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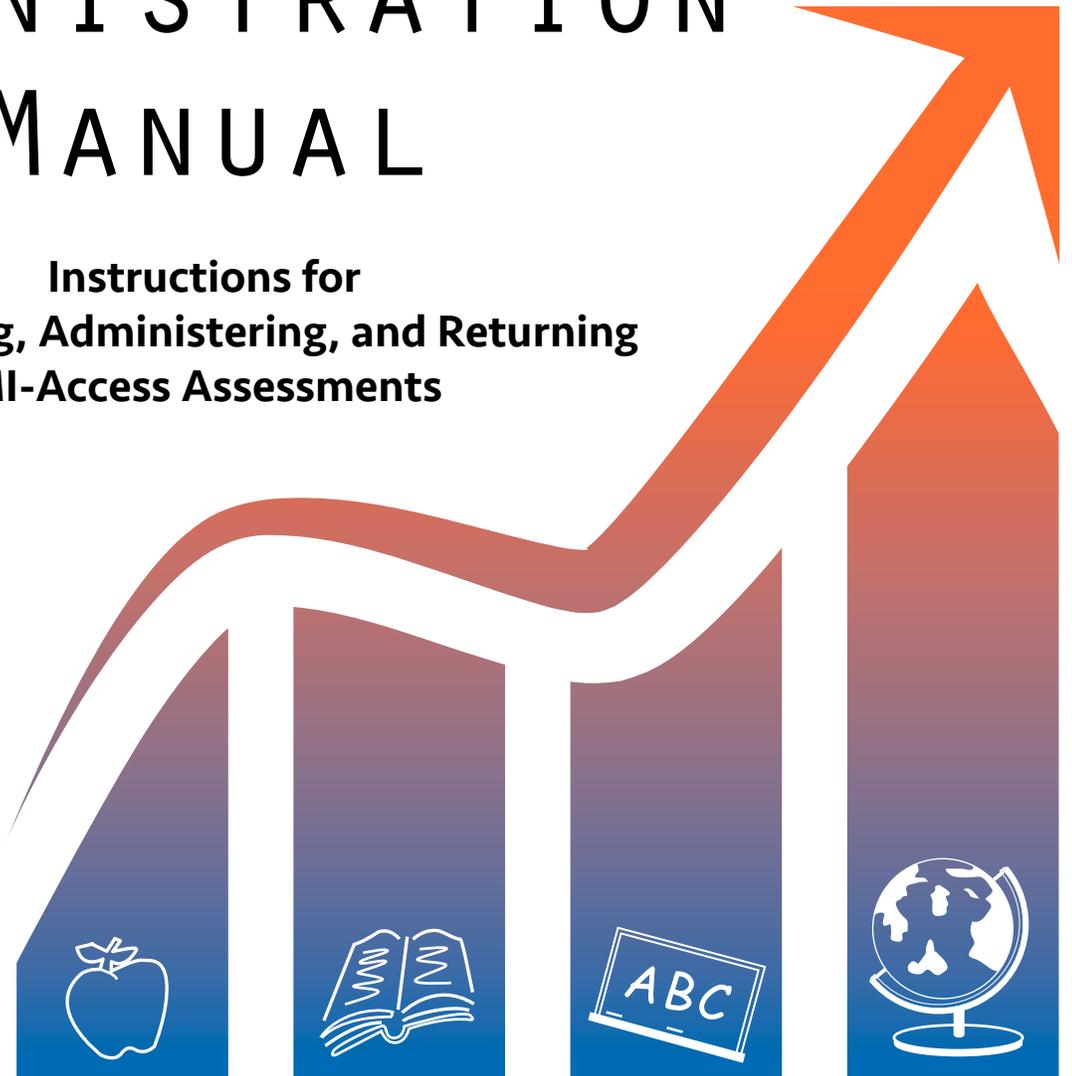**Michigan's Alternate Assessment Program**

Functional Independence

TEST ADMINISTRATION MANUAL

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

MICHIGAN
Department of **Education**

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

Table of Contents

• • • • • • • • • • • • • • •

General Information

• • • • • • • • • • • • • • • • • • •

How to Use This Manual

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

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

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

This manual is divided into eight sections:

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

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

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

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

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

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

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

For spring 2025 the MI-Access paper/pencil assessments will be provided through a different vendor than in years past. Data Recognition Corporation (DRC) have been providing the MI-Access online testing platform and they will now be our vendor for both online as well as the paper/pencil assessments. With this change DRC will be providing test materials, processing all returns from schools, conducting all scanning, scoring, and reporting activities.

Updates to the Online Test Administration 🖥️

Enhanced Student Experience

All Michigan online testing environments will use the DRC Enhanced Student Experience (ESE) user interface in the online test engine. The ESE provides a clean, streamlined look for students and complies with ADA guidelines. The MI-Access web page provides an introductory presentation to the ESE at this link (**https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/General/DRC-INSIGHT-Enhanced-Student-Experience-Guide.pdf**).

> **Note:** The Online Tools Training (OTTs) have also been updated with the ESE and will provide students and staff with the opportunity to get familiar with the new features ahead of testing. With the new ESE, it is especially critical that students be provided the opportunity to explore and become familiar with the updated online testing interface.

Bluetooth Headphone Guidance

Headphones are required for all students testing online. For clarification, guidance for allowed headphones has been provided. Headphones allowed for use during testing are:

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

2. Bluetooth headphones (including AirPods) **are allowed if**:

    a. They are only connected to the student's testing device.

    b. All non-testing student devices (including cell phones, smartwatches, tablets, etc) must be powered off for any student using a Bluetooth headphone during testing

3. Headphones with advanced technology, including voice command, texting, app connection, and connection to the internet **are not allowed**.

Unlock Requests

For prior administrations, school staff could call the DRC Call Center to unlock online tests if there were five or fewer questions answered. Starting in Spring 2025, all online tests can be unlocked by the DRC Call Center if:

*   The student has not provided a response for every item on the test.
*   The test has not previously been unlocked.

For any test where all items have been answered, or any test that has already been unlocked by the DRC Call Center, an incident report is required.

Reduction of Online Test Tickets

The FI online test logins this year require only one test ticket instead of two per content area. The online tests are still designed with two parts to encourage more frequent breaks however, the test ticket credentials will be identical for both part one and two. This decision was made with a suggestion from the field to help simplify and streamline the handling of testing materials.

Updates to Paper/Pencil Test Administration ✏️

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.

No Word-Processed Documents

All responses must be transcribed into the student answer document before return to the scoring vendor. Word processed documents will not be processed. Student word processed documents must be securely destroyed after the student response is transcribed on the student answer document. Student word processed documents must be securely destroyed after the student response is transcribed on the student answer document.

Updates to MI-Access Paper/Pencil Test Administration

The change in vendor for paper/pencil has necessitated several updates to the paper/pencil materials and material return processes. These updates are described in this section.

Student Pre-ID Barcode Labels are Unique for each Answer Document

Student Pre-ID barcode labels are unique for each answer document. Users must print one Pre- ID label for each content area and place on the corresponding answer document. Pre-ID labels are now printed on label sheets that consist of 10 labels rather than 20.

If printing barcode labels locally, the blank barcode labels provided in the material delivery must be used. If more barcode labels are needed, they must be ordered from Initial Material Order Additional Materials Order page in the OEAA Secure Site.

Information regarding how to order materials during the Additional Material Order window is provided on the **Secure Site Training page** (www.michigan.gov/securesitetraining), and is found in the **Additional Material Order document** (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Secure-Site-Training/additional_material_order_ quick_reference.pdf).

Kits are packaged in shrink wrap instead of Ziploc bags

Accommodated material kits—such as Enlarged Print kits or Braille kits—are shipped in shrink wrap rather than Ziploc bags.

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. **Do Not Score Labels:** Each shipment with any paper/pencil materials will include Do Not Score labels. These labels must be affixed to any answer document that should not be scored.

4. **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.

5. **Return all Answer Documents in Clear Bags Provided:** Every shipment that includes secure materials includes clear plastic bags with zip ties for use during materials return. All answer documents must be placed in the plastic bags and tied before placement in the return box.

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.

Testing Icons

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

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

1. A pencil to represent paper/pencil testing

2. A computer to represent online testing

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

Icon	Mode
✏️	Paper/Pencil
💻	Online

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

Role	Required Sections	Page
District Coordinator	**All sections:** • General Information • Assessment Overview • District Coordinators • Building Coordinators • Test Administrators • Supports and Accommodations • Materials Return Instructions	**Page 39**
Building Coordinator	• General Information • Assessment Overview • Building Coordinators • Test Administrators • Supports and Accommodations • Materials Return Instructions	**Page 50**
Test Administrators	• Assessment Overview • Test Administrators • Supports and Accommodations	**Page 62**

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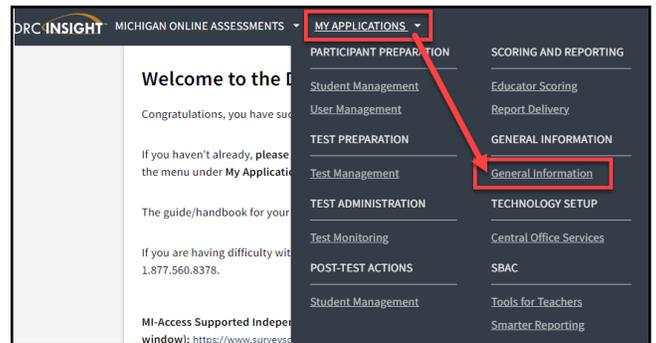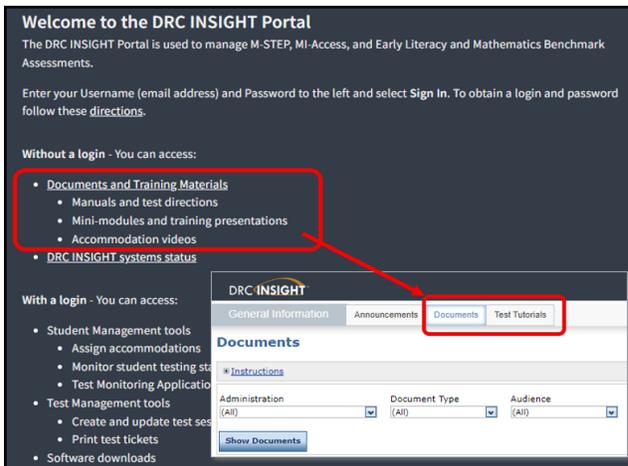
District and Building Coordinators with secure access to the DRC INSIGHT Portal: Go to My Applications and select General Information.

