Informing Others about Professional Practices

District MI-Access Coordinators must ensure that Building MI-Access Coordinators, Primary Assessment Administrators, Shadow Administrators, and Technology Coordinators have received the appropriate and required test administration and test security training.

Distributing Assessment Materials to Schools

Once all the "before" steps have been completed, District MI-Access Coordinators may distribute assessment materials to each school participating in MI-Access (unless materials are shipped directly to schools). The MI-Access contractor will ship each school's materials in a separate box (or boxes), so the District Coordinator must inventory the materials and pass them along to the appropriate schools as packaged.

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 Building MI-Access Coordinators

- relay any questions they cannot answer to DRC or the OEAA staff. (see the contact information section of this manual).

- file Incident Reports for any testing irregularities that occur before, during, or after testing
  Note: Reports are to be filed in the OEAA Secure Site within two school days or as soon as possible after notification. Detailed information on Incident Reporting is available through the **OEAA Secure Site Incident Reporting tool** (https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2019/01/08/Incident_Reporting_for_M-STEP_520328_7.pdf). **Appendix G** contains the Incident Reporting Guide for SI and P assessments.

- periodically check in with Building MI-Access Coordinators to make sure they have the materials and information they need to accurately administer the MI-Access assessments, and that assessment administrators are entering student responses on the online answer document

- 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 they are returned to the vendor. The OEAA requires these inventory practices to avoid having test materials 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 as the critical part of their packing process. Refer to the **Materials Return Instructions** section of this manual for specific details on returning materials processing and shipping information.

Preparing Materials for Return Shipment

The procedure for returning materials to the contractor for processing is very similar for districts and for schools. For that reason, an explanation of the process has been condensed into the final section of this manual, "Materials Return Instructions."

Instructions for Returning via United Parcel Service (UPS)

The UPS instructions for schools and districts are also similar; they are included in the "Materials Return Instructions" in the final section of this manual.

Completing the Coordinator/Assessment Administrator Feedback Survey

After the district's assessment materials have been returned to the MI-Access contractor, the Coordinator/Assessment Administrator Feedback Survey should be completed at **www.mi.gov/mi-access**. The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Checking Accountable Students and Test Verification

Information provided to the OEAA Secure Site during the Accountable Students and Test Verification window includes the answer documents that were entered in the online answer documents and the demographic information in MSDS. While this verification window is open (watch Spotlight for availability), district/schools must verify that:

- all students and their online response entries have been accounted for
- student demographic information is accurate
- students taking alternate assessments are flagged as "Special Education"
  Note: If a student taking MI-Access is not flagged as special education, the scores will be invalidated.
- any student tests with "Prohibited Behavior" or "Nonstandard Accommodations" are correctly flagged
- the Expected to Test list has been reviewed and verified

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

- report missing online answer documents and students not tested, and appeal/correct Prohibited Behavior and Nonstandard Accommodations if incorrectly marked
- verify students enrollment is correct
- update student demographic information in MSDS used for assessment reporting and accountability calculations
- submit Not Tested Reasons for related to the alternate social studies assessments for students in grades 5, 8, and 11
- submission of Not Tested reasons for a possible accountability exemption

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, go to the **OEAA Secure Site Training web page** (www.michigan.gov/securesitetraining) and scroll down to the Accountable Students and Test Verification section.

Important Note: It is the primary responsibility of the District Coordinator to review all tested student records in the Answer Document and Test Verification window. Coordinators should watch the OEAA Spotlight newsletter for the announcement of when the verification window will open in June.

Building Coordinators

Introduction

Each school building involved with administering MI-Access must have a designated Building Assessment Coordinator. The coordinator's principal responsibility is to ensure that the assessment is administered appropriately according to IEP team decisions and the procedures found in this manual.

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. This guide is designed to assist in every aspect of the Coordinator's responsibilities and is a great training tool for new coordinators and staff members. The **Assessment Coordinator Training Guide** link (https://www.michigan.gov/mde/services/student-assessment/early-literacy-and-mathematics-benchmark-assessments/assessment-coordinator-training-guide) is located on the MI-Access web page under Assessment Training and Resources for Educators for quick reference.

Roles and Responsibilities

Building MI-Access Coordinators are responsible for:

- being the contact person between the school and the District MI-Access Coordinator
- participating in the professional development sessions organized by the District MI-Access Coordinator on how to administer the MI-Access assessments
- making sure that all assessment materials received from the contractor or the District Coordinator are disseminated to appropriate school staff and returned as directed. **Note:** if the district has elected to have test materials shipped directly to schools, coordinators should read the District Coordinator section for how to order, receive, and return materials
- distributing, collecting, and retaining signed OEAA Assessment Security Compliance Forms
- ensuring that secure testing materials–such as assessment booklets, listening scripts, test tickets, and rosters–are kept in a locked and secure location until the test session are scheduled to begin
- making sure all students are loaded to DRC INSIGHT Portal sessions
- test tickets are produced for the PAA score entries on the online answer document after testing
- providing assessment administration and security training to testing staff

The MI-Access contractor will ship all assessment materials to the District or the Building Coordinator, based on the district's selection in the OEAA Secure Site order page. District Coordinators are responsible for distributing the materials to schools for administration if needed.

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

Building Coordinator Checklist

BEFORE (Mark when complete)

- o Watch the District/Building Coordinator Administration Training Webinar (presented live February 19, 2025 – the recording will be posted in the DRC INSIGHT Portal under General Information >Documents >Document type: Training Presentations & FAQs).
- o Distribute a copy of this manual and testing materials to the PAA to help them prepare for testing. (Reminder: secure testing materials must be returned daily and stored in a secure locked central location.)
- o Participate in district test administration training.
- o Read the Assessment Integrity Guide.
- o Read this SI/P Test Administration Manual.
- o Ensure the test materials have been ordered and pre-identification completed.
- o Create a testing schedule for all students. Note: These schedules must be retained by the district for 3 years.
- o Inventory and prepare materials for distribution to assessment administrators.
- o Store materials in a secure and locked location, except when preparing for and administering the tests.
- o Provide required assessment and security training to all staff involved in testing.
- o Use the DRC INSIGHT Portal to set up sessions, print tickets and rosters, and distribute materials to the PAA.
- o Collect the completed and signed OEAA Assessment Security Compliance forms from all assessment staff (keep in district for three years).
- o Complete the MDE Assessment Security online training and collect Certificates of Completion from testing staff.

DURING (Mark when complete)

- o Be available to answer questions and monitor testing progress throughout the window.
- o Relay questions to the District MI-Access Coordinator as needed.
- o Provide test irregularity information to District Coordinator to file an incident report in the OEAA Secure Site.
- o Periodically monitor administrations of the assessment.
- o Ensure that professional assessment administration practices are followed.

AFTER (Mark when complete)

- o Confirm with the PAA that all the student responses have been entered on the Online Answer Document before May 23, 2025 (by 4:00 PM). Collect/destroy all login tickets and rosters.
- o Collect Assessment Administrator Booklets and student picture cards; all secure materials must be returned.
- o Review the returning assessment materials for any missing secure testing materials.
- o Complete the Special Handling Envelope if it is used, otherwise destroy it.
- o Prepare and return materials according to the instructions provided by the District MI-Access Coordinator and the directions found in the Materials Return Instruction section of this manual.
- o Assemble all of the student picture cards and place the original cover sheet with the security barcode listed on top for return.
- o Do not return Scoring Documents, OEAA Assessment Security Compliance forms, , or MDE Assessment Security Certificates of Completion as these must be retained at the district for 3 years.
- o Complete the administration feedback survey found on the **MI-Access web page**.

Before Testing Activities

Pre-Identification (Pre-ID) Information

The OEAA requires all students taking state-level assessments to be pre-identified. The OEAA will automatically pre-ID all students from the fall Michigan Student Data System (MSDS) general collection to the general assessment (M-STEP and MME components). Since the OEAA does not know which students will be taking MI-Access, it is the responsibility of the building or district to:

- unassign and move students from the general assessment to the correct MI-Access assessment; this can be done using the Mass Update; specific instructions for this process can be found on the **OEAA Secure Site Training web page** (www.michigan.gov/securesitetraining)
- remove students from M-STEP test sessions in the DRC INSIGHT Portal and destroy any M-STEP test tickets that have been printed

Note: Students pre-identified for SI or P are not permitted to take the general assessments (M-STEP, PSAT 8/9 in grade 8, or SAT with Essay).

All students who will be assessed using the MI-Access assessment must be identified in MSDS as being in a special education program by the end of May. If a student is assessed by MI-Access but not flagged as "Special Education," he or she will be considered "Not Tested." (Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files.)

Pre-Identification (Pre-ID) Warnings in OEAA Secure Site

The OEAA Secure Site now provides several new Pre-ID warnings alerting users to possible errors in the pre-ID information entered or scenarios that may cause an invalidation of a test. These warnings are found on the pre-ID Report page and designed to highlight conditions that should be taken into consideration by District/Building Coordinators and the IEP teams. The warnings include:

- **MI-Access Disability Type**, which is derived from the MSDS records, for a students "Primary Disability" that might not qualify under the student with disabilities requirements of cognitive disabilities to participate in an alternate assessment.
- **MI-Access Primary Instruction and Educational Standards**, which is derived from MSDS full time equivalent (FTE) data indicating the student may be receiving most of the instruction in general education rather than alternate educational settings.
- **MI-Access Past Performance**, which looks at repetitive FI surpassing performance results for students during the two prior years. This is to highlight that these students might need to be considered for a different assessment by IEP teams.
- **MI-Access Nonadjacent**, is a warning triggered by a student pre-identified to any nonadjacent combinations of summative assessments in the same school. An example of this would be a student pre-IDed in the M-STEP and MI-Access SI. Review the assessment flexibility section in the Overview section of this manual or complete details or adjacent and non-adjacent testing. Reminder: if the student is assessed with non-adjacent assessments, it will invalidate the results.

These warnings were developed to provide feedback to the districts/schools as early as possible and avoid any administration interruptions.

Ordering Assessment Materials

It is a district decision as to who will handle the placing of orders for paper/pencil test materials—either the District or the Building coordinator. Be sure to work with your District Coordinator to make sure all the appropriate materials are available for the paper/pencil administration. Additional materials may be ordered in the OEAA Secure Site if there is a shortage.