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, and 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	Week of																	
	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	
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 should make every effort to complete testing as early in the window as possible. MI-Access administrators schedule an assessment based on student needs and their 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 and can also be saved, printed, and distributed to 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** (www.michigan.gov/oeaa-secure), 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.michigan.gov/oeaa-secure) will need to create or log into their MiLogin for Business account. MiLogin URL is https://milogintp.michigan.gov/eai/tplogin/authenticate.

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 tasks, including:

- assigning online Universal Tools, Designated Supports, and Accommodations
- test session setup
- printing test tickets and test rosters
- monitoring student completion of assigned tests
- Test Administrators can monitor student testing progress during a test session using the Test Monitoring Application (TMA). See Appendix section for more TMA information.

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 require secure access to the DRC INSIGHT Portal unless the TMA is being used.

Call Center and Contact Information

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

Call Center number: 1-877-560-8378

Normal Hours: 8:00 a.m.–5:00 p.m. (M–F)

Testing Window Hours: 7:00 a.m.–5:00 p.m. (M-F)

The table below shows the current options that can be selected when calling the OEAA Call Center.

OEAA Call Center Options	
Option 1	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
Option 2	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
Option 3	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
Option 4	For all other calls
Option 5	To report known unethical testing practices by a school on any state assessment
Option 6	To repeat these options

- Assessment-related questions may also be submitted in writing at any time to mde-oeaa@michigan.gov for a quick and thorough response.

- For technology-related questions related to DRC INSIGHT Portal, you can also send an email to **MISupport@datarecognitioncorp.com**.

Incident Reporting

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

- requesting a new test (online or paper/pencil)

- requesting a regeneration of an online test

- reporting test irregularities and misadministrations including, but not limited to:

  ◦ request "Do Not Score" (paper/pencil and online)

  ◦ report a "Prohibited Behavior"

  ◦ report a "Nonstandard Accommodation"

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

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

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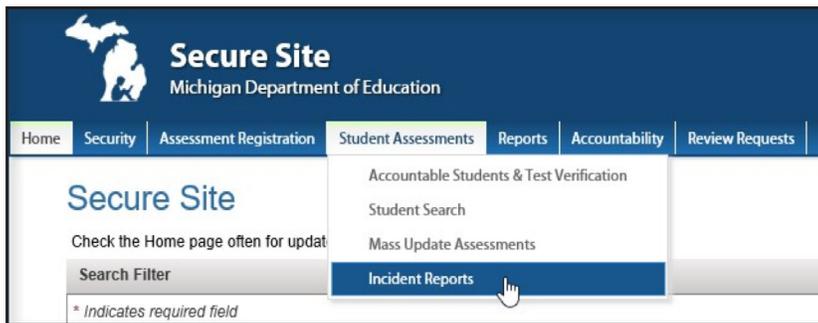
Homebound and Hospitalized Students

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 alternate sites is managed in a secure fashion. An Off-Site Test Administration Request must be submitted and approved. The request form is available in the **OEAA Secure Site** (www.michigan.gov/oeaa-secure). No virtual testing is permitted on other platforms, for example Microsoft Teams or Zoom.

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 deadlines, 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 (the recorded session will be posted on February 20, 2025, in the DRC INSIGHT Portal).

- the weekly OEAA "Spotlight" newsletter, which is available to the public. Subscribe to receive the newsletter and/or read archived copies on the Spotlight web page (https://www.michigan.gov/mde/services/student-assessment/spotlight-newsletter)

- The OEAA help desk has been updated for this school year as noted in this table.

OEAA Help Desk options (1-877-560-8378)	
Option 1	For inquiries related to state assessment policy; the OEM Secure Site; administration of the M-STEP, Ml-Access, Early Literacy and Mathematics; and Accountability Reporting

Option 2	For inquiries related to the SAT, PSAT, or WorkKeys testing:
	  A. Eligibility to test and the OEM Secure Site
	  B. Administration of the College Board ASSESSMENTS (PSAT 8/9, PSAT 10, SAT)
	  C. Administration of the ACT WorkKeys work skills test

Option 3	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
Option 4	For all other calls
Option 5	To report known unethical testing practices by a school on any state assessment
Option 6	To repeat these options

- the **MI-Access web page** (www.michigan.gov/mi-access)
- the "Announcement" page on the **OEAA Secure Site** (www.michigan.gov/oeaa-secure)
- targeted emails for important or urgent topics, are 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 resources regularly to stay up to date on assessment- and accountability-related dates, events, and activities.

FI 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.

- The **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.

- The **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.

- The **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.

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

Footnote: *The 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)*

Implications of Assessment Decisions

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

- If a student participates in a MI-Access Functional Independence assessment, it is assumed the student is receiving instruction based primarily on Michigan's alternate content expectations (such as the Essential Elements using the High Range of Complexity).

- Students who are placed on a path to follow alternate content expectations, especially at a young age, may encounter undesired and unintended consequences later in their school experience. This may include an impact on the student meeting the requirements of the Michigan Merit Curriculum or other local requirements for graduation. Such discussions must take place with all members of an IEP team.

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

- the state guidelines for participation, which can be found at **MI-Access guidelines** (https://www. michigan.gov/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 (https://mdoe.state. mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html)

Content Areas Assessed

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

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

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

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

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 FI assessments are based, can be downloaded from the **MI-Access web page** (www.mi.gov mi-access). Use the link **"Michigan's alternate content expectations"** found in the header paragraph of the web page. Brief descriptions of each FI content area assessment begin on the next page.

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

The Functional Independence ELA: APUL Assessments have five parts:

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

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

The assessment is based on four claims.

Claim 1: Students can comprehend text in increasingly complex ways.
Claim 2: Students can produce writing for a range of purposes and audiences.
Claim 3: Students can communicate for a range of purposes and audiences.
Claim 4: Students can engage in research/inquiry to investigate topics and present information.

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

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

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

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

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

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

Functional Independence Mathematics Assessments for Grades 3-8 and 11

The FI mathematics assessments are based on four claims:

Claim 1: Students demonstrate increasingly complex understanding of number sense.
Claim 2: Students demonstrate understanding of increasingly complex spatial reasoning and understanding of geometric principles.
Claim 3: Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.
Claim 4: Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

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

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

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

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

The Functional Independence science assessments focus on three domains:

1. Physical Science

2. Life Science

3. Earth and Space Sciences

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

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

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

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

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

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

Assessment Flexibility

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

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

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

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

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

This flexibility includes several limitations:

- An M-STEP or Michigan Merit Examination (MME) assessment cannot be combined with any of the SI or P level assessments.

- A student may only take adjacent levels of the assessment – any non-adjacent testing will result in an invalidation of the lower type of test.

- Students may only be assessed in one content area per assessment type. For example, a student must not be tested with MI-Access FI mathematics, and M-STEP mathematics.

- Grade 8 students must take either the MI-Access FI ELA and mathematics tests or the PSAT 8/9, based on their IEP goals.

> 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.

There are several options and considerations for grade 11 students.

- In grade 11, ELA and mathematics cannot be split between SAT® with Essay and the MI-Access FI. Students must be administered both content areas, with either the SAT with Essay or the MI-Access FI.

- Students taking the grade 11 MI-Access FI assessments are not precluded from taking the WorkKeys assessment. This is a decision of the IEP team.

- Grade 11 participating in FI assessments students must take the science and social studies tests at the appropriate level (M-STEP or MI-Access) based on their IEP goals.

- A student who participated in a previous MI-Access administration as a grade 11 student is not eligible to take any component of the MME.

Testing Schedule

Building Coordinators and District Coordinators should work together to develop test schedules, taking any unique needs of the students into consideration. MI-Access tests are designed for administration in a one-on-one settings and/or groups of five or less with 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) (such as room number, classroom designation)
- starting and ending time of the testing sessions
- assessment/grade/content being administered for each testing session
- names of the test administrator(s) and proctor(s) for each testing session

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building's testing schedule for monitoring and irregularity investigation purposes, 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 Coordinators (TC), associated with online testing only
- District Coordinators (DC)
- Building Coordinators (BC)
- Assessment Administrators (AA), associated with both modes of testing – online and paper/pencil

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

Technology Coordinators must:

- complete an OEAA Assessment Security Compliance form
- read the Technology User Guide
- download and install INSIGHT and Central Office Services (COS) on any devices new to online testing
- verify that the latest versions of INSIGHT and COS are installed (if the school participated in online testing before, this may require old programs be uninstalled) or updated, and since all FI online assessments utilize text-to-speech, the recommended COS installation is very important

- configure all devices used for testing in schools to communicate with the COS (if not already done)
- verify that no background processes or add-ons (such as Grammarly or other instructional software) are running on testing devices prior to testing
- work with District and Building Assessment Coordinators to determine testing schedules, testing devices and equipment to be used (including headsets, mice, iPad stands, external keyboards, power cords, etc.) are available
- provide contact information to District and Building MI-Access Coordinators so they can easily request help in solving any technology 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)

MI-Access District Coordinators are responsible for:

- ensuring students receive the required accommodations and/or EL supports as outlined by the IEP instructions
- 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
- ensuring the overall integrity of the assessment process at every level
- making sure assessment material orders are completed by buildings as needed
- ensuring that all other roles associated with testing are filled
- leading training activities associated with testing
- ensuring that Building Coordinators and Test Administrators are aware of training opportunities for students
- making sure all testing staff roles are identified in the EEM with current and accurate contact information

Building Coordinators (see BC section for further details)

MI-Access Building Coordinators are responsible for:

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

Assessment Administrators (see AA section for further details)

MI-Access Assessment Administrators are responsible for:

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

Preparing for FI Test Administration

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

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

Training

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 Online Testing Training	This recording of a live presentation provides an overview of the online administration, a "tour" of the training resources available for MI-Access, and answers to common questions.	**Live presentation** – February 19, 2025 **http://mi.drcedirect.com** My Application > General Information > Documents > Document Type: Training Presentations and FAQ (Recorded version available February 20, 2025)
Spring 2025 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	Optional viewing for District and Building Coordinators, this recording of a live presentation provides an overview of the software and technology setup required for MI-Access Spring testing.	**http://mi.drcedirect.com** My Application > General Information > Documents > Document Type: Training Presentations and FAQ (available now.)

Manual, Documentation, and Tools	Description	Where to find it
MI-Access FI Test Administration Manual (TAM)	Manual	**www.michigan.gov/mi-access** > Current Assessment Administration
Student Tutorial Online Testing	This video resource provides students with an end-to-end review of how to navigate through the online training features available	**http://mi.drcedirect.com** My Applications > General Information > Test Tutorials
MI-Access Online Tools Training (OTT) Help	Information on why and how to access the Online Tools Training (OTTs) for educators and students	**www.michigan.gov/mi-access>Assessment Training and Resources for Eductors section**
Assessment Coordinator Training Guide	Chapter-based training for coordinators on specific assessments tasks	MI-Access web page
Assessment Selection Guidelines Training	This web-based presentation focuses on helping IEP teams understand how to decide between general and alternate assessments	**www.michigan.gov/mi-access** > Assessment Training and Resources for Educators
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	**www.michigan.gov/mi-access** > Assessment Training and Resources for Educators
Assessment Integrity Guide	A guide to prepare Coordinators for a secure assessment administration	**www.michigan.gov/mi-access** > Current Assessment Administration (Electronically only)

Mini Modules

Mini-tutorials are short videos designed to help District Coordinators, Building Coordinators, and Test Administrators better understand online 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 in the DRC INSIGHT Portal	How to access, sort, and filter documents on the INSIGHT test management website	http://mi.drcedirect.com General Information >Documents >Document Type: Mini-Modules.	All
Accessing Online Tools Trainings (OTTs)	How to access OTTs – the student practice tests		All
Searching for Students in the DRC INSIGHT Portal	How to find students who have been pre-loaded into INSIGHT		DC, BC
Creating Test Sessions and Printing Test Tickets in the DRC INSIGHT Portal	How to add a new test session and print login tickets		DC, BC
Creating Test Sessions and Printing Test Tickets in the DRC INSIGHT Portal	How to add or remove a student from a test session		DC, BC
Finding Student Testing Status	A mini-module on using the Student Status Dashboard and viewing testing status.		DC, BC
Assigning Student Supports and Accommodations in the DRC INSIGHT Portal	How to assign Supports and Accommodations for students prior to printing test tickets.		DC, BC
Online Test Monitoring Application in the DRC INSIGHT Portal	How to use the Test Monitoring application to view the progress of student online testing		All

Assessment Security Training Modules Through Michigan Virtual

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

Training Module	Audience	Description
Module 1: An Introduction to Test Security	District and Building Assessment Coordinators (Required for Coordinators and optional for Test Administrators)	This module covers why test security is important.
Module 2: Getting Ready for Testing		This module covers steps to take before testing, such as staff training and preparing the test environment. These steps will help you avoid common security problems, protecting both your staff and the validity of your test results.
Module 3: Test Administration		This module covers security concerns and considerations during testing. What should test administrators do on-site? What student behaviors should you watch for?
Module 4: Incident Response		This module covers the responsibilities required to maintain assessment security after testing including material return, incident reporting, and OEAA monitoring efforts.

FI Assessment Security

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

The **Assessment 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 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 D 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.
- 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.
- Unused answer documents must be securely shredded.

ASSESSMENT OVERVIEW

> **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 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.

- 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.

> **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. It is important to inventory the ELA: Expressing Ideas materials upon delivery to make sure the count is correct. Additional materials may be ordered in the OEAA Secure Site if there is a shortage.

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.

- Ensure that there are no distractions during the test administration period, including talking, noises, and other interactions among students; prevent students from viewing another student's computer screen or answer document.

- Ensure that students whose IEP requires them to use Universal Tools, Designated Supports, and Accommodations have these available to them at the time of testing.

- Ensure that all MI-Access Universal Tools, Designated Supports, and Accommodations must be clearly defined by content area in the testing section of each student's IEP, or EL instructional record.

- Maintain material security.

- Ensure students are not able to access cell phones, smart watches, or any additional technology during testing.

See **Appendix C** for more information about Active Monitoring Best Practices.

30

MI-Access Functional Independence (FI) Test Administration Manual

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 B**. The full Electronic Device Policy details the instructions for handling devices to ensure that a misadministration is avoided, whether by student or staff members.

Headphones Allowed for Student Use During Testing

Headphones allowed for use during testing:

1. Wired or wireless headphones are allowed.

2. Bluetooth headphones (including AirPods) are allowed if:

   - they are only connected to the student's testing device

   - all non-testing student devices (including cell phones, smartwatches, tablets, etc) must be powered off for any student using a Bluetooth headphone during testing

3. Headphones with advanced technology, including voice command, texting, app connection, and connection to the internet are not allowed.

Bluetooth Devices for Students with Hearing Impairments

Students who are deaf or hard of hearing may regularly use Bluetooth connected cochlear implants or hearing aids. These devices are allowable without needing advance approval on all MI-Access assessments. The only limitation testing coordinators should be aware of is that students are prohibited from using or accessing other applications on the internet during testing. For additional questions about the use of these devices on statewide assessments, please contact OEAA by sending an e-mail to mde-oeaa@michigan.gov or calling 1-877-560-8378, option 1.

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

Supports and Accommodations Guidance Document

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

Accommodations Providers

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

- deemed appropriate by their IEP Teams
- documented in the student's IEP by content area
- reflecting 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)

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

Proctors

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

Universal Design Principles

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

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

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

Assessment Accommodations and Designated Supports Decisions

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

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

- be set in the DRC INSIGHT Portal for online testers prior to printing test tickets (both embedded/non-embedded accommodations and supports)

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

It is important that the student's needs, and how these needs are met, are documented in the student's IEP. The IEP must indicate whether the support is considered a Universal Tool, Designated Support, or Accommodation as defined by the assessment.

Online Accommodations

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

If a Universal Tool, Designated Support, or Accommodation (either embedded or non-embedded) is listed in the Supports and Accommodations table for MI-Access FI in the Supports and Accommodations Guidance Document, then the support or accommodation is considered a "standard" accommodation. Other non-embedded supports are available, and must be designated in INSIGHT, provided you are implementing them according to the **Supports and Accommodations Guidance Document** (https://www.michigan.gov/-/media/Project/Websites/mde/2020/11/30/Michigan_Accommodations_Manualfinal.pdf).

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

Turning on Accommodations

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

Assessment Accommodations and Designated Supports for FI ✏️

Accommodations and Supports are tools, resources, and strategies that allow all students equitable access to the alternate content expectations measured on the state's alternate assessments. The accommodations/designated supports listed here apply primarily to paper/pencil administrations and online administrations in some cases. The computer icon will appear where it is also applicable to online testing scenarios. 🖥️

There are three categories into which these tools, resources, and strategies fall are:

- **Universal Tools** – available to all students
- **Designated Supports** – based on individual student need (including EL supports), as determined by an adult or IEP team using MDE guidance when available
- **Accommodations** – specifically documented in a student's Individualized Education Program (IEP)

This section of the manual provides detailed information specifically related to just Accommodations s and Designated Supports.

Audio Recordings (Flash Drives)

The FI assessment booklets are available on audio recordings (flash drive) for use with students whose IEPs indicate that Audio Recordings are an appropriate assessment Designated Support and who routinely use them during instruction.

The audio recording flash drives will come packaged with a companion assessment booklet and a student answer document. Both the audio recording flash drives and the print assessment booklet will have the same form number, which will always end with the number "1" (for example, Form FIM–51 for grade 5 Functional Independence mathematics). Be sure to print and bubble in the correct form number on the student's answer document. **Reminder:** There is one Audio Recording flash drive for ELA (Accessing Print and using Language and Expressing Ideas) but two separate answer documents and two separate assessment booklets.

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

Instructions for Using Audio Recordings (Flash Drives)

The flash drive will be shipped with an instruction sheet that provides information on content format and proper usage. The instruction sheet must be reviewed by the assessment administrator and accommodation provider prior to testing to ensure use of this accommodation goes smoothly for students. Some basic information about these flash drives are listed below.

- Audio Recording files are organized into 2 file formats. One folder will have a single file of the All Questions and the other will be Individual Questions.

- The Audio Recording may not be copied onto any other drive or storage device.

- All audio versions of the assessments must be returned to the MI-Access Building Coordinator along with the other used and unused assessment materials.

- The ELA: Accessing Print and Using Language and ELA: Expressing Ideas assessments will be on one recording, even though these tests have separate test booklets.

- The audio flash drive will have a product tag with a label for identification of the contents. The tag is also used for security tracking purposes when materials are returned to the vendor after testing is completed.

- Flash drives feature USB and USBC interface on the device.

Enlarged Print Versions

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

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

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

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

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

Braille Versions

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

- be produced by the American Printing House for the Blind (APH)
- follow APH transcription and printing standards
- use Unified English Braille (UEB) contracted format
- where needed, use Nemeth numbers
- use a regular answer document; the administrator must transfer the student responses onto the regular answer document
- will come packaged with a student answer document and a companion Assessment Administrator Booklet for Braille (AABB), which includes transcriber notes indicating how the items and/or directions have been adapted for braille. (Student responses in the booklet must still be transferred to the regular scannable answer document and sent back for scoring.)

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

The tables showing Print-to-Braille Correspondence documents are included in the kit for all Braille material orders. Because the braille assessment booklets are formatted differently than the Assessment Administrator Booklet for Braille (AABB), assessment administrators who are administering braille versions of the assessments should review the instructions and tables prior to administration.