Initial Material Orders

The initial orders sent to schools are automatically populated based on the pre-identification of students entered into the OEAA Secure Site through February 14, 2025. Coordinators are reminded to review the materials orders in the OEAA Secure Site before this date to confirm the data is correct. If you require more materials, these can be ordered during the additional materials order window.

Additional Material Orders

If the initial material orders are accurate and there are no changes, then 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, assessment administrators, classrooms, or schools
- a student's IEP Team determines that a different assessment should be administered
- an initial material order was not placed or received

When materials are shipped, building packing lists and security lists are included, indicating which assessment materials are enclosed and in what quantity. If the number of materials shipped does not match what is stated on the packing list and/or the security list, the MI-Access Coordinator must contact the OEAA Call Center using option 3 and report the discrepancy. (**Note:** There is an "Order Summary" screen on the OEAA Secure Site that shows what materials districts have ordered.)

Receiving Assessment Materials

Assessment materials might arrive from the District MI-Access Coordinator or be shipped directly to the school in one delivery, which will include:

- school packing and security checklists, used to inventory materials
- the complete return kit, necessary to return all materials
- standard print Assessment Administrator booklets
- scoring documents for SI/P (used to tally student responses during testing; also available on the MI-Access web page)
- student picture cards, designed for student use during SI or P assessment administrations (one set for each Primary Assessment Administrator)
- OEAA Assessment Security Compliance Forms (one for the Building MI-Access Coordinator to complete and sign, and multiple copies to distribute to assessment administrators, accommodations providers, and proctors)

Inventorying Materials

Once the MI-Access assessment materials arrive, open the shipping box or boxes and save them for returning used and unused assessment materials. Then, use the packing slip to inventory materials.

If any materials are missing, contact the OEAA Call Center using option 1. If additional materials are needed, place an additional material order or contact the District MI-Access Coordinator to place the order in the OEAA Secure Site.

Managing Administrator Login Tickets

Even though the assessment is conducted using the paper/pencil mode, the student responses are entered directly into an online answer document by the Primary Assessment Administrator (PAA). This entry process requires a test ticket for each student tested. Test tickets are printed from the DRC INSIGHT Portal. For detailed information on printing login tickets, refer to the **Test Sessions – Adding, Editing, Printing Login tickets** mini-tutorial. This document can be found at **http://mi.drcedirect.com** under General Information > Documents > Document Type: Mini-Modules.

Test tickets and rosters are considered secure materials. Once printed, they should be kept in a secure location until the PAA enters the scores. After a PAA has entered student scores, he or she should return all tickets to the Building Coordinator for destruction or secure storage.

Online Software

Because the answer document is online, it is important for those coordinating the SI/P assessments to review the training materials found in **The DRC INSIGHT Portal** (http://mi.drcedirect.com). The DRC INSIGHT Portal allows Michigan users to:

- access training materials (open to all staff)
- set up online test sessions for printing ticket/roster–for online score entry (secure login is required)

INSIGHT and Central Office Services (COS)

The DRC INSIGHT testing engine that is used by the student-facing version of the MI-Access Functional Independence assessments is not used for the Supported Independence or Participation assessments. Therefore, the COS is not required for SI/P.

Completing and Collecting OEAA Assessment Security Compliance Forms

After training and before receiving any secure test materials, each staff member must sign the OEAA Security Compliance Form and return it to the District/Building Coordinator. These forms must be held by the district or school for at least three years. The OEAA Assessment Security Compliance Form may be found in the materials order and is also posted on the **MI-Access web page** (www.mi.gov/mi-access).

During Testing Activities

Although Building MI-Access 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 Primary or Shadow administrators (If MI-Access Building Coordinators cannot answer a question or address a particular concern, relay the question or concern to the District Coordinator for follow-up)
- check in periodically with assessment administrators to make sure they have the materials and appropriate staffing needed to accurately administer the MI-Access assessments
- periodically observe, assist, or monitor assessment administrations

After Testing Activities

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 or misplaced 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 section of this manual for specific information about the processing and shipping of returned materials.

Entering Student Responses on the Online Student Answer Document

Confirm with the PAA that the student responses have been entered in the online asnwer document. Refer to the Assessment Administrator section for details on entering scores online. Collect/destroy all login tickets and rosters.

Returning Materials

If the building will be returning test materials directly to DRC, refer to the "Materials Return Instructions" section in this manual for detailed instructions on using the return kit to ship the materials. If the district is handling the returns, the Building Coordinator should gather all the materials listed in the diagram in Material Returns section of this manual and make arrangements to transport them to the district coordinator.

Completing the Coordinator Feedback Survey

Once materials have been returned, the Building Coordinator should complete the **Coordinator/Assessment Administrator Feedback Survey** (www.mi.gov/mi-access). The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Assessment Administrators

The Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) should work closely on the assessments to: 1) prepare for the administration of the SI/P assessments by reviewing the test materials including picture cards and planning for any adaptations for students, 2) administer the assessments by independently and simultaneously observing the student responses, and 3) the PAA will enter both observation scores of the PAA and SAA into the online answer document after testing is completed.

Administrator Checklist

BEFORE (Mark when complete)

- o   Participate in district or building test administration training.
- o   PAA and SAA must participate in the **test security training** as determined by the District or Building Coordinator.
- o   Work with the Building Coordinator to develop and maintain a testing schedule for students.
- o   Read this entire section of the manual.
- o   Read appendices A, B, C, D, E, and F.
- o   Complete and return an OEAA Assessment Security Compliance Form.
- o   Review the materials received and store materials in a secure/locked location between administrations.
- o   Review the administrator booklet with the SAA, as well as the scoring documents, scoring rubrics, and picture cards, to prepare for assessment administration.
- o   Clarify the roles and responsibilities of PAAs and SAAs and determine student response modes and assessment strategies.
- o   Schedule the assessments.

DURING (Mark when complete)

- o   Both PAA and SAA administer the assessments while documenting the student responses on their Scoring Documents (provided with testing materials).
- o   Relay questions and concerns to the Building MI-Access Coordinator as needed.
- o   Ensure that professional assessment administration practices are followed.

AFTER (Mark when complete)

- o   Obtain the test tickets that will be used after testing to enter scores from the Building Coordinator.
- o   Using the test tickets, PAAs enter both PAA and SAA scores onto the online answer documents. **All scores must be entered no later than May 23, 2025 at 4:00 p.m.**
- o   Assemble all student picture cards and place the original cover sheet with the security bar code listed on top for return.
- o   Return all used and unused materials to the Building MI-Access Coordinator.
- o   Complete the online feedback survey on the MI-Access web page.

SI/P Assessment Process Flowchart

The administration of the SI/P assessments have both paper/pencil and online components, which can be confusing at first. To simplify the process, this administration flowchart has been developed for your reference and training purposes (the chart is also available on the MI-Access web page).

The flowchart describes the paper/pencil activities on the left while the right side outlines the online tasks.

The flowchart demonstrates how these two differing modes work together for successful completion of the test administrations.

Spring 2025 MI-Access SI/P Assessment Administration Flow Chart

Paper Test Administration

Receive and inventory all test materials from Coordinator – Booklets, Picture Cards, and Scoring Documents

PAA and SAA meet to plan for administering tests

**Test Administration
April 7 to May 23, 2025**

Assemble all testing materials for return (Assessment Booklets, Picture Cards)
Note: Scoring Documents must be retained by Schools/Districts

Return Shipment on or before
May 28, 2025

Note: See SI/P Test Administration Manual for return instructions

Online Answer Document Entry

Print Test Tickets/Rosters from DRC Insight Portal
(used for online score entry after testing)

Distribute Test Tickets/Rosters to PAA for student score online entry

After testing the PAA must:

- PAA gathers ALL Scoring Documents

- Using Test Tickets and Scoring Documents for each student, login to Online Answer Document using URL link on DRC welcome page

- Enter BOTH PAA and SAA scores for each student

- Submit each Answer Document when completed

All scores must be entered and submitted by **May 23, 2025** (4:00 PM)

MICHIGAN Department of Education

About the Assessments

The MI-Access Supported Independence and Participation (SI/P) assessments are administered by two test administrators and designed to be instructionally embedded into the student's routines and/or to replicate classroom activities. The tests are interactive and observational between the assessment administrators and students. Understanding how the SI/P assessments are designed and administered is critical to the student's outcome. This section will provide comprehensive information about the assessments by explaining:

- the assessment design and administration process
- how to use, complete, and return the assessment materials
- how to enter scoring data on the online answer document

Assessment Administrators

The SI/P assessments are designed to be administered by qualified school staff members; specifically:

- one certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who will act as the Primary Assessment Administrator (PAA)
- another certified staff member (as described above) or other school personnel (such as a highly qualified paraprofessional), who will act as the Shadow Assessment Administrator (SAA)
- Both the PAA and SAA must be familiar with the student and aware of the student's unique instructional needs.
- The PAA and SAA must not impede or influence the outcome of any particular assessment item.
- All decisions about when to provide the student with assistance and what type of assistance are made by the PAA.
- The SAA's role is to simultaneously and independently provide a second score for the student.

Administration Process and Assessment Materials

It is the Primary Assessment Administrator's (PAA) responsibility to take the lead in the administration of these assessment observations. The PAA must lead for the planning, preparation, and handling of all testing materials including the score entry after testing. The Shadow Assessment Administrator (SAA) provides a secondary observational scoring to the PAA during this entire process.

Before Testing Activities

Receiving Assessment Materials

Based on the materials order delivery selection in the OEAA Secure Site, DRC ships all assessment materials to either the District or the Building Coordinator. These Coordinators are then responsible for distributing the materials as appropriate to the Building Coordinators for delivery to the Assessment Administrators.

Materials provided to the Assessment Administrators include:

- student picture cards (one set for each PAA, based on the assessment[s])
- OEAA Assessment Security Compliance Forms (one for the PAA, one for the SAA, and extras for any accommodations providers)
- Assessment Administrator booklets
- scoring documents provided for PAA and SAA for SI/P observations in preparation for online entry

Note: The scoring documents may be copied or printed from the MI-Access web page.

Completing and Returning Assessment Security Compliance Forms

Before beginning the testing activities, each administrator must 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 administering the assessments, including accommodations providers. This includes the PAA, SAA, 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 MI-Access Coordinator before assessment administration begins.

Inventorying Assessment Materials

When the assessment materials have been delivered, an inventory must be conducted to make sure that the correct assessment materials have been provided in sufficient quantities. If any materials are missing, the Building MI-Access Coordinator must be notified; the Coordinator will go through the appropriate channels to obtain the missing materials. (See the General Information section of this manual for more information on which content areas must be assessed and at which grades.)

Note: The same test administrator booklet and picture cards can used with multiple students in the same grade.

Reviewing Administrator Booklets, Picture Cards, and Scoring Rubrics

Thoroughly review the administrator booklets and student picture cards to become familiar with the assessment items, administration directions, and correct answer choices. Also review the scoring rubrics to become familiar with how students are scored.

Preparing for Assessment Administration

For each administrator conducting the activity-based observations, obtain the correct administrator booklets and two scoring documents (for PAA and SAA). In the space provided on the scoring documents, fill in the student's name, which corresponds with the student test ticket information for the online answer document entry.

With that student in mind, schedule the assessment. Whenever possible, schedule activity-based observation items (for SI/P ELA and mathematics and for Participation science) at times when the activity might typically occur. Also, keep in mind that while some activity-based observation items will occur naturally in the classroom, others may require more detailed planning. Prepare to adjust the instructional environment as needed.

With the PAA and SAA working together, determine the student's anticipated response mode—such as verbalization, head nodding, signing, vocalizations, blinking, eye gazing, pointing—so that both assessment administrators look for the same type of response during the assessment.

Next, make sure that all materials (such as manipulatives or picture cards), technology devices (such as augmentative communication devices or other specialized equipment), and other assessment accommodations as indicated in the student's IEP are available and ready for use. Any aids or materials used must be chronologically age-appropriate and reflect what the student typically uses during instruction; in other words, do not introduce a new device or material during assessment administration. Also, prepare for and follow universal health precautions as needed.

Any questions or concerns about the assessments can be referred to the Building MI-Access Coordinator. Questions/concerns the coordinator cannot answer may be referred to the District MI-Access Coordinator for follow-up.

Preparing the Administration Environment

Prior to administering the MI-Access SI/P assessments, PAAs and SAAs must take several factors into consideration along with the procedural steps they must complete.

Anticipated Response Modes

The SI/P assessment items are designed to permit students to demonstrate their knowledge in a variety of ways and to answer using individual response modes. Therefore, before assessment administration, the PAA and the SAA will discuss which response mode the student is most likely use to indicate his or her answer. For example, the student may respond verbally or by signing the answer. The student may point to the answer or eye gaze to indicate a choice. Or, the student may nod, or blink once for "yes" and twice for "no." It is important for the PAA and the SAA to agree on the type of response they are looking for during the assessment.

Group versus One-on-One Administration

For some activity-based observation items, the activities take place in the context of a group of students. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus their full attention on the student being assessed.

While some students may be capable of reading selected–response items, the use of picture cards and adaptive items are the required presentation method and best suited for a one-on-one administration. Thus, group administration is not recommended for the SI/P assessments.

Physical Assistance

There could be assessment items that students with physical limitations and/or sensory impairment would know how to complete correctly, but because of their disability, they cannot do so without physical help from another individual. Providing physical assistance in these cases would not adversely affect a student's score if they are capable of directing and then receiving the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate understanding of maps and directions by navigating through the building to designated locations, but needs help to move the wheelchair and/or open and close doors, the student should not be penalized in scoring if they can direct another person on where to go and when to open and close the doors.

Also, assessment administrators might sometimes need to modify items for students with physical limitations. For example, a mathematics item that requires students to demonstrate their ability to count to ten while completing a physical fitness routine (like doing jumping jacks or sit-ups) can be modified so the student can count in some other way—perhaps by clapping, blinking, nodding, or tapping the desk. The important part of this item is not the context—a physical fitness routine—but the scoring focus, which in this example measures counting.

Positioning

While an assessment item is being administered, both the PAA and the SAA must be positioned so they can clearly see and hear the student. This is important because if (for example) a student uses eye gaze to indicate the correct answer, both assessment administrators have to be able to see where the student is looking. Similarly, if the student verbalizes to indicate the correct answer, both assessment administrators have to be close enough to hear the student's response.

Preparing the Environment

Some mathematics and science activity-based observation items call for the use of real-world objects, such as manipulatives, sorting blocks, or natural materials. The descriptions of the assessment activities typically contain examples of common objects or materials that are appropriate for use by the student being tested. Nevertheless, the PAA is responsible for determining which materials will be used, and for making sure they are on hand before the assessment item is administered.

Similarly, because some activity-based observation items and all selected–response items rely on pictures (often paired with words), the PAA is responsible for determining which pictorial program (or actual photographs) should be used, and for generating the materials, if needed, for use during assessment administration.

Along the same lines, sometimes the instructional environment might need to be manipulated. For example, in a mathematics activity-based observation item that requires a student to identify a missing object as part of a table-setting routine, the PAA will need to plan ahead to ensure that the required object is, in fact, missing. This is one reason why it is so important for both assessment administrators to review the items, answer choices, and picture cards ahead of time.

Ensure that only staff involved in administering the test are allowed in the testing room. To protect students from anxiety and distractions, unauthorized persons—including parents, guardians, or other staff members —must not be allowed to enter, observe, or photograph testing documents, test rooms, or preliminary activities. They must stay away from the test location until after the administration.

> ### Instructional Tip
>
> The method of presenting items twice might cause students some hesitation. Students may infer they answered incorrectly the first time and opt to change their initial response to "correct" their perceived error or to please the teacher. The administrators can mitigate this effect by asking the student "just to make sure I understand you" types of queries about their response, or by letting the student know in advance and repeatedly that they will be asked each question twice, to keep them engaged in the process.
>
> A very effective instructional practice is to make this "repeated questioning" a part of the students' daily instructional routine. When a student responds to instructional questions throughout the day, repetition of the question should focus on confirmation rather than on correction of whether or not the answers are right. During instruction, it is important to provide correction the first time a student makes an error. This dichotomous approach to displaying items in their routine has shown some success during assessment administration.

During Testing Activities

The PAA will start the testing with an administrator booklet and student picture cards for each student being tested. Check to make sure the proper information has been recorded for the administrator on the front of the administrator booklet in the space provided. Reminder: The administrator booklet is for the administrator's use only.

Use the PAA and SAA scoring documents provided in the materials to tally the student responses as questions are presented. The scoring documents can also be copied as needed and downloaded/printed from the MI-Access web page. The scoring documents will be used later by the PAA to transfer the responses to the online answer document after testing is complete.

Each of the scoring documents will contain the scoring rubric in the header of the sheet, providing easy reference during the observations.

Administering SI/P Selected-Response Items

Selected-response items have three components:

- the item stem (or question)
- the scoring focus (a short statement that links the item to the EGLCE, EHSCE, or EB being measured)
- picture answer choices

The Participation items have two picture answer choices and the Supported Independence items have three picture answer choices. When administering selected-response items, there are a number of important factors to keep in mind.

Reading Selected-response Answer Choices Aloud

In most cases, the picture answer choices are accompanied by labels that are to be read aloud to the student along with the item stems. However, in some instances reading the labels would give the answers away. In these instances, the labels have been omitted and students must respond to the questions without verbal assistance. (The only exception is for Word Recognition items, where the labels remain because students need to see the actual words.) The assessment booklet provides instructions on which part of the item may be read aloud. These instructions accompany each test item, along with suggestions on how some items may also be read for students with a visual impairment.

Using Picture Cards

While the answer choices are included in the administrator booklet, the MI-Access contractor will also provide separate student picture cards that must be presented to the student during assessment administration. The administrator booklet is not intended for direct use by the student being assessed. PAAs may decide whether to use the picture cards "as is" or to reproduce them in a format (such as real photographs), size, or pictorial program that is more familiar to the student. The reproduced images, however, must NOT change the nature of the question or elicit a different response. Actual objects may also be used if needed.

When the picture cards are used, specific presentation styles must be followed. For the Participation assessments, where there are two answer choices, both picture cards must be presented at the same time in one order, then immediately presented to the student again with the positions of the cards reversed (see below).

Participation - Student Picture Card presentation sequence

Picture 1	Picture 2	→	Picture 2	Picture 1
Show first			**Reverse order and show again**	
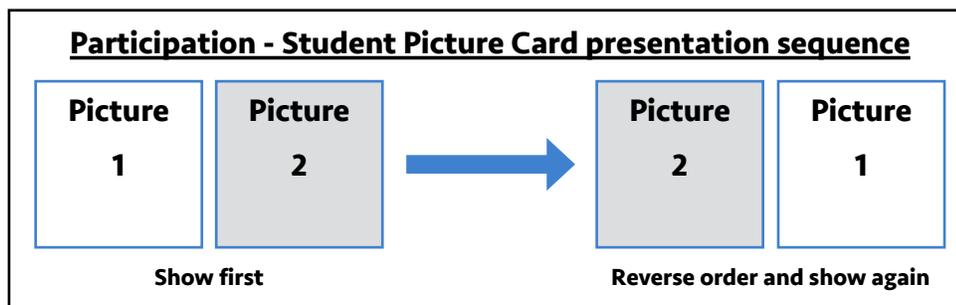
For the Supported Independence assessments, where there are three answer choices, all three picture cards must be presented to the student at the same time in one order, then immediately presented to the student again in a different order (see below). The purpose of using these presentation styles is to ensure that the student is intentionally selecting the correct answer and not merely responding to a dominant side or selecting the picture by chance. This presentation style can be explained to students before testing, so they do not presume you are asking the question again because they answered incorrectly the first time.