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

- Braille versions of the assessments will always have form numbers that end in "9" (for example, Form FIS–89 for grade 8 Functional Independence science). Be sure to print and bubble in the correct form number on the student's answer document.
- Braille and Enlarged Print assessments are ordered on the OEAA Secure Site. Ordering Braille and Enlarged Print materials will require coordinators to select specific student(s) for whom these accommodated material is intended.

Calculators

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

Group versus One-on-One Administration

The FI online and paper/pencil tests assessments may be administered in small groups (defined as five or fewer students) if all the students in the group are able to:

- read the questions and answer choices themselves
- respond by marking the answer choices in their assessment booklets or respond online using electronic device
- remain engaged in navigating the assessment with minimal direct supervision

In all other instances, the assessments must be administered one-on-one with the test administrator. Students must have direct control of pacing in a group setting and be able to communicate the need to have items or directions re-read, that they are ready to move on, or other needs.

Optional Materials

There may be instances in any of the content areas of MI-Access assessments when assessment administrators choose to have classroom or instructional materials/objects on hand, instead of relying on the pictures/graphics in the assessment booklets and online. Some examples of optional materials include, but are not limited to:

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

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

Readers

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

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

Recording Student Responses

For the FI assessments:

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

Scribes

The use of a scribe is an approved Designated Support for both online and paper/pencil testers. Use of a scribe is defined as interaction that the test administrator will have when marking a students' responses in the form booklet or in the online test environment for a student requiring this support.

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

- If a student's disability prevents them from writing or drawing a response, the student may dictate it. The assessment administrator will need to transcribe the student's response verbatim onto the student answer document and note that the response was "scribed" in the two places indicated on the document.

- If a student with a visual impairment brailles a response, the assessment administrator must transcribe it onto the student answer document following the same procedures.

- Scribes may only be used in one-on-one assessment situations where the student is dictating responses. Refer to the Scribe Protocol section of the **"Supports and Accommodations Guidance Document"** found on the MI-Access web page (https://www.michigan.gov/-/media/Project/Websites/mde/2020/11/30/Michigan_Accommodations_Manualfinal.pdf).

Time

The FI assessments are NOT timed.

- Assessment administrators may use their professional judgment to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting.

- The time allotted may vary depending on whether the assessment is being administered to a group of students or to an individual, in one session or in multiple sessions.

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

Word Processors

There has been a major change this year to the word processing of the ELA: Expressing Ideas component of the FI assessment by students who cannot handwrite or draw their own responses. Any word-processed student responses **must** be transcribed onto the student answer document by the assessment administrator for the response to be scanned and scored. Test administrators must follow the scribe instructions found in the accommodations and supports section of this manual to enter the student responses directly to the answer document and initial in the scribe line of the answer document. Student word processed documents must be securely destroyed after the student response is transcribed on the student answer document.

Reminder: The Expressing Ideas is a paper/pencil test only. For a student to receive a valid ELA score both the Expressing Ideas and Accessing Print must be submitted regardless of the mode of testing the student is participating in (paper/pencil or online).

Nonstandard Accommodation

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

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 unless the district has chosen in the OEAA Secure Site to have materials shipped directly to schools. 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 coordinators' responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform is found at the top of the MI-Access web page, along with a Bookmark feature that allows selection of the Guide to be imported to your computer desktop for quick reference.

District Coordinator Checklist

BEFORE (Mark when complete)

o Watch the District/Building Coordinator Administration Training Webinar (presented live 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 FI Test Administration Manual (this manual).

o Read the Assessment Integrity Guide.

o Complete the MDE Assessment Security online training course.

o DC/BC must work with the Technology staff to ensure software and testing devices are prepared for testing.

o Train Building Coordinators for both online and paper/pencil testing.

o Review the list of important dates found on the MI-Access web page.

o Manage OEAA Secure Site and DRC INSIGHT Portal access and permissions.

o Determine if the District Coordinator or the Building Coordinators will be responsible for material orders and returns.

o Review, inventory, and distribute building order of materials for paper/pencil testers, including ELA: Expressing Ideas for every student (see content areas in the Overview section of this manual); place additional material orders as needed.

o Ensure all student information is accurate in the Michigan Student Data System (MSDS).

o Collect and store Certificates of Completion for staff who complete the MDE Assessment Security Online Training course.

o Coordinate the pre-identification of students, and the ordering and distribution of test materials.

o Ensure that students are pre-identified for only one assessment per content area, for instance, the student should not be pre-identified for science in M-STEP and MI-Access FI in the Secure Site..

o Remove students taking paper/pencil versions of MI-Access FI from any online testing session in the DRC INSIGHT Portal for MI-Access or M-STEP.

o Arrange for the destruction of any unneeded online test tickets and rosters already printed.

o Manage the distribution, collection, and storage of all signed OEAA Assessment Security Compliance Forms.

o Determine whether Reporting and Research Codes will be used. Note: Reporting codes will only be entered on the OEAA Secure Site, but Research codes may be entered on the answer documents.

o Ensure students are placed in online test sessions in the OEAA Secure Site and the DRC INSIGHT Portal.

o Prepare materials for distribution to buildings, unless materials are shipped directly to buildings.

o Establish procedures for ensuring all students are assigned and receive any Universal Tools, Designated Supports, or Accommodations as required by their IEP.

o Must decide if the DRC Test Monitoring Application will be used and if so make ensure Building Coordinators and Assessment Administrators have access and training.

o Ensure all Educational Entity Master (EEM) information is accurate for district and schools buildings.

DURING (Mark when complete)

o   Assist Building Coordinators and assessment administrators as needed.

o   Be available to answer questions or to forward questions to the OEAA as needed.

o   Periodically monitor assessment administrations.

o   Monitor the progress of online testing.

o   Enter Incident Reports into the OEAA Secure Site as needed.

o   Ensure that professional assessment administration practices are followed.

AFTER (Mark when complete)

o   Inventory and review the returned assessment materials for accuracy.

o   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   Return materials to the MI-Access contractor by **May 28, 2025**.

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   Do not return the OEAA Assessment Security Compliance forms, or MDE Assessment Security Certificates of Completion. These must be retained at the school or district for 3 years.

o   Complete the Coordinator Feedback survey.

Before Testing Activities

Pre-Identification (Pre-ID) Information

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

Pre-identification can be done using the OEAA Secure Site Mass Update function; specific instructions for this process can be found the **training site** (www.michigan.gov/securesitetraining). Students must not be pre-identified for multiple assessment programs and/or levels in the same content area.

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

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

All students testing with MI-Access must be identified in the Michigan Student Data System (MSDS) as being in a special education program by the end of May. If such a student is not flagged as "Special Education," they will be considered "Not Tested." Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files.

Pre-identified (Pre-ID) Student Barcode for Content Area Labels ✏️

Students taking the paper/pencil Functional Independence (FI) assessment must have Pre-Identified Student Barcode Labels affixed to their student answer documents. **Note:** The pre-ID labels are content-specific and must match the appropriate paper answer document.

Contractor-printed Pre-ID Student Barcode for Content Area Labels ✏️

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

District/School-printed Pre-ID Student Barcode for Content Area Labels ✏️

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

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

- print them from the MI-Access FI Test Cycle so the correct MI-Access labels are generated
- Student Pre-ID barcode labels are unique for each answer document. Users must print one Pre-ID label for each content area and place on the corresponding answer document.
- use the DRC provided blank labels (2 inches by 4 inches, and 10 per page). Local printing of labels is not compatible with any commercially available labels.
- ensure labels are free of glue, paste, tape or staples.
- Print only one label per screen. All Pre-ID Student Barcode Label numbers must be unique.

If Functional Independence student answer documents are returned to the contractor without a Pre-ID student label it might invalidate the test if the student information cannot be confirmed.

Ordering Assessment Materials ✏️

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 student counts. Coordinators have numerous responsibilities in making sure materials are received by the appropriation buildings through the **OEAA Secure Site** (www.michigan.gov/oeaa-secure). Here are several factors to remember:

- If Coordinators do not have an OEAA Secure Site user ID and password (which are required to enter the site), they should request access using the directions on the **Secure Site Training page** at www.michigan.gov/securesitetraining under the Security section.
- 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 each building or to the district (default). Based on the size of your district, this could be a great-time saving feature to consider. District Coordinators can mark this designation in the 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, or they can adjust the order before this date.

Additional Material Orders ✏️

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

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

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:
  - Significant impairment of cognitive functioning
  - Significant impairment of adaptive functioning
  - Extensive support needs 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 or complete details for 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.

Receiving Assessment Materials 🖉

MI-Access assessment materials orders are shipped based on the number of students pre-identified and 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-RS labels, yellow Materials Return Labels
- OEAA Security Compliance Forms (to be completed and signed by all those involved with administering MI-Access)
- security list for use in inventorying returned materials (whether they are shipped to district or building)
- standard print student assessment booklets (all assessment types and content areas as ordered for Functional Independence)
- audio recordings (flash drives) of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets and student answer documents)
- braille versions of the Functional Independence assessment booklets, if ordered (with companion Assessment Administrator Booklets for Braille [AABB], Print-to-Braille Correspondence, listening scripts, and student answer documents)
- enlarged print versions of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets and student answer documents)
- student answer documents
- ELA: Expressing Ideas material will arrive for all students taking ELA regardless of mode of testing
- Listening Scripts for paper/pencil ELA: Accessing Print and Using Language listening items in all grades
- Pre-ID student barcode for content area labels (for students pre-identified by the designated deadline as taking MI-Access assessments)
- It is important to inventory the ELA: Expressing Ideas materials upon delivery to make sure the count is correct. Additional materials may be ordered in the OEAA Secure Site if there is a shortage
- blank label stock for locally printed labels if needed
- clear plastic bags with zip-ties to be used when returning answer documents

Completing OEAA Security Compliance Forms

All staff members involved in any testing activities and handling of materials 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 and select Option 1 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.

It is important to inventory the ELA: Expressing Ideas materials upon delivery to make sure the count is correct. Additional materials may be ordered in the OEAA Secure Site if there is a shortage.