Supported Independence - Student Picture Card presentation sequence

Picture 1	Picture 2	Picture 3	→	Picture 3	Picture 2	Picture 1
Show first				**Change order and show again**		
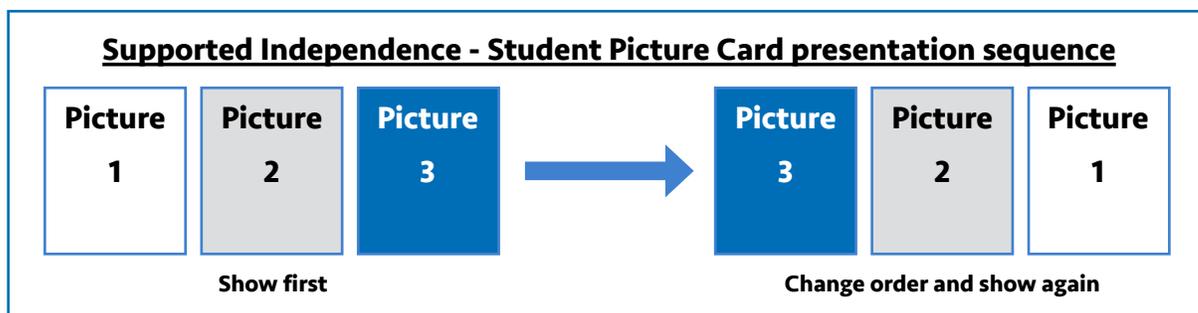
If a student is unable to select an answer using these presentation styles due to physical limitations, the answer choices may be presented to the student for "yes/no" selection. The PAA must show the student all the cards in one order and ask if each card is a correct or incorrect choice; then, the PAA must show the cards again in a different order and ask if each card is a correct or incorrect choice. The student must identify the correct picture answer choice by indicating "yes" both times. If the student indicates "yes" for a wrong answer choice or "no" for a correct answer choice, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all cards.

The reverse side of each picture card shows whether the answer choice on that card is correct or incorrect. It might be helpful for PAAs and SAAs to review the cards and answer choices before administering the assessment. The PAA also may chose to adapt the picture cards with familiar pictures or substitute classroom items in order to engage a student.

Presenting Introductory Art

Some selected–response items have introductory art that appears before the item stem. For these items, the MI-Access test materials will include a picture card for the introductory art, as well as for the answer choices.

Administering SI/P Activity-Based Observation Items

Activity-based observations (ABO) are designed to reflect activities that typically take place in the classroom and with which students most likely are familiar. Therefore, ABO items can and should be administered as part of the student's regular schedule or routine whenever possible. For example, if an ELA word recognition item requires a student to identify one or two words associated with a lunchtime routine, the item could be observed as the student helps to prepare a meal. Or, if a mathematics item requires a student to identify a missing object, the item could be observed as the student takes part in a table-setting routine where a necessary utensil is missing. In this way, the assessment item is incorporated into the normal instructional routine. Keep in mind, however, that the instructional activity or routine does not have to stop once the assessment activity is complete. The PAA and the SAA can simply score the student and continue with the instructional activity or routine until it is finished. With ABOs, administrators are asked to present items the same way they would during a routine instructional activity for the student. An ABO item does not have to be presented twice, as is done with the selected–responses or picture cards.

Using Scoring Documents

The SI/P assessment administrators will use the accompanying Scoring Documents during testing. The documents:

- allow the PAA and SAA to independently and simultaneously document the student responses
- are specific to a content area
- contain a rubric header and item number for easy reference
- include links to the online Answer Document where responses will be entered
- will arrive with testing materials and may also be downloaded from the MI-Access web page

Samples of the Scoring Documents are shown on the following page; these may be duplicated as needed.

Item Components

Each activity-based observation item has two components. The first component is an activity that will allow a specific Essential Element (EE) or Extended Benchmark (EB) to be assessed. For example, an activity description might be:

> While interacting with staff during snack or lunchtime, the student will correctly use one common courtesy word and/or phrase, such as "please", "thank you", or "you're welcome."

The second item component is the scoring focus—that is, a short statement that links the item to Michigan's EE or EBs, and specifies what the PAA and SAA will look for when observing and scoring the student. In the sample item described above, the scoring focus might be:

> Using language to communicate effectively for different purposes

It is imperative that both assessment administrators carefully review and understand the activity and the scoring focus prior to administering the item.

Most items also include an example to further clarify the activity and show what an assessment administrator might do with the student in order to administer the item. **Note:** Assessment administrators might need to modify the example to better suit their student's needs or to best utilize what is available in the classroom.

Student Directions

When administering activity-based observation items, PAAs usually will say or do whatever is typically said or done to allow the student to engage in the activity. In some instances, more explicit directions are provided in the activity description. For example, in the mathematics item shown below, the second sentence includes more detailed directions about how to conduct the item, since the scoring focus depends on the student doing the same number of repetitions of two different exercises.

> **ACTIVITY:** While completing 2 familiar fitness exercises, such as bending, lifting, or jumping, the student will correctly demonstrate knowledge of the term **same as**. For example, the student could complete 10 sit-ups and then be asked to, "Do a number of arm raises that is the **same as** the number of sit-ups." The student then correctly completes 10 arm raises.
>
> **SCORING FOCUS:** Demonstrating an understanding of the term **same as**

It is important for PAAs and SAAs to review all assessment items prior to administration to check for specific directions, and to ensure the directions are planned for and followed.

Preparing the Environment

While most activities will occur naturally in the classroom or school, some may require more detailed planning to ensure that a specific scoring focus can be observed. For example, a student with visual impairment might need tactile graphics; a student with hearing impairment might need signing or a sound field system; and a student with some other disability might need a communication system and/or technology device to access the assessments and/or demonstrate what he or she has learned.

The Supported Independence and Participation administrator booklets have been enhanced to include directions for any items that may not be "read aloud" to students, such as labels and easily identifiable words. The administrator booklet also provide guidance for administrators who are making decisions on how to adapt test items for students with visual impairments.

Any aids or materials used must (1) be chronologically age appropriate; (2) reflect what the student typically uses during instruction [do not introduce a new device or material during assessment administration] and (3) be documented in the student's Individualized Education Program.

Administering ELA Words-Paired-with-Picture Items

Some activity-based observation items require the student to properly select words paired with pictures. Picture cards for these items (as opposed to those for selected–response items) will be provided by the assessment administrator (as opposed to the MI-Access contractor), since the assessment items are supposed to be part of the student's normal instructional routine. The cards should be presented to the student in the same manner as picture cards for selected–response items.

Using the SI/P Scoring Rubrics for Selected–Response and Activity-Based Observation Items

Both item formats—selected–response and activity-based observation—must be scored using a standardized scoring rubric. During the assessment, the PAA will record his or her scores or condition codes on the MI-Access PAA Scoring Document, and the SAA will simultaneously and independently record his or her scores or condition codes on the MI-Access SAA Scoring Document. Both of these scoring documents are included in the assessment material order. Once all the items have been administered, the PAA records both the PAA and SAA score points and/or condition codes to the Online Student Answer Document. **Note:** Scores must be entered for both the PAA and the SAA; if scores for either one is missing, the student may not receive a valid score.

Participation Scoring Rubric (3-Point Rubric)

The scoring rubric for the Participation assessments has three score points and three condition codes. The rubric is based on the student responding correctly and takes into consideration the amount of assistance the student requires to engage in the item. The table below details the Participation score points and condition codes. Additionally, the Participation Scoring Rubric Flow Chart in **Appendix A** of this manual shows how to apply the rubric during assessment administration. Both the PAA and the SAA score the student at the same time on both selected–response and activity-based observation items.

Supported Independence Scoring Rubric (2-Point Rubric)

The scoring rubric for MI-Access Supported Independence is similar to the Participation scoring rubric, except it has only two score points and the same three condition codes. The SI rubric is based on the student responding correctly and takes into consideration the amount of assistance the student requires to engage in the item. The table below shows the SI score points and condition codes. Additionally, the SI Scoring Rubric Flow Chart in **Appendix A** of this manual shows how to apply the rubric during assessment administration. Both the PAA and the SAA observe and score the student independently and at the same time.

MI-Access SI/P Scoring Rubrics		
Supported Independence Score Point/Condition Code	**Participation** Score Point/Condition Code	**Response**
2	3	Responds correctly with no assessment administrator assistance
1	2	Responds correctly after assessment administrator provides verbal/physical cues
Not Allowed in SI	1	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides step-by-step directions and/or hand-over-hand assistance

Scoring Rubric Terms and Definitions

The SI/P scoring rubrics include such terms as verbal cues, physical cues, modeling, hand-over-hand assistance, and step-by-step directions. Appendices C and D of this manual provide definitions for these terms and examples of how they may be applied. Assessment administrators must review the appendices prior to administering the SI/P assessments.

Scoring Rubric Training

Supported Independence and Participation Scoring Rubric Training is available at the **Michigan Virtual Learning** site at (https://plp.michiganvirtual.org/). Enter **"MI-Access"** in the search box, and select **"MI-Access Training: Participation and Scoring Administration"**.

After Testing Activites

Completing the Online Student Answer Document

After the assessment is administered, the PAA gathers the completed PAA and SAA Scoring Documents and ensures all bubbled areas are marked.

What to watch for in this process:

- In some cases, based on individual needs, students may not be able to complete some questions. In these cases, enter all responses that are marked on the Scoring Documents.

- The PAA and SAA scores might not always concur with each other—this is expected. Administrators are asked to independently score the student as they observe the responses, and some adjacent scores (and even non-adjacent scores) are to be expected.

- Be sure the form number is marked on each of the scoring documents.

- Prohibited Behavior or cheating by students in the SI/P assessments is extremely rare. However, such behavior is to be noted on an incident report submitted in the OEAA Secure Site. The Building Coordinator is consulted when this report needs to be submitted.

- The PAA will use the Scoring Documents to enter the student responses on the Online Answer Document. See the directions in the following section.

- **All scores must be entered by May 23, 2025 at 4:00 p.m.** (ET).

Note: There are no paper answer documents for SI/P, since the student responses will be entered in an Online Answer Document; the Primary Assessment Administrator will enter the PAA and SAA scores directly on the Online Answer Document, using a student test ticket.

PAA should enter the student responses in the Online Answer Document, or the student will not receive scores or credit for testing.

Note: The scoring documents should not be returned to the contractor but must be retained by the district.

Entering Student Responses on the Online Student Answer Document 🖥

After the student has completed testing, the PAA must gather the scoring documents used during testing, along with the SAA's scoring documents, and enter the observation scores for the student online. The following steps will guide the PAA through the process of entering the scores.

The PAA will use the student's test ticket to log into the Online Answer Document and then enter both PAA and SAA scores from the scoring documents.

- The Online Answer Document can be accessed in several ways:
  - Log into the document directly at **https://surveysdrc.com/mi/mi2025/logon.aspx (Active only from April 7 through May 23, 2025)**
  - Select the link from the DRC INSIGHT Portal Welcome page. Access the Welcome page at **https://www.mi.drcedirect.com**.