Using Reporting Codes

Reporting codes allow districts and/or schools to receive and filter reports and data files by class or group designation(s). This is an optional field. It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful.

The **Mass Update Assessments** document on the **OEAA Secure Site Training page** (www.michigan.gov/securesitetraining (www.michigan. gov/securesitetraining) explains how to assign **Reporting Codes** to a group of students. The Reporting Codes Labels document explains how to create a label for reporting codes and is also available on the OEAA Secure Site Training page.

Reporting codes can be entered in the OEAA Secure Site beginning on the first day of pre-identification through the last day of the Answer Documents Received window.

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.
- Research codes for paper/pencil testing can also be filled out on the front cover of the answer document.

Preparing Materials for Distribution ✏️

Matching Assessment Booklets with Answer Documents

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

MI–Access FI Student Assessment Booklets and Answer Documents	
Content Areas	Each content area has its own assessment booklet and answer document for: • ELA: Accessing Print and Using Language (includes listening scripts) • ELA: Expressing Ideas (administered to all students in paper/pencil mode) • mathematics • science • social studies
Grades	• ELA: Accessing Print and Using Language—covers grades 3–8 and 11 (one answer document for all grades) • ELA: Expressing Ideas—covers grades 3–8 and 11 (one answer document for all grades) • mathematics—covers grades 3–8 and 11 (one answer document for all grades) • science—covers grades 5, 8, and 11 (one answer document per grade) • social studies—covers grades 5, 8, and 11 (one answer document per grade)
Colors	The colors for each of assessment booklets and answer documents are: • **purple** - ELA: Accessing Print and Using Language • **blue** - ELA: Expressing Ideas • **orange** - mathematics • **red** - science • **olive green** - social studies

Building Materials

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

Security Barcode Numbers

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

Packaging of Accommodated Versions

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

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

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 Buildings

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

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

- monitor overall testing progress for online and paper/pencil testing

- file Incident Reports for any testing irregularities that occur before, during, or after testing; reports are filed in the OEAA Secure Site within two school days or as soon as possible after notification; for detailed information, access and use the **Secure Site Incident Reporting tool** (https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2019/01/08/Incident_Reporting_for_M-STEP_520328_7.pdf)

- periodically check in with MI-Access Building Coordinators to make sure they have the materials and information they need to accurately administer the MI-Access assessments and that professional administration practices are followed

- serve as backup to Building Coordinators

After Testing Activities

Inventorying Returned Materials

Buildings and districts are responsible for taking an inventory of test materials before these are returned to the vendor. The OEAA requires these inventory practices to prevent test materials from being left in buildings or districts, which is a test security risk. Coordinators must take an inventory of the test materials using the packing list that comes with the material orders — the critical part of their packing process. Refer to the Materials Return Instructions section of this manual for detailed information on the processing and shipping of returned materials. It is important to inventory the ELA: Expressing Ideas materials upon delivery to make sure the count is correct. Additional materials may be ordered in the OEAA Secure Site if there is a shortage.

Preparing Materials for Return Shipment

The method of returning materials to the contractor for processing is very similar for districts and for buildings. For this reason, instructions for this process have been condensed in the final section of this manual, "Material Return Instructions."

Instructions for Returning Materials via United Parcel Service (UPS)

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

Completing the Coordinator/Assessment Administrator Feedback Survey

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

Checking Accountable Students and Test Verification

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

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

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

- report missing answer documents

- verify students enrollment is correct

- appeal/correct Prohibited Behavior and Nonstandard Universal Tools, Designated Supports, or Accommodations if they are incorrectly marked

- update student demographic information in the MSDS to be used for assessment reporting and accountability calculations

- 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, see the **instructions** (www.michigan.gov/en/mde/Services/Student-Assessment/secure-site-training).

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

Building Coordinators

Introduction

Each school building involved with administering MI-Access must 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 (www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Coordinator-Training-Guide/Training_Guide_Full_Version_Containing_All_Chapters.pdf) is located at the top of the MI-Access web page 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 professional development sessions organized by the District MI-Access Coordinator, for training Building MI-Access Coordinators and assessment administrators how on to administer the MI-Access assessments
- watching the state's training videos located on the MI-Access website, which provide important information from the OEAA staff about the assessment administration process
- making sure that all assessment materials received from the vendor or the District MI-Access Coordinator are disseminated to appropriate building staff and returned as directed
- ensuring that secure testing materials–such as assessment booklets, listening scripts, test tickets, and rosters–are kept in a locked and secure location until the test session are scheduled to begin
- ensuring all OEAA Assessment Security Compliance Forms are kept on file for three years at the district
- making sure online students are loaded in the DRC INSIGHT Portal properly and with the correct Universal Tools, Designated Supports, or Accommodations assigned as needed
- ensuring test tickets are printed prior to administration

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

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

Coordinator Checklist

BEFORE

Mark when complete

- o Watch the District/Building Coordinator Online Testing WebEx (presented live February 19, 2025 – the recording will be posted in the DRC INSIGHT Portal under General Information >Documents >Document type: Training Presentations & FAQs).

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

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

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

- o Read the Assessment Integrity Guide.

- o Complete the MDE Assessment Security online training and collect Certificates of Completion from testing staff.

- o Sign and collect all the completed security compliance forms from all testing staff (district must keep these on file for three years).

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

- o Store materials in a secure and locked location, except when preparing for and administering the tests.

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

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

- o Prepare materials for distribution to assessment administrators.

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

- o Coordinate and verify the DRC INSIGHT test engine and Central Office Services (COS) setup with the Technology Coordinator. Ensure the system is installed correctly on the testing device by launching DRC INSIGHT to access the OTTs (not with a Chrome browser). 🖥️

- o Manage the student roster in the DRC INSIGHT Portal; update incorrect/missing information in the OEAA Secure Site. 🖥️

- o Create and Edit test sessions in the DRC INSIGHT Portal, as necessary. 🖥️

- o Assign appropriate FI Universal Tools, Designated Supports, or Accommodations for students in INSIGHT **before printing any test tickets**. 🖥️

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

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

DURING
Mark when complete

o   Be available to answer questions.

o   Relay questions to the MI-Access District Coordinator as needed.

o   Collect and provide information to the District Coordinator regarding testing irregularities.

o   Periodically monitor the assessments.

o   Ensure that professional assessment administration practices are followed.

AFTER
Mark when complete

o   Collect and securely destroy all login tickets, rosters, used scratch paper, and reference documents; verify that student statuses show "completed" for each student (in the DRC INSIGHT Portal: Test Setup Student Status). 🖥

o   Collect all used student answer documents and accommodated materials. ✏

o   Collect and securely destroy all scrap paper; coordinate the return of all paper/pencil materials from administrators.

o   Collect assessment booklets and listening scripts; all secure material must be returned. ✏

o   Review the returned assessment materials and ensure no secure materials are missing. ✏

o   Prepare and return materials to DRC or District Coordinator. ✏

o   Securely destroy unused answer documents and security compliance forms; do not return them. ✏

o   Complete the administration feedback survey found on the MI-Access web page.

o   Do not return the OEAA Assessment Security Compliance forms or MDE Assessment Security Certificates of Completion. These must be retained at the district for 3 years.

Online Testing Software and Testing Devices 🖥

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

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

Each user will receive his or her own login information and password, with specific permissions based on his or her role as entered in the OEAA Secure Site. The DRC INSIGHT Portal is used in connection with DRC's online test engine, INSIGHT. Test Administrators do not need secure access to INSIGHT unless using the Test Monitoring Application. Training materials can be accessed without a secure login.

INSIGHT and Central Office Services (COS)

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

Supported Testing Devices

Students may test using these devices:

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

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

Technology Directors must refer to the Technology User Guide to ensure testing devices and operating systems are supported.

Before-Testing Activities

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

Getting Started with Online Test Setup 🖥️

Pre-ID Process:

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

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

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:
  - Significant impairment of cognitive functioning
  - Significant impairment of adaptive functioning
  - Extensive support needs 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 or complete details for 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 Expressing Ideas (EI)

The EI assessment is the only MI-Access assessment that is administered entirely in paper/pencil mode. Initial orders are assembled based on the number of students pre-identified to MI-Access FI: ELA testing in the OEAA Secure Site. If more EI testing material is needed, submit an order during the additional material ordering window in the OEAA Secure Site. **All students will take the Expressing Ideas assessments using a paper/pencil test booklet and answer document.**

Loading Students (DRC INSIGHT Portal)

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

Assigning/Editing Sessions

Students taking MI-Access FI online will need to be assigned to an online test session using the DRC INSIGHT Portal.

Creating FI Test Sessions

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

Sites must create test sessions in the DRC INSIGHT Portal. Beginning on **March 1, 2025**, schools may begin to place students into a session in the DRC INSIGHT Portal and not on the OEAA Secure Site. Pre-identified students will continue to be pulled three times a day throughout the testing window.

Detailed directions on how to create/edit a test session and print test tickets can be found in the DRC INSIGHT Portal, including assigning embedded accommodations, on the **DRC INSIGHT Portal** (no login required), at https://mi.drcedirect.com > General Information > Documents > Document Type > mini-module..

Printing Test Tickets

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

Students testing online this year will only need one test ticket to access both parts of the test. Each online assessment has two parts. Students must take both parts.

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

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

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

* ELA: Expressing Ideas is not administered online.

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

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

If a student takes a break from testing and the break exceeds 20 minutes, the test ticket will be required for them to login and resume testing. The administrator may log back in using the same test ticket in order to resume. If you have any difficulty logging in, call the OEAA call center at 877-560-8378, Option 1.

Unlock Requests

For prior administrations, school staff could call the DRC Call Center to unlock FI online tests if there were **five or fewer questions answered**. Starting in Spring 2025, all online tests can be unlocked by the DRC Call Center if:

1. The student has not provided a response for **every item** on the test.

2. The test has not previously been unlocked.

For any test where all items have been answered, or any test that has already been unlocked by the DRC Call Center, an incident report is required. Note: for any test where all questions have been answered, the test may not be unlocked or regenerated.

Getting Started with Paper/Pencil

Pre-Identification (Pre-ID) Process:

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

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

Ordering Test Materials

Be sure to work with your District Coordinator to make sure all the appropriate materials are available for the paper/pencil administration. **Remember to ensure Expressing Ideas materials are ordered to all students.** Therefore, it is important to inventory the EI materials upon delivery to make sure the count is correct. Additional materials may be ordered in the OEAA Secure Site if there is a shortage.

Receiving Assessment Materials

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

- a school packing list (packing and security checklist - used to inventory materials)
- Plastic bags and zip-ties to protect answer documents, yellow DRC Return Shipping labels, and UPS-RS labels
- standard print student assessment booklets (all assessments and content areas as ordered by the District Coordinator)
- listening scripts for FI ELA: Accessing Print and Using Language (APUL), which are designed to be read aloud to students during the assessment
- audio recordings (flash drives) of the FI assessment booklets (if ordered) with companion standard print assessment booklets and student answer documents
  Note: The APUL and EI items are on the same audio flash drive
- braille versions of the FI assessment booklets (if ordered), with companion Assessment Administrator Booklets for braille and student answer documents
- enlarged print versions of the FI assessment booklets (if ordered), with companion standard print assessment booklets and student answer documents
  Note: Braille and enlarged print kits for FI ELA Accessing Print and Using Language will include listening scripts
- student answer documents (all assessments and content areas as ordered by the District Coordinator)
- Pre-Identification barcode for content area labels (to be affixed to answer documents for students pre-identified by the designated deadline in the OEAA Secure Site, if applicable)
- OEAA Assessment Security Compliance Forms (one for the Building Coordinator to complete and sign, and multiple copies to be distributed to assessment administrators, accommodations providers, proctors, and any other staff involved in any aspect of testing)

Inventorying Materials

Building Coordinators must inventory the materials upon arrival to ensure all materials are securely accounted for. To inventory the building's materials, obtain the packing list and security check list included in the shipment. If any materials are missing or if additional materials are needed, contact the MI-Access District Coordinator immediately. The Coordinator will work through established channels to obtain the needed materials from the MI-Access contractor. It is important to inventory the ELA: Expressing Ideas materials upon delivery to make sure the count is correct. 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, school packing lists and security check 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.)

Affixing Pre-ID Student Barcode for Content Area Labels

Affix all Pre-ID student barcode for content area labels (those provided by DRC as well as those printed locally by the school) to the appropriate student answer documents. The labels should be affixed where indicated on the student answer document. **Reminder:** Ensure that the label has the accurate student information and the content area matches the answer document subject.

Matching Assessment Booklets with Answer Documents

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

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

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

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

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

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

Preparing Accommodated Materials for Distribution

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

- Each audio flash drive comes packaged with a companion standard print assessment booklet and a student answer document. The flash drive will always have a form number that ends in 1 (for example, Form FIS–51 for grade 5 Functional Independence science). If the flash drive and its companion standard print assessment booklet do not have the same form number, contact the MI-Access District Coordinator for assistance.

- Each braille version of the assessment comes packaged with a companion Assessment Administrator Booklet for Braille (AABB), which includes transcription notes indicating how items/directions have been adapted for braille when needed, as well as a student answer document. The braille booklet will always have a form number that ends in 9 (for example, Form FIM–79 for grade 7 Functional Independence mathematics). If the braille booklet and the AABB do not have the same form number, contact the MI-Access District Coordinator for assistance. Braille kits include listening scripts for ELA: APUL.

- Each enlarged print version of the assessment comes packaged with a companion standard print assessment booklet and a student answer document. The enlarged print assessment booklet will always have a form number that ends in 1 (for example, Form FIA–61 for grade 6 Functional Independence ELA: APUL). If the enlarged print assessment booklet and its companion standard print assessment booklet do not have the same form number, contact the District Coordinator for assistance. Enlarged print kits include listening scripts for ELA: APUL.

- When distributing accommodated versions of the assessments, Building Coordinators should keep them packaged in the way they were originally shipped. This way, assessment administrators will have everything they need in one place to administer accommodated versions.

Additional Administration Items

Using Reporting Codes

Reporting codes allow districts and/or schools to receive and filter reports and data files by class or group designation(s). This is an optional field. It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful.

The **Mass Update Assessments** document on the **OEAA Secure Site Training page** (www.michigan.gov/securesitetraining (www.michigan. gov/securesitetraining) explains how to assign **Reporting Codes** to a group of students. The Reporting Codes Labels document explains how to create a label for reporting codes and is also available on the OEAA Secure Site Training page.

Reporting codes can be entered in the OEAA Secure Site beginning on the first day of pre-identification through the last day of the Answer Documents Received window.

Research I and II Fields

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

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

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in attainment of achievement objectives among those students who had reading program A 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 ten.
- Districts/Schools may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the student answer documents or entered into the OEAA Secure Site through the end of Tested Verification window.

Completing and Collecting Security Compliance Forms

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

Distributing Materials

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

During Testing Activities

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

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

After-Testing Activities

Online Test Submission

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

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

Inventorying Returned Materials

Schools and districts are responsible for taking an inventory of test materials when they arrive and before they are returned to the vendor. The OEAA requires these inventory practices to prevent test materials from being left in schools or districts, which is a test security risk. Coordinators must take an inventory of the test materials using the packing list that comes with the material orders. Refer to the Materials Return Instructions section of this manual for specific information about the processing and shipping of returned materials. It is important to inventory the ELA: Expressing Ideas materials upon delivery to make sure the count is correct. Additional materials may be ordered in the OEAA Secure Site if there is a shortage.

Returning Materials

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

Completing Coordinator Feedback Survey

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

Assessment Administrator

Assessment Administrator Role

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

FI Administrator Quick List - Online 🖥️

BEFORE
Mark when complete

o   Participate in district or building test administration training.

o   Review the required security practices section in the General Information chapter of this manual.

o   Read this entire section of the manual.

o   Read appendices B, C, and D to prepare for testing.

o   Verify the required Universal Tools and Designated Supports are available and listed on the test tickets.

o   Make sure the test tickets and online roster are available from the Building Coordinator for student testing.

o   Complete and return an OEAA Security Compliance form to the Building Coordinator.

o   Be sure to have students take the Online Tools Training (OTTs) in INSIGHT to familiarize themselves with the directions, tools, and item types they will be exposed to during testing.

o   Work with the Building Coordinator to develop and maintain a testing schedule for students.

o   Make sure testing equipment works (computers, headphones).

o   Work with the Building Coordinator to schedule students for the paper/pencil Expressing Ideas portion of the FI ELA test.

DURING
Mark when complete

o   Log students into the DRC INSIGHT testing platform using the provided test tickets. Verify student information, and select on the test name and part for the student.

o   Assist student(s) with test features, such as speed and volume of text-to-speech, color chooser, contrasting.

o   Confirm the accommodations are available during testing as outlined in the IEP.

o   Assist students with the technology if needed, such as operating the mouse.

o   Monitor and assist student progress.

AFTER (Mark when complete)

o   Look over the Review page with the student to confirm all items have responses; submit the test when the student is finished, and log out for the student.

o   Return all test tickets, rosters, and any scratch paper to the Building Coordinator for handling.

o   Confirm students have taken or are scheduled to take the paper/pencil Expressing Ideas portion of the FI ELA test.

o   Complete the online feedback survey posted on the MI-Access web page.

FI Administrator Quick List – Paper/Pencil ✏️

BEFORE (Mark when complete)

o   Participate in district or building test administration training.

o   Review the required security practices section in the General Information chapter of this manual.

o   Read this entire section of the manual.

o   Read appendices B, C, and D to prepare for testing.

o   Complete and return an OEAA Security Compliance form to the Building Coordinator.

o   Inventory the materials received.

o   Set aside the assessment booklets and answer documents for each student being tested.

o   Review the assessment booklets and answer documents to prepare for assessment administration.

o   Review the test directions from this manual for the assessment being administered. See the directions later in this section.

o   Confirm and prepare any needed Universal Tools, Designated Supports, or Accommodations or supports required for the student.

o   Securely store test materials until ready for use.

DURING (Mark when complete)

o   Verify the Listening Scripts required for administering the ELA: APUL assessment are read to the student. Administer the assessments as directed (including using the scripts provided).

o   Relay questions to the Building Coordinator as needed.

o   Monitor the students' progress throughout the test and make sure they are marking their responses in the assessment booklet.