Welcome to the DRC INSIGHT Portal

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

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

Without a login – You can access:
- Documents and Training Materials
  - Manuals and test directions
  - Mini-modules and training presentations
  - Accommodation videos
- DRC INSIGHT systems status

With a login – You can access:
- Student Management tools
  - Assign accommodations
  - Monitor student testing status
  - Test Monitoring Application
- Test Management tools
  - Create and update test sessions
  - Print test tickets
- Software downloads

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

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

  - Select the link provided in the SI/P Online Answer Document Instructions for Score Entry document located on the **MI-Access web page** (www.michigan.gov/mi-access) under the Current Assessment Administration section.
- Chrome is the preferred browser for entering scores..

Step 1: Log into the **Online Answer Document** (https://surveysdrc.com/mi/mi2025/logon.aspx). **(Active only from April 7 through May 23, 2025)**

Step 2: Use the student test ticket to log into the Online Answer Document and select the correct assessment.

Step 3: At the welcome screen, confirm the student/assessment information. Once the information is confirmed, select "Continue."

The Answer Document will appear (see sample below).

- The Participation answer document is highlighted in blue for the PAA, and in gray for the SAA.

- The Supported Independence answer document is highlighted in green for the PAA, and in gray for the SAA.

Step 4: From the drop-down menu, select the form number that matches the the form number on the cover of the administrator booklet (see red arrows below).

- The answer documents are displayed in a stacked format with the PAA entries at the top; it will be necessary for the user to scroll down the PAA section of the screen to complete the form.

- The SAA section is displayed immediately below the PAA answer document and also has the scrolling feature.

Step 5: Enter scoring information in the PAA fields, then enter the SAA's information on the SAA section of the answer document.

The online Answer Document display mirrors the Scoring Documents and is designed to make entry easier. The scrolling feature locks the rubric header in place for both the PAA and SAA fields.

Sample Participation Online Answer Document

Sample Supported Independence Online Answer Document

Some important administrative instructions to **note:**

- **Both the PAA and SAA scores must be entered in the Online Answer Document** for the student to receive a valid score for each item. If either score is not entered, the score for that item will not be counted. A warning at the bottom of the page will alert you if there are missing scores (see below).

> **There are some PAA and/or SAA score entries missing for this student. A valid score for each item requires both a PAA and SAA score for each student response. You may continue to enter scores or select "Submit" to enter the scores as is. Please note that the missing scores are highlighted above but may not be visible until you scroll down on both the PAA and SAA grids.**

- If the Answer Document is submitted missing some of the PAA and/or SAA scores, the system will highlight the row with missing entries in yellow (see below). You may review and edit the information or choose to override the warning. If you choose to override the warning, the scores will not be captured for those items.

- A warning will appear if a form number is not selected. No entries may be entered unless this is completed. **Note:** This form number must match the form number from the administrator booklet.

> **A form number is required before the answer document can be submitted.**

Submitting the Online Answer Documents

The Online Answer Document provides fields for the user to enter all responses and buttons to submit the answer document.

- **"Submit"** button - sends the answer document for scoring.
  Note: Once the answer document is submitted, you will not be able to review or retrieve it.

- **"Clear Responses"** button - clears all student score entries and allows administrators to start over.
  Note: This button will clear everything you have selected.

- **"Save and Return Later"** button - saves all entries up to that point and prompts you to close the answer document. You will need a login to return to this answer document later.

Once the scores have been a submitted, a final warning message will appear, asking the administrator to verify and confirm that the information is accurate. This is the final opportunity to review entries.

I verify that the student whose information has been entered into this online document matches the scoring documents completed at the time each item was administered to Student Name**.**

Submit   Cancel

If you discover a mistake was made in the submission of the scores, gather the necessary information and work with the Building Coordinator(s) to have the District Coordinator submit an incident report on the OEAA Secure Site, requesting that the answer document be regenerated.

Upon receiving the incident report, the OEAA will:

- process the report by regenerating the answer document (erases the original answer document)
- send a confirmation email to notify the submitter that the regeneration is completed

The Building Coordinator will print a new test ticket, and the PAA will use the new ticket to enter the scores on a blank document.

Helpful Tips

You might find it easiest to use touch screen device with stylus when entering scores on the Online Answer Document. The functionality is more precise and significantly faster than using a mouse or touchpad. Also, scrolling is available anywhere on the Online Answer Document; using a mouse you can swipe up or down, as well as scrolling. **Note:** Using any touch screen device during the administration is not permitted. Use the scoring documents to collect student responses and enter responses on-line after administration is complete.

Returning Materials to the Building Coordinator

- Return all administrator booklets and student picture cards sets (including coversheet with bar code) to the Building Coordinator after testing.

- Test tickets and rosters are secure materials and also must be returned to the Building Coordinator.

- Scoring Documents used during observation should be retained at the school or district.

Completing the Coordinator/Assessment Administrator Feedback Survey

Once materials have been returned to the Building MI-Access Coordinator, the Assessment Administrator should complete the Coordinator/Assessment Administrator Feedback Survey found in the **Current Assessment Administration section** (www.mi.gov/mi-access.) The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Materials Return Instructions

Districts have a choice to return testing materials from the district or from the building directly. A return package is included in every building's materials order to allow for the returns. Material returns will include scorable and non-scorable materials. You may have multiple types of MI-Access materials in your returns (FI, SI and P). **Note:** The Material Return deadline for returning all testing material is **May 28, 2025**.

Packing Scorable and Non-Scorable Materials for Return

Either the district or school MI-Access coordinator may return materials for scoring through UPS shipping, since the packing instructions are the same for both. **Follow the instructions below when packing scorable all materials for return to DRC.**

> **Note:** There are several changes to material returns in Spring 2025, including:
> - the use of Do Not Score labels (applied to answer documents that the school has invalidated),
> - returning FI answer documents in provided plastic bags,
> - no specific packing/sorting order required for returning materials,
> - the special handling envelope has been discontinued for returning materials, and
> - unique barcode labels for each student by content area
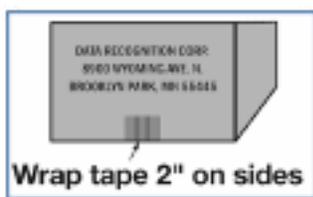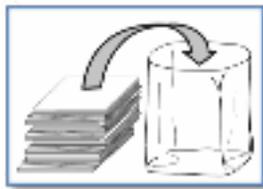
Follow the instructions when packing all materials for return to DRC.

1. Materials that must be returned to DRC do not need to be packed in any specific order and the same boxes in which materials arrived in may be used for the returns.

2. Use the initial material shipping list to take an inventory and ensuring that all secure materials are accounted for.

3. Use the provided clear plastic bags to store any FI secure answer documents within the boxes being returned. Zip ties are also provided to close each bag.

4. Remove or black out any old shipping labels on boxes, including the original shipping label, and seal the boxes with plastic shipping tape. (Note: destroy any shipping labels from previous administrations)

5. Affix a yellow DRC Return Shipping label to the top of each box being returned to DRC.

6. Affix the provided UPS-RS label(s) to each box of materials being returned to DRC.

7. Do not return the Security Compliance Forms, or Scoring Documents for SI and P.

Every box in a return shipment needs an UPS-RS label applied. If additional UPS-RS labels are needed, order them on the Additional Materials Order page in the OEAA Secure Site.

Instructions for Returning All Materials via United Parcel Service (UPS)

1. If you have a daily scheduled UPS pick up, you can place the test material return package(s) with your pickup packages but please keep segregated for the driver.

2. If you do not have a daily scheduled UPS pick up Call UPS at 1-866-857-1501.

3. Let them know that you would like to schedule a pickup and that you have Return Service (RS) label(s). Tell the service representative what the tracking number for the return label is (see label sample below to locate tracking number). This will let UPS know that DRC will be paying all pick up and return charges.

Note: Tracking numbers will always begin with 1Z and are found in the location as shown on the sample

4. Let the service representative know what day and time your package will be ready for pick up.

5. Keep track of your tracking numbers.

6. The material deadline for returning all testing materials is May 28, 2025.

Make your call to UPS at least one day before you need a pickup. Same day service is not available in all areas.

Include the following information:

- the total number of boxes you are returning (specify a "multiple piece shipment") if returning more than one box, and

- the average box weight (you can use 20 pounds per box).

Additional Resources and Instructions:

1. If you do not have enough DRC Return Shipping labels or UPS-RS labels, order them on the Additional Materials Order page in the OEAA Secure Site. Each box in your return shipment requires an UPS-RS label

2. After verifying that you have returned all materials for this assessment, destroy any remaining UPS-RS labels, as these are year specific.

3. Verify that your complete shipment was picked up and shipped after your scheduled pick-up.

Retaining the Scoring Documents from Student Observations

The scoring documents used during testing are designed to record administrators' observations and used to complete the online answer document after testing is completed. The scoring documents should be handled in the following manner:

- The scoring documents containing the administrators' observations are not to be returned.
- The district/school must retain the used Scoring Documents for three years for internal records.
- Any unused Scoring Documents must be securely destroyed locally.

Processing All Secure Materials

All secure materials must also be returned by **May 28, 2025**. These materials are monitored and recorded for test security purposes; failure to return any secure materials will result in contact by MDE or the scoring contractor to account for missing materials.

All secure materials must be returned along with scorable items to the MI-Access contractor listed in the Testing Materials retention table below.

Test Materials	Return to Scoring Contractor	Building Destroys	Building Retains
Used Answer Documents	✓		
Unused Answer Documents		✓	
Student Test Tickets and Test Rosters		✓	
FI Accommodated versions of the test (braille, enlarged print, audio recordings (flash drives), and AABBs)	✓		
ELA Listening Scripts	✓		
SI/P Student Picture Cards (with bar coded cover sheet)	✓		
SI/P Scoring Documents			3 years
OEAA Security Compliance Form(s)			3 years
Biohazardous material (usually caused by student illness/accidents)		✓ *	

File an Incident Report for all secure materials that are destroyed, damaged, or missing.

What to do After Materials Have Been Picked up

- Retain the sender's copy of the airbill(s) for your records. Use the tracking numbers on these to verify your shipment was delivered.

- Track your shipment after the scheduled pick-up to confirm receipt by the contractor.

- Destroy unused answer documents, unused special handling envelopes, and any remaining UPS-RS airbills, as they cannot be used in future years.

- If you discover some testing material was not shipped beyond the return date, you must complete an incident report to alert our internal team for processing. Immediately, take an inventory of the items and proceed to return the materials by following the instructions above.

- If you have questions regarding the return of materials, contact the OEAA Help Desk at 877-560-8378.

- Watch the weekly Spotlight publication for the announcement of the OEAA Secure Site opening window for "Answer Document Received, Not Tested, and Accountable Students and Demographics for Spring 2025 Assessments." This is the final opportunity for schools to review and confirm the answer documents have been received, student demographics are accurate, and students not tested are documented.

Appendices

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Appendix A

SI/P Administration and Scoring Rubric Flow Charts

Supported Independence Scoring Rubric Flow Chart

Assessment Item is Presented to the Student by the Primary Assessment Administrator
Do and say whatever is typically done or said to allow the student to participate in each activity unless otherwise directed in the activity.

Student engages in and correctly completes the item.
Score Point of 2

Student does NOT engage in the item or begins, then hesitates or stops.

Student engages in the item but responds incorrectly.
Condition Code A

Student engages in and correctly completes the item.
Score Point of 1

Primary Assessment Administrator provides verbal and/or physical cues.

Student engages in the item but responds incorrectly.
Condition Code A

Student does NOT engage in the item or begins, then hesitates or stops.

Primary Assessment Administrator or Shadow Assessment Administrator* provides hand-over-hand assistance and/or step-by-step instructions.
Condition Code C

Student is resisting/refusing to participate.
Condition Code B

* If directed to do so by the Primary Assessment Administrator.

Participation Scoring Rubric Flow Chart

Assessment Item is Presented to the Student by the Primary Assessment Administrator
Do and say whatever is typically done or said to allow the student to participate in each activity unless otherwise directed in the activity.

Student engages in and correctly completes the item.
Score Point of 3

Student does NOT engage in the item or begins, then hesitates or stops.

Student engages in the item but responds incorrectly.
Condition Code A

Student engages in and correctly completes the item.
Score Point of 2

Primary Assessment Administrator provides verbal and/or physical cues.

Student engages in the item but responds incorrectly.
Condition Code A

Student does NOT engage in the item or begins, then hesitates or stops.

Student engages in and correctly completes the item.
Score Point of 1

Primary Assessment Administrator or Shadow Assessment Administrator* provides modeling.

Student engages in the item but responds incorrectly.
Condition Code A

Student does NOT engage in the item or begins, then hesitates or stops.

Primary Assessment Administrator or Shadow Assessment Administrator* provides hand-over-hand assistance and/or step-by-step instructions.
Condition Code C

Student is resisting/refusing to participate.
Condition Code B

Appendix B

General Directions for "Do Not Read Aloud" Items

Although the use of readers is a standard assessment accommodation on all MI-Access assessments, several items, or parts of items, cannot be read aloud, because doing so would give the answer away, thus changing the construct of the test items.

The SI/P materials include reminders for each selected–response items to help guide the administrators with making choices for "Do Not Read Aloud" items, along with adaptations especially for students with visual impairments. For an example, reference the sample item booklet at this **link** (https://www.michigan.gov/documents/mde/MIA_P_Sample_Item_Booklet_Grade_3_628332_7.pdf).

Assessment administrators must review the tables and the administrator booklet prior to testing and note any items that cannot be read aloud in their own administrator booklet.

Here are descriptions—organized by content area—of the general types of items where reading aloud would be considered a nonstandard accommodation.

English Language Arts (SI/P)

- MI-Access ELA items have been developed with no limitations for reading aloud to students. The Do Not Read Aloud tables will be marked with "N/A" (not applicable).
- 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 currency shown must never be identified by name. The item stem can be read, but the money must not be named.
- For all base 10 block items, only the item stem can 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 (such as 8, 10, BLANK, 14, 16), the numbers in the stem usually cannot be read aloud. Refer to the Do Not Read Aloud tables for exceptions.
- For sequencing items comprised of pictures/symbols (such as heart, circle, square, heart, circle, _____,), the pictures/symbols in the stem and the answer choices usually cannot be read/described aloud.
- Chart/map keys cannot be read aloud.
- Picture answer choices that are not accompanied by labels usually cannot be read aloud.

Science

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

Appendix C

Participation Scoring Rubric Score Point and Condition Code Definitions

Definitions of the terms used in the score points and condition codes that comprise the MI-Access Participation scoring rubric are shown below. Some definitions are accompanied by examples of how they are to be applied, using sample assessment items that are available for public use.

Note: There could be assessment items that students with physical limitations and/or sensory impairment would know how to complete correctly, but because of their disability, they cannot do so without physical help from another individual. Providing physical assistance in these cases does not adversely affect a student's score if the student can direct and then receive the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate understanding of maps and directions by navigating through the school building to designated locations, but needs help to move the wheelchair or open and close doors, the student would not be penalized (or given a lower score) if he or she can direct another person where to go and when to open and close the doors.

Score Point 3

Correct with No Assessment Administrator Assistance: The student correctly answers/engages in the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

Score Point 2

Verbal and/or Physical Cues: The student does not answer/engage in the item, or begins then hesitates or stops, necessitating prompting or cues from the PAA to start, continue the effort, or get back on track. Verbal and/or physical cues include prompting to continue (such as saying "Good.", "Keep going.", "What's next?", or "Show me your answer."); pointing to the area where picture cards are located or where a task is to be completed; or touching the student's arm to bring him/her back on task. The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal and physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (such as saying "Keep going" while touching the student's arm to bring him/her back on task). However, verbal/physical cues must not give the answer away, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

Score Point 1

Modeling: The student does not answer/engage in the assessment item after being provided verbal and/or physical cues, necessitating the PAA, or the SAA if asked, to demonstrate the correct completion of the assessment item in a manner that permits the student to observe what he or she is being asked to accomplish, short of hand-over-hand assistance.

Examples of Modeling

English Language Arts

- The student might be asked to participate in a verbal exchange (such as demonstrating a common courtesy word and/or phrase) with the PAA. If the student appears to not understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated (or modeled) by having the PAA and the SAA complete the communication exchange, thereby showing the correct process. Following modeling, the PAA would once again attempt to complete the item with the student.

Mathematics

- The student might be asked to complete a sequence by passing a therapy ball back and forth with the PAA. If the student appears to not understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated (or modeled) by having the PAA and the SAA pass the ball back and forth, thereby showing the correct sequence. Following modeling, the PAA would once again attempt to complete the item with the student.

Science

- In a selected–response item, the student might be asked to indicate which animal lives in water–a frog or a mouse. If the student's response mode is pointing, the PAA could ask the SAA the question and the SAA would point to the correct answer, thereby modeling what the student is being asked to do. Following modeling, the PAA would once again attempt to complete the item with the student.

Condition Code A

Incorrect Response: The student provides a response that is incorrect after he or she has engaged in the assessment item.

Condition Code B

Resists/Refuses: The student resists and/or refuses to answer/engage in the item.

Condition Code C

Step-by-Step Directions: Specific step-by-step verbal/signed/pictorial instructions are provided to the student in order to inform him/her how to complete the task. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

Examples of Step-by-Step Directions

English Language Arts

- The student might be asked to participate in a verbal exchange (such as demonstrating a common courtesy word and/or phrase) with the PAA. If the student does not respond to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (that is, telling the student what needs to be said next).

Mathematics

- If the student does not respond to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions by explaining each step of the activity to the student. For example, an assessment item might call for the student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (that is, if the student is being observed performing 20 sit-ups, he/she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," and so on).

Science Selected–response

- The student might be asked to indicate which animal lives in water–a frog or a mouse. If the student's response mode is pointing, the PAA might say, "The correct answer is frog, so point to the frog."

Science Activity-Based Observation

- The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (such as "Show me where your hand is." or "Point to your hand."). If the student does not respond to verbal and/or physical cues or modeling, the PAA might touch the student's hand and say, "This is your hand. Point to your hand."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

Hand-over-Hand Assistance: Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically guide him or her through each step of the item or activity. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Hand-over-Hand Assistance

English Language Arts

- An assessment item might require the student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may ask the SAA to take the student's hands and physically guide him/her through the process of selecting the correct word or picture.

Mathematics

- An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him/her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may ask the SAA to take the student's hands and physically guide him/her through each portion of the sequence.

Science Selected–response

- The student might be asked to indicate which animal lives in water–a frog or a mouse. If the student's response mode is pointing, the PAA might say, "The correct answer is frog.", then pick up the student's hand and use it to point to the frog.

Science Activity-Based Observation

- The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (such as "Show me where your hand is." or "Point to your hand."). If the student does not respond to verbal and/or physical cues or modeling, the PAA might pick up the student's right hand and say, "This is your hand." Then, he/she might use the student's left hand to point to the right hand or wave the student's right hand to indicate the answer.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

Appendix D

Supported Independence Scoring Rubric Score Point and Condition Code Definitions

Definitions of the terms used in the score points and condition codes that comprise the MI-Access Supported Independence scoring rubric are shown below. Some definitions are accompanied by examples of how they are to be applied, using sample assessment items that are available for public use.

Score Point 2

Correct with No Assessment Administrator Assistance: The student correctly answers the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

Score Point 1

Verbal and/or Physical Cues: The student does not attempt to answer the item or begins then hesitates or stops, necessitating prompting or cues from the PAA to encourage the student to start, continue the effort, or get back on track. Verbal and/or physical cues include prompting to continue (such as saying "Good.", "Keep going.", "What's next?", or "Show me your answer."); pointing to the area where the task is to be completed; or touching the student's arm to bring him/her back on task. The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal and physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (for example saying "Keep going." while touching the student's arm to bring him/her back on task). However, verbal/physical cues must not give away the answer, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

Condition Code A

Incorrect Response: The student provides an incorrect response after he/she has engaged in the assessment item.

Condition Code B

Resists/Refuses: The student resists and/or refuses to respond to the item.

Condition Code C

Step-by-Step Directions: Specific step-by-step verbal/signed/pictorial instructions are provided to the student in order to tell him/her how to answer the question. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Step-by-Step Directions

English Language Arts

- The student might be asked to participate in a verbal exchange (such as demonstrating a common courtesy word and/or phrase) with the PAA. If the student does not respond to verbal and/or physical cues, the PAA may provide step-by-step directions by explaining each step of the verbal exchange (that is telling the student what needs to be said next).

Mathematics

- If the student does not respond to verbal and/or physical cues, the PAA may provide step-by-step directions by explaining each step of the activity. For example, an assessment item might call for a student to perform the specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (that is if the student is being observed performing 20 sit-ups, he/she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," and so on).