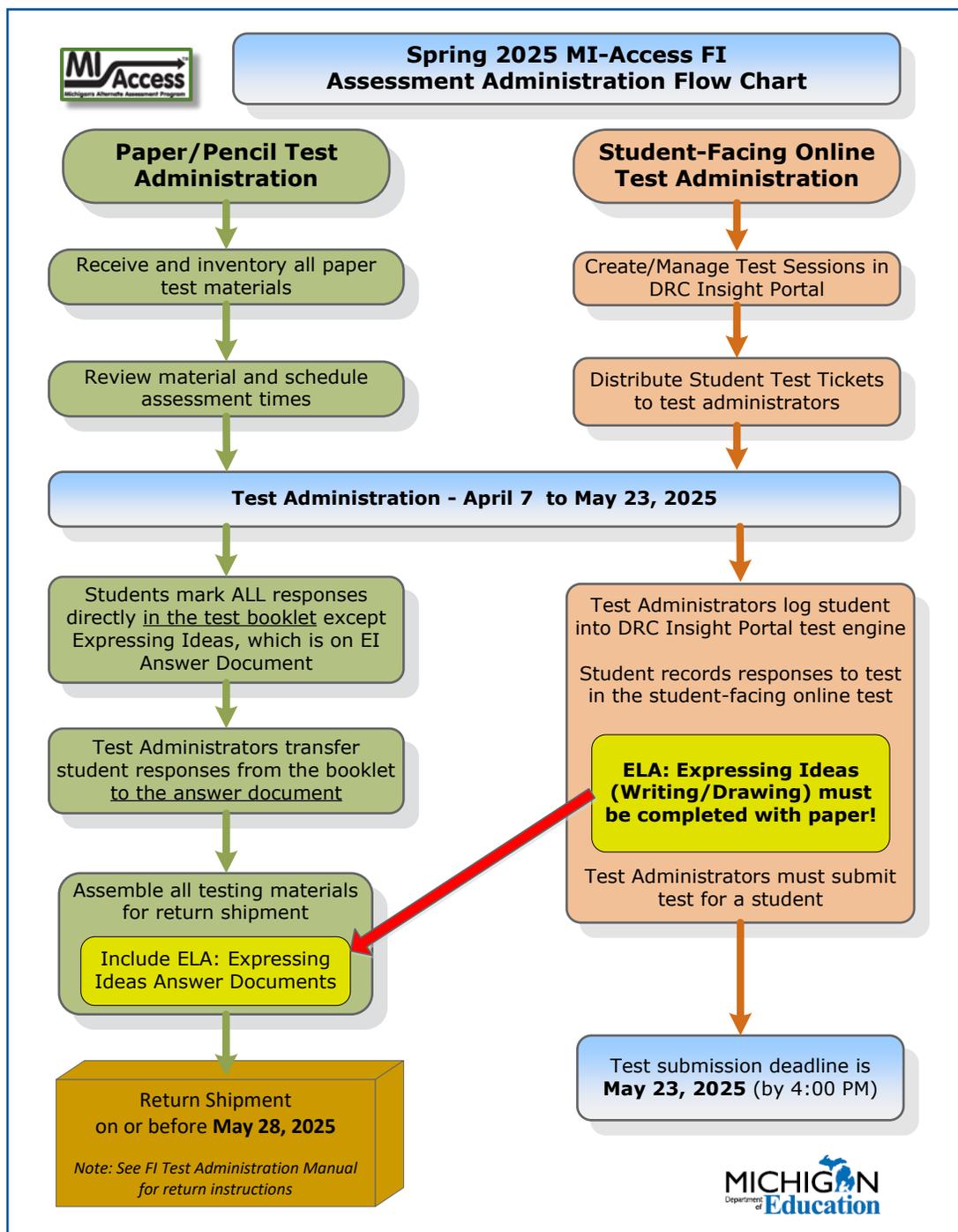**AFTER** (Mark when complete)

o   Transfer students' answers from their assessment booklets to their answer documents.

o   Complete the the front page and transfer student responses from the test booklet to the student answer documents.

o   Return used and unused materials to the Building Coordinator.

o   Complete the online feedback survey posted on the MI-Access web page.

FI Assessment Administration Process Flowchart

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

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

Spring 2025 MI-Access FI Assessment Administration Flow Chart

Paper/Pencil Test Administration
- Receive and inventory all paper test materials
- Review material and schedule assessment times

Test Administration - April 7 to May 23, 2025

- Students mark ALL responses directly in the test booklet except Expressing Ideas, which is on EI Answer Document
- Test Administrators transfer student responses from the booklet to the answer document
- Assemble all testing materials for return shipment
  - Include ELA: Expressing Ideas Answer Documents
- Return Shipment on or before **May 28, 2025**
  Note: See FI Test Administration Manual for return instructions

Student-Facing Online Test Administration
- Create/Manage Test Sessions in DRC Insight Portal
- Distribute Student Test Tickets to test administrators
- Test Administrators log student into DRC Insight Portal test engine
- Student records responses to test in the student-facing online test
  - **ELA: Expressing Ideas (Writing/Drawing) must be completed with paper!**
- Test Administrators must submit test for a student
- Test submission deadline is **May 23, 2025** (by 4:00 PM)

Before-Testing Activities

Online Tools Training (OTT)

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

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

- The OTT contains instructions on how to use the available tools within the test engine, as well as practice with questions of varying types (such as independent questions, passage-based questions, questions involving graphics, questions involving maps). All questions on the online assessment will be the kind students are used to seeing for MI-Access Functional Independence — that is, multiple choice (question and three answer choices).

- The OTT uses text-to-speech (TTS), so you and your students will be able to experience this feature of online testing and become familiar with this type of audio presentation.

- The OTT is formatted with the Enhance Student Experience (ESE), which is featured in all the online testing environment. It is highly recommended that students participate in the OTTs to become familiar with the new format.

- TTS is defaulted to "on" for all students taking the FI assessment; the volume, speed, and visual "follow-along" may all be controlled by the user using the "Options" button, at the top right corner of the OTT..

- The test direction pages will not permit users to skip ahead until the TTS has completed reading the complete text. The OTT will be active as soon as the directions have finished playing.

- Students may turn off the TTS as needed or simply turn down the volume.

- Students may interact with these practice items as much or as often as they wish or as their teachers deem appropriate.

- The OTT practice includes TTS and items from all content areas. Two OTTs are available: one for grades 3-5 and another for grades 6-8 and 11.

- The purpose of the OTT is for students to become familiar with the functionality of the test environment, to learn how to use the various tools available, and to practice interacting with the system by answering sample test questions.

- Unlike the M-STEP, there are no technology enhanced items in MI-Access, and the ELA constructed response items (Expressing Ideas) must be completed on paper by all students regardless of their mode of testing. Until your computers are ready to go with the test engine (INSIGHT), the Online Tools Training can be accessed via the **web** (using a Google Chrome browser, go to https://wbte. drcedirect.com/MI/portals/mi/).

Receiving Assessment Materials

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

1. The assessment administrator receives materials from the Building Coordinator to prepare for the administration.

2. The administrator prepares for administration with the "extra" assessment booklet and other classroom materials as needed.

3. The administrator distributes the materials to students and keeps everything (including the "extra") in locked secure storage approved by the Building Coordinator when not in use.

Completing and Returning Security Compliance Forms

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

Review Assessment Materials and Test Preparation

- Thoroughly review the assessment booklets and answer documents to become familiar with the format, questions, administration directions, materials provided by the state, and optional materials (if applicable).

- For each assessment, review the Do Not Read Aloud Table in the front of the assessment booklet; then, mark those items that cannot be read aloud in the assessment administrator copy of the assessment booklet so that they are administered correctly. (General directions on the types of items that should not be read aloud can be found in Appendix A of this manual.)

- Also, using the extra assessment booklet, insert the appropriate page numbers in the assessment administrator scripts provided in this manual. The page numbers vary by content area and grade level.

- Be sure each FI ELA: Accessing Print and Using Language assessment booklet is paired with a listening script for the listening section (the script is for use by the assessment administrator only).

- For each student being tested, obtain the correct assessment booklet and student answer document. In the space provided on the front of the student assessment booklet, fill in the student name (corresponding with the Pre-ID student barcode for content area label on the student answer document), teacher name, and building name.

- In consultation with the building coordinator, schedule the assessment, keeping in mind that for most students it is to be administered individually, while a few students will participate in group administration. (See the General Information section of this manual for more information about group administration of the Functional Independence assessments.)

- The assessments are NOT timed; therefore, it is up to each assessment administrator to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting.

- MDE **strongly** recommends students do not complete all parts of a content area or multiple content areas in a single sitting. Be sure appropriate breaks are built into the testing schedule.

- For each student being tested, find out if any assessment accommodations are needed. Keep in mind that an Accommodation may be used ONLY if both:

  1. A student's IEP indicates it is appropriate for the student; and,

  2. It is what the student routinely uses or is how he or she routinely responds during instruction. (See the Assessment Accommodations section of this manual for more information.)

- Determine whether optional materials are needed for the student being tested or if the graphics and words/labels in the assessment booklet are sufficient. If optional materials are needed, contact your Building Coordinator to obtain them.

- For students using a braille version of the assessment, be sure to have the Assessment Administrator Booklet for Braille (AABB) on hand, as it includes transcriber notes indicating how items/directions have been adapted for braille when necessary. The print-to-braille correspondence document will be included with the braille materials kit, and use it to ensure the student is on the correct item on the correct page. (The correspondence tables were developed because the student's assessment booklet is formatted differently than the AABB.)

- For students using an audio recording flash drive version of the assessment, review the "Instructions for Using Audio Recordings" accommodation section in this manual. Also, the flash drive will have an instructional sheet for administrators to follow during the administration.

- 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.

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

During Testing Activities

Administration of the FI Online Tests

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

- The online testing environment is a student-facing assessment experience that will require some active participation by the administrator. It is vital that the administrator know the student well and be familiar with MI-Access testing practices.

- Administrators may assist the students with the technology but not with the test responses.

Here are some specific instructions to assist in the administration:

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

- Since FI online tests default automatically to start the Text-to-Speech (TTS) feature, it is important to have headphones plugged in and ready for the student.
- If the IEP requires that the directions and/or test must be read to the student with a human reader, the student can not take the online test and must be administered the paper/pencil assessment.
- The test directions for all online testers is required listening before the "Begin the Test" button is active.
- There is only **one test ticket** per content area, which will provide access to both parts of the online FI tests.
- Each test direction screen will require testers to listen to the directions before the "Next" button will become active on the initial login.
- Once the test administrator has selected the "Begin the Test" button, any subsequent login to the test will not require listening to each direction screen another time.