Science

- The student might be asked to indicate which animal is a reptile–a turtle, a frog, or a mouse. If the student's response mode is pointing, the PAA might say, "The correct answer is turtle, so point to the turtle."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

Hand-over-Hand Assistance: Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when the student requires an assessment administrator to physically help him/her answer the item. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Hand-over-Hand Assistance

English Language Arts

- An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/ physical cues, the PAA may ask the SAA to take the student's hands and physically guide him/her through the process of selecting the correct word or picture.

Mathematics

- An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues, the PAA may ask the SAA to take the student's hands and physically guide him/her through each portion of the sequence.

Science

- The student might be asked to indicate which animal is a reptile–a turtle, a frog, or a mouse. If the student's response mode is pointing, the PAA might say, "The correct answer is turtle.", then pick up the student's hand and use it to point to the turtle.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

Appendix E

Spring 2025 MI-Access List of Important Dates			
Start	**End**	**Task/Activity**	**Mode**
10/7/2024	11/15/2024	Online Waiver Window – request waiver to administer paper/pencil by **5:00 PM**	PP
12/4/2024	12/4/2024	DRC Technology Readiness Webinar (**10:00 AM - 11:00 AM**) — recording available **12/5/2024**	OL
1/6/2025	2/14/2025	Initial Material Order Window by **5:00 PM**	PP
1/6/2025	2/14/2025	Pre-identification of students for preprinted barcode labels by **5:00 PM**	PP
1/6/2025	3/13/2025	Alternate Insight Availability Request	OL
1/6/2025	5/22/2025	Off-site Test Administration Request	Both
1/6/2025	5/22/2025	Pre-identification of students	Both
2/17/2025	5/21/2025	Pre-identification of students for local printing of barcode labels by **5:00 PM**	PP
2/19/2025	2/19/2025	Online District and Building Coordinator Training - DRC INSIGHT Portal (**10:00 AM - 11:00 AM**) – recording available **2/20/2025**	OL
2/21/2025	5/23/2025	Create/Manage Online Test Sessions and assign Universal Tools, Designated Supports, and Accommodations in DRC INSIGHT Portal	OL
3/24/2025	3/26/2025	Materials arrive in schools - All Grades/All Content Areas	Both
3/31/2025	4/2/2025	Materials arrive in schools – alternate delivery date requested - All Grades/All Content Areas	Both
4/3/2025	5/20/2025	Additional Material Order Window (**closes at noon**) - All Grades/All Content Areas	PP
4/7/2025	5/23/2025	SI/P Online Answer Document score entry **by 4:00 PM**	PP
4/7/2025	**5/23/2025**	**Test Administration Window**	Both
4/9/2025	July 2025	Preliminary Reports (within 48 hours of online test completion)	OL
5/28/2025	5/28/2025	Return of Materials Deadline - All Grades/All Content Areas	PP
April 2025	June 2025	Accountable Students Enrolled and Demographics - watch Spotlight for details	Both
June 2025	June 2025	Answer Documents Received - watch Spotlight for details	Both
June 2025	June 2025	Students Not Tested – watch Spotlight for details	Both
August 2025	August 2025	Final Reports - watch Spotlight for details	Both

Watch the weekly **Spotlight on Student Assessment and Accountability** (www.michigan.gov/mde-spotlight) for timely updates and additional information. Updated October 2024

Appendix F

MI-Access Resources

Resources are available on the **MI-Access web page**; these links provide quick and easy reference for some of them.

Current Assessment Administration

- **MI-Access List of Important dates**
- **Guide to State Assessments**
- **Guidelines for Participation in MI-Access**
- **Assessment Integrity Guide**
- **Security Compliance Form**
- **DRC INSIGHT Support and Documentation**

Student Supports and Accommodations

- **Online-Paper Pencil Supports and Accommodations**
- **Supports and Accommodations Guidance Document (includes Accommodation Table)**

Supported Independence and Participation

- **Sample Item Booklets**
- **Assessment Coordinator Training Guide**
- **MI-Access Selection Guidance - Interactive Decision-Making Tool**
- **Assessment Selection Guidelines Training**
- **FI Online Tools Training**
- **OEAA Secure Site Training and Resource Materials**
- **Supported Independence and Participation Scoring Rubric Training Access at the Michigan Virtual Learning Platform at (https://plp.michiganvirtual.org/) and enter "MI-Access" in the search box, and select "Training: Participation and Scoring Administration."**
- **MI-Access Michigan's Alternate Assessment - What it is, What it Means, and What it Offers**
- **Spotlight on Student Assessment and Accountability weekly newsletter**

Appendix G

MI-Access Incident Reporting Guide for SI/P

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. All incidents are required to be reported; do not neglect to report an incident if more than two school days have passed since you were aware of it. This table identifies the incident categories and sub-categories that are used in the OEAA 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 **OEAA Secure Site Incident Reporting tool** (https://www.michigan.gov/mde/-/media Project/Websites/mde/Year/2019/01/08/Incident_Reporting_for_M-STEP_520328_7pdf).

Incident Category: Test Not Completed			
Incident Sub-Category	**Scenario**	**Response**	**Report Required/ Response**
Student was removed from school	Student is removed from class by parent or guardian during the test administration	Collect test materials and resume testing when/ if student returns.	Online Answer Document: Any student responses should be entered and select "Save and Return Later" No Incident Report necessary
Student moved from school	Student transfers or moves from school with an incomplete content area test **Note:** Be prepared to accept a phone call from student's receiving school requesting information on test completion	Verify that MSDS enrollment is updated and the student is exited from the school on the correct date.	Online Answer Document: Submit incident report with request for the test to be marked **Do Not Score**. Verify that MSDS enrollment is updated and the student is exited from the school on the correct date.
Student became ill	Student becomes ill and goes home before finishing a test	Collect test materials and resume testing when/ if student returns.	Online Answer Document: Any student responses should be entered and select "Save and Return Later" No Incident Report necessary

Incident Category: Misadministration			
Incident Sub-Category	**Scenario**	**Response**	**Report Required/ Response**
Wrong test administered	Student is administered the incorrect test (for example, FI test instead of a SI test)	Inform parents or guardians. Student must be given the correct test, which may include a regeneration of the Answer Document. (New test ticket required.)	Incident Report Required Regenerate as needed to allow PAA to enter scores correctly.
Student scores entered on the wrong content area	The PAA may have entered the ELA scores on the mathematics online Answer Document	PAA must ask the OEAA to regenerate Answer Documents to allow for proper entry of scores. (New test ticket required.)	Incident Report Required Regenerate as needed to allow PAA to enter scores in correct content area.

Incident Category: Building Emergency			
Incident Sub-Category	**Scenario**	**Response**	**Report Required/ Response**
Building emergency	Building emergency occurs during the test, requiring student(s) to leave the room or otherwise interrupting testing	Address the building emergency–secure test materials as appropriate/possible.	Incident Report Required

Incident Category: Prohibited Behavior				
Incident Sub-Category	**Scenario**	**Response for Students Testing Online**	**Response for Students Testing with Paper/ Pencil**	**Report Required/ Response**
Electronic device in possession but no access	Student has cell phone in pocket but does not use.	The Electronic Device policy states that Students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. While this student did not follow proper procedures the student test will remain valid. Follow local cell phone/behavior policy as deemed appropriate by local staff.	The Electronic Device policy states that Students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. While this student did not follow proper procedures the student test will remain valid. Follow local cell phone/behavior policy as deemed appropriate by local staff.	Online: **Required** Paper/Pencil: **Required**

Incident Category: Prohibited Behavior				
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/ Pencil	Report Required/ Response
Accessed electronic device during testing	Student used cell phone during testing to check messages.	The Electronic Device policy states that Students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. Therefore, this test will be marked Prohibited Behavior and invalidated. The student will not receive a score. Follow local cell phone/behavior policy as deemed appropriate by local staff. You can access the full Electronic Device policy at **https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA-Assessment-Electronic-Device-Use-Policy.pdf**.	The Electronic Device policy states that Students are not permitted to use, to wear, or to access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. Therefore, this test will be marked Prohibited Behavior and invalidated. The student will not receive a score. Follow local cell phone/behavior policy as deemed appropriate by local staff. You can access the full Electronic Device policy at **https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA-Assessment-Electronic-Device-Use-Policy.pdf**.	Online: **Required** Paper/Pencil: **Required**

Incident Category: Technical Problems while Entering Student Scores			
Incident Sub-Category	**Scenario**	**Response**	**Report Required/ Response**
Connectivity	Connectivity issues prevent entry of scores	Contact your local IT staff. The PAA may enter scores on a different day or switch to another device, since this is an internet-based entry outside of the test site manager system.	Incident report might be required if there are chronic internet connectivity issues

Incident Category: Other			
Incident Sub-Category	**Scenario**	**Response**	**Report Required/ Response**
Other	Use this category if an incident does not fit into the listed categories	Responses may vary by incident or irregularity. Gather as much information related to the situation as possible.	If uncertain if the behavior constitutes an "incident," an Incident report may be filed; a resolution will be provided as warranted.

	Incident Category: Staff Unethical			
Incident Sub-Category	**Scenario**	**Response for Students Testing Online**	**Response for Students Testing with Paper/Pencil**	**IR Required/ Optional**
Staff Unethical	District administration or management company needs to 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; In working with the OEAA, the district may be able to quickly resolve issues.	Submit an Incident Report- In working with the OEAA, the district may be able to quickly resolve issues.	Online: **Required** Paper/ Pencil: **Required**

Appendix H

Assessment Integrity and Security for MI-Access Test Administrators

Assessment Integrity and Security for MIA-Access Test Administrators

Why is Assessment Security Important?

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

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

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

Assessments and Roles

Before you begin testing and training, you must understand the MI-Access FI, SI, and P assessment and your role in administering the assessment.

All of Michigan's state assessments measure student progress with Michigan's content standards or other career- or college-readiness goals. MI-Access is Michigan's alternate assessment system and is designed for students with the most significant cognitive disabilities, and whose IEP (Individualized Education Program) Team has determined that General Assessments, even with accommodations, are not appropriate. MI-Access satisfies the federal requirement that all students with disabilities be assessed at the state level.

MI-Access is based on Michigan's alternate content expectations for English language arts, mathematics, science and social studies. Only students whose primary instruction is based on the alternate content expectations and meet the definition of a student with the most significant cognitive disabilities may take MI-Access. Please note that MI-Access is not designed for students with mild disabilities.

These are the roles associated with the MI-Access assessments:

• **District Assessment Coordinator**
District Assessment Coordinators are responsible for overseeing all testing at the district level and act as backup support at the school or building level. The person fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, and ensure that Building Coordinators and Test Administrators are aware of training opportunities for students.

• **Building Assessment Coordinator**
The Building Assessment Coordinator is responsible for arranging training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules based on the school's resources and needs (including available computers and testing rooms), and ensuring the overall integrity of the assessment process.

• **Test Administrator**
Test Administrators are responsible for preparing for and administering the MI-Access tests directly to students.

• **Shadow Administrator**
The Shadow Assessment Administrator

Assessment Integrity and Security for MIA-Access Test Administrators

(SAA) is a secondary administrator who works with the Primary Assessment Administrator (PAA) to prepare for the test and provide independent scores for the student responses on the Supported Independence and Participation assessments.

• Technology Coordinator
Technology Coordinators are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Central Office Services (COS), a local caching system that securely caches test content and student responses.

Required Training for Test Administration and Assessment Security

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

Assessment Administration Training:

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

Assessment Security Training:

Test Administrators/Room Supervisors/Proctors are required to complete the Michigan Department of Education (MDE)

Assessment Security online course through Michigan Virtual, and/or read "Assessment Integrity and Security for Test Administrators" (this document).

OEAA Assessment Security Compliance Form

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

Additional copies of the Assessment Security Compliance Form can be found at https://www.michigan.gov/mde/Services/Student-Assessment/Assessment-Integrity-and-Security.

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

Required Secure Test Administration Practices

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

Material Handling:

• Follow the directions found in the TAM for handling secure materials.

Assessment Integrity and Security for MIA-Access Test Administrators

• Account for all assessment materials, including test tickets, before, during, and after each test session.

• Distribute and collect secure test materials to/ from students individually.

• Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, or who are English learners.

• Ensure that all test tickets and used scratch paper are securely handled according to local procedures. Return all test booklets and answer documents securely according to local procedures.

• Return the answer document or submit student responses for each student who took the test regardless of the student's perceived efforts.

Test Administration:

• Verify the testing room will be free of distractions for the duration of the test session.

• Begin all standardized test administration procedures explicitly according to the test administrator manual and test directions and/or script.

• Read oral instructions to the students exactly as they are written as required by the TAM.

• Follow proper procedures for logging into the assessment (if applicable).

• Follow directions for restarting any online sessions that have lost connection to the system.

• Report any suspected violations of test security.

Student Monitoring:

• Monitor student behavior closely for adherence to proper test-taking practices.

• Ensure that students testing online do not access unauthorized computer applications, including the use of the internet, during the test.

• Ensure that students who are required to use supports and accommodations on the tests are receiving them.

• Ensure that there are no distractions during the test administration period (such as talking, noises, other distractions among students, viewing of another student's computer screen or answer document).

• Make sure that students remain at their designated testing work area.

• Pay special attention to the possible use of cell phone cameras or other devices to take screen images.

Responding to Student Behavior

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

• communicate or collaborate in any manner with another student; this includes written, electronic, verbal, or gestured forms of communication

• copy, request, or accept another student's answers or receive any form of help in answering questions

• use any material or equipment that is not expressly permitted by the directions found in the TAM

Assessment Integrity and Security for MIA-Access Test Administrators

• answer a test question or any part of a test for another person or assist another student before or during a test

• use any unauthorized electronic devices (smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders)

• intentionally disrupt other students taking the test

• engage in any other practice that has the potential of affecting the validity and reliability of the student's score or the score of another student

Unethical Test Administration Practices

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

• giving students access to test content or secure test questions, except during the actual test administration (Note: access to practice tests and released items is not prohibited)

• reviewing actual test items before, during, or after the test administration, unless needed as part of the test administration directions

• copying, reproducing, or using all or any portion of secure assessment material in any manner inconsistent with assessment security measures

• allowing media representatives to interview or photograph students or staff during or after the testing windows or allowing access to any assessment material other than released items; students and school staff may be interviewed after results are released, but media staff and students should be cautioned to not discuss any assessment materials, problems, or test questions

• leaving secure assessment materials, including test tickets, unattended at any time unless they are in a secure locked location

• leaving a testing room unsupervised at any time

• permitting the use of any supplemental or reference materials during test administrations that are not specifically allowed

• making test answers available to students

• assisting a student by any direct or indirect means (including gestures, pointing, prompting) in identifying or providing correct or incorrect answers on any test

• using, handling, or viewing online tests, test booklets, or answer documents for any purpose other than proper test administration procedures

• participating in, directing, aiding, counseling, assisting, encouraging, ignoring, or failing to report prohibited acts

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Assessment Integrity and Security for MIA-Access Test Administrators

• failing to follow test administration directions for the test precisely as directed in the test administrator manuals

• disclosing or discussing the contents of tests with students, parents, teachers, other educators, or community members before, during, or after testing, except to report potential problems to the Building Assessment Coordinator

• erasing or changing student answers in any way

• making any changes to student responses in the online testing system

• logging in as a student to the online testing system unless as a part of the test administration process

• administering assessments outside of their designated testing window

• providing accommodations to students who do not have an IEP

• posting test items or materials on the internet

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

• To report cheating and unethical behavior by a district or school regarding state assessments, call 877-560-8378 (select option 1), or complete the online Complaint or Allegation of Misadministration form

• To report a testing irregularity or misadministration involving M-STEP, WIDA Access for ELLs, MI-Access, and Early Literacy and Mathematics (K-2),

complete an Incident Report on the OEAA Secure Site

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

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

The OEAA completes the following types of test administration monitoring:

• Allegation Reporting

• Forensic Data Analysis

• Incident Reporting Monitoring

• Missing Materials Monitoring

• Off-Site Test Administration Monitoring

• Social Media Monitoring

• Supports and Accommodations Usage Monitoring

• Test Administration Observations

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

Appendix I

OEAA Assessment Security Compliance Form

OEAA ASSESSMENT SECURITY COMPLIANCE FORM

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Office of Educational Assessment and Accountability

All staff who participate in a state assessment, handle secure assessment materials, or support testing in any way, must be fully trained in assessment security and test administration procedures according to their role and must 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 even if involved in the administration of multiple assessments. Staff roles include, but are not limited to, assessment coordinators, technology coordinators, administrative staff, test administrators, accommodation providers, room supervisors, proctors, and monitors.

Directions

TO COMPLETE:

1. Complete all required test administration and assessment security training for your role.
2. Read this form in its entirety.
3. Date and sign the bottom of this page.
4. Complete the training sections.
5. In the area under Building Information, print both school name and district name on the lines provided.

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 (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/Assessment_Integrity_Guide.pdf).

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

1. I have been trained in assessment security measures, as they pertain to my role.
2. I have received training on the appropriate procedures and administration of the state assessments in which I am participating.
3. I have read the information and applicable instructions provided in the manual, directions, and any other documentation for the assessment(s) measures I am involved with, and I agree to follow these procedures explicitly.
4. I understand my obligations concerning the security and confidentiality of these tests.
5. I understand that any deviation from required test preparation and/or 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 participate in and/or 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 (https://www.michigan.gov/mde/services/student-assessment) by the Michigan Department of Education.
8. I will not use test items, test booklets/answer documents, or any of the information contained in an assessment to review with or to prepare students for a test unless and until it is released via posting on the OEAA web page (https://www.michigan.gov/mde/services/student-assessment) by the Michigan Department of Education.

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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 Michigan Department of Education.

Date: _____   School Year: _____

Signature: _____

Printed Name: _____

Required Building Level Test Administration Training Completed

Provided by (Trainer's Name): _____

Date Completed: _____

Assessment Security Training Completed

☐ Assessment Security Modules through Michigan Virtual

☐ Assessment Integrity Guide

☐ Assessment Integrity and Security for Test Administrators/Proctors/Room Supervisors/ Hall and Room Monitors Documents

☐ Keeping Assessment Materials Secure Document

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 (https://www.michigan.gov/mde/services/student-assessment). 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.

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Appendix J

Assessment Security Electronic Device Policy

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Office of Educational Assessment and Accountability

2024-2025 ELECTRONIC DEVICE USE POLICY

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

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

Electronic Device Examples:

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

- any electronic device that can be used to record, to transmit, or to receive information not used for testing

- computer tablets, iPads, e-readers (for example: Kindle)

- smart watches (for example: Fitbits; Apple, Garmin, Samsung watches; any watch with access to other applications or the internet)

- smart phones and cell phones

- headphones with advanced technology, including voice command, texting, app connection, and connection to the internet

- smart glasses (for example: Google Glass, Apple Vision Pro)

- desktop computers, laptops, Chromebooks, not used for testing

Policy for Students

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

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

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Additionally:

- Students are not allowed to access the device used for testing for any other purpose than to complete the test during the test session.

- A student may not access any additional websites or applications during testing, or for any other purpose after testing, while in the testing room.

- Staff is to ensure that all testing devices are configured properly and that all background applications are disabled before testing begins.

- No pictures or videos may be taken during testing.

- Some assessments require the use of headphones for directions.

Headphones Allowed for Student Use During Testing

The following describes headphones allowed for use during testing:

- Wired or wireless headphones **are allowed.**

- Bluetooth headphones (including AirPods) **are allowed if they are connected only to the student's testing device.** All non-testing student devices (including cell phones, smartwatches, tablets, etc.) must be powered off for any student using a Bluetooth headphone during testing.

- Headphones with advanced technology—incluiding voice command, texting, app connection, and connection to the internet—**are not allowed**.

Policy for Test Administrators/Test Monitors and Staff

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

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

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

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

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

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

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2024-2025 ELECTRONIC DEVICE USE POLICY

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

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

Best Practices

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

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

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

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

Acceptable Practices

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

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

Prohibited Practices

Students

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

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

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

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

Staff

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

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

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

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Appendix K

Change Log

Date of Revision	Page Number	Description of Revision
April 14, 2025	Page 62	Corrected link for SI/P score entry.

MI-Access Supported Independence (SI) and Participation (P) Test Administration Manual (TAM)Office of Educational Assessment and Accountability (OEAA)

Phone: 1-877-560-8378
Website: **www.michigan.gov/oeaa**
Email: **mde-oeaa@michigan.gov**