Note: TTS will be turned on for test directions on all content area tests and must be on for the two "listening" items in the ELA: Accessing Print and Using Language assessment.
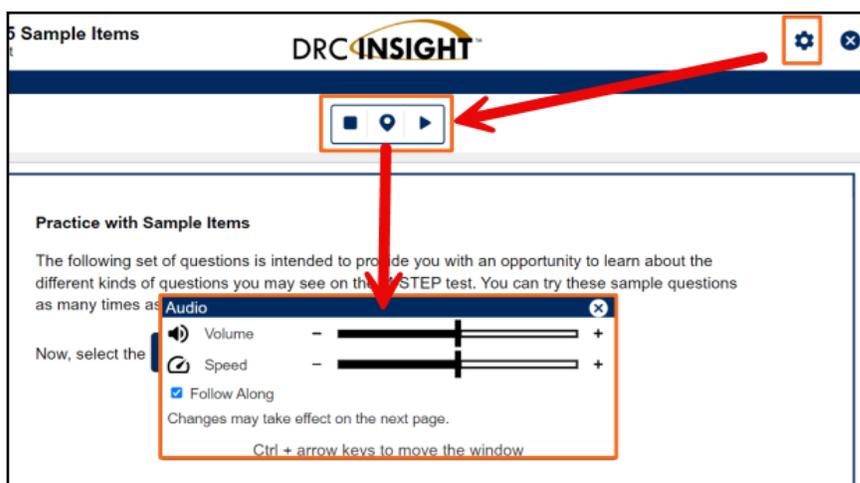
- The type of intervention the administrator can undertake to assist the student is at the administrator's discretion, based on the administrator's knowledge of the student's unique needs and abilities. Administrators may help students navigate the test; however, **the administrator must not give the student the answers (or hints to the answers).**
- If for any reason the student cannot operate the computer or remain engaged with the items being presented, the assessment administrator may take control of the computer and ask the student to follow along; the administrator will record the student's selections. Administrators may say or do whatever is routinely done during normal instruction to help the student engage in this process.
- The administrator may select on the student's response bubbles online as the student makes each selection, if needed.
- The test is designed so that a single part can be completed in one instructional day. Be sure appropriate breaks are provided.
- If the student is unable to engage with the online testing, it is possible for the paper/pencil version of the test to be used. The District Coordinator must fill out an Incident Report on the OEAA Secure Site requesting the online test be marked "Do Not Score." The District Coordinator will also use the OEAA Secure Site to pre-identify the student for paper/pencil testing and to order test materials for the student.
- If a student requires the Masking support, it must first be turned on by the Building Coordinator in the DRC INSIGHT Portal, then turned on by the Assessment Administrator in the DRC INSIGHT Portal by selecting the Options button once the student has reached the first item.
- If the student is testing on an iPad, make sure the volume rocker buttons are enabled to adjust headphone volume.
- If a student needs to pause the test for a few minutes, use the Pause Test button in the at the top right corner of the test. Once the Pause Test button is selected, the test questions are removed from the screen for security reasons, and the student has up to 20 minutes to return and resume testing before being logged out of the test.
- If a student needs to exit the test to move to another workstation or to resume at a later time or day:
  - select the Pause Test button
  - select Exit
  - select "Yes, Exit" on the pop-up screen
  - log in using the student test ticket again
- To end the test, select the "Review or End Test" button. Administrators are to check the review screen for any flags that were selected on any items and ensure all questions have been answered. Students will select "Submit" to submit the test. "Submit" ends the test and returns the users to the the DRC INSIGHT testing platform sign-in screen.
- Return all test tickets, test rosters, and used scratch paper to the Building Coordinator for secure destruction.

Directions and Scripts for Paper/Pencil Administration ✏️

Before assessment administration:

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

During assessment administration:

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

After assessment administration:

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

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

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

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

1. Vocabulary

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

> SAY: **Turn to page 3 in your assessment booklet, Part 1 — Vocabulary.**

Make sure all students are on page 3 and continue.

SAY: **You are about to take the MI-Access Assessment. You have been given a test booklet.**
Be sure you don't have a cell phone, Bluetooth device (for example: iPods, AirPods), smart watch, or any other electronic device at your work area. If you do have any electronic devices at your work area, raise your hand to inform your Test Administrator.
While testing you are NOT allowed to:
- **talk to or help another student**
- **look at or copy another student's answers or allow another student to look at yours**
- **ask for or accept any help from another student**
- **be disruptive**
- **use or access your cell phone or any other electronic device not used for testing**
- **take pictures or make copies of any test materials**
- **post or chat about any part of the test through social media (for example: TikTok, YouTube, Snapchat, Instagram, and so on)**
- **use or access any materials or resources not provided by your Test Administrator for you to use during this test (for example: worksheets, notes, books, math supplies, or any type of classroom material or tool)**
- **remove the test booklet from the room**

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

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

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

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

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

2. Language

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

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

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

Make sure students are looking at the correct page.

> SAY: **Part 2 of the assessment is called Language. It tells me how well you understand what words to use.**
> **Follow along as I read the directions aloud. "Read each question. Choose the BEST answer for each question or choose the word that belongs in the sentence."**
> **Stop after you have reached the end of this part and wait for further directions.**

3. Research and Inquiry

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

> SAY: **Turn to Part 3 in your assessment booklet on page _____ .**
>
> (The assessment administrator will fill in the page number prior to administration.)

Make sure students are looking at the correct page.

> SAY: **Part 3 of the assessment is called Research/Inquiry. It tells me how well you understand and use printed information.**
> **Follow along as I read the directions aloud. "Read each question. Choose the BEST answer for each question. Turn to the next page of your assessment booklet. You may begin with the first question now."**
> **Stop after you have reached the end of this part and wait for further directions.**

4. Listening

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

> SAY: **Turn to Part 4 in your assessment booklet on page _____ .**
>
> (The assessment administrator will fill in the page number prior to administration.)

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

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

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

5. Understanding Text

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

> SAY: **Turn to Part 5 in your assessment booklet on page _____ .**
>
> (The assessment administrator will fill in the page number prior to administration.)

Make sure students are looking at the correct page.

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

Directions and Scripts for Administration - ELA: Expressing Ideas ✎

Students will be asked to respond to two different prompts contained in questions 1 and 2 of each ELA: Expressing Ideas assessment booklet. Students may respond by writing, drawing, or using a combination of the two response modes to express their ideas. Students may also dictate their responses if their disability prevents them from writing or drawing them (see the Scribing Protocol on page 63 of the Michigan Supports and Accommodations Guidance Document on the MI-Access web page). The scoring rubric in Appendix E of this manual provides additional details on how students may respond to the prompts.

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

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

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

- If a student **writes** his or her response, the assessment administrator may not transcribe and/or translate what the student has written. Scorers are trained to read all types of student handwriting.

- If a student **visually represents** (or draws) a response, he or she may enhance the drawing with labels (one or more words or sentences) or provide a brief oral explanation of the drawing for the assessment administrator to transcribe onto the student's answer document. See the scoring rubric in Appendix E of this manual for more information.

- If the student **dictates or uses braille** for his or her response, the assessment administrator must transcribe the response verbatim onto the student answer document using Option 1. Then, the administrator must indicate that the response was transcribed by initialing the space at the bottom of the student's answer document where indicated and by filling in the appropriate accommodation section.

- Students with a documented accommodation allowing for use of a word-processor for the ELA: Expressing Ideas test may continue to respond with a word-processor, but the responses must be transcribed onto an answer document for scoring purposes. The scribe must also bubble in he accommodation in answer document and initial in the appropriate space provided. Word-processed responses to paper/pencil assessments alone will no longer be accepted or scored. Student word processed documents must be securely destroyed after the student response is transcribed on the student answer document.

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

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

> SAY: **Turn to page 3 in your assessment booklet.**

Make sure students are looking at the correct page.

SAY: **ELA: Expressing Ideas. You are about to take the MI-Access Assessment. You have been given a test booklet and an answer document.**
Be sure you don't have a cell phone, Bluetooth device (for example: iPods, AirPods), smart watch, or any other electronic device at your work area. If you do have any electronic devices at your work area, raise your hand to inform your Test Administrator.
While testing you are NOT allowed to:
- **talk to or help another student**
- **look at or copy another student's answers or allow another student to look at yours**
- **ask for or accept any help from another student**
- **be disruptive**
- **use or access your cell phone or any other electronic device not used for testing**
- **take pictures or make copies of any test materials**
- **post or chat about any part of the test through social media (for example: TikTok, YouTube, Snapchat, Instagram, and so on)**
- **use or access any materials or resources not provided by your Test Administrator for you to use during this test (for example: worksheets, notes, books, math supplies, or any type of classroom material or tool)**
- **remove the test booklet from the room**

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

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

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

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

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

Read the prompt aloud from the assessment booklet.

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

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

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

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

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

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

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

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

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

Make sure students are looking at the correct page.

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

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

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

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

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

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

> SAY: **CHECKLIST:** Use this checklist as you review and proofread your response to the prompt.
>
> _____ Did I answer each part of the prompt?
> _____ Did I support my ideas with details?
> _____ Did I organize my ideas and details clearly?
> _____ Did I review my response one more time to make sure it is just the way I want it?
> _____ Did I put my response on the student answer document?

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

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

Directions and Scripts for Administration - Mathematics ✏

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

SAY: **Turn to page 3 in your assessment booklet.**

Make sure the student is on page 3 and continue.

SAY: **Be sure you don't have a cell phone, Bluetooth device (for example: iPods, AirPods), smart watch, or any other electronic device at your work area. If you do have any electronic devices at your work area, raise your hand to inform your Test Administrator.**
While testing you are NOT allowed to:
- **talk to or help another student**
- **look at or copy another student's answers or allow another student to look at yours**
- **ask for or accept any help from another student**
- **be disruptive**
- **use or access your cell phone or any other electronic device not used for testing**
- **take pictures or make copies of any test materials**
- **post or chat about any part of the test through social media (for example: TikTok, YouTube, Snapchat, Instagram, and so on)**
- **use or access any materials or resources not provided by your Test Administrator for you to use during this test (for example: worksheets, notes, books, math supplies, or any type of classroom material or tool)**
- **remove the test booklet from the room**

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

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

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

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

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

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble on the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used only in small groups (defined as five or fewer students) or one-on-one assessment situations.

Additionally, some item stems, answer choices, and/or keys must not be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those items, or parts of items, that cannot be read.

Directions and Scripts for Administration - Science ✏️

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

SAY: **Turn to page 3 in your assessment booklet.**

Make sure all students are on page 3 and continue.

SAY: **Be sure you don't have a cell phone, Bluetooth device (for example: iPods, AirPods), smart watch, or any other electronic device at your work area. If you do have any electronic devices at your work area, raise your hand to inform your Test Administrator.**
While testing you are NOT allowed to:
- **talk to or help another student**
- **look at or copy another student's answers or allow another student to look at yours**
- **ask for or accept any help from another student**
- **be disruptive**
- **use or access your cell phone or any other electronic device not used for testing**
- **take pictures or make copies of any test materials**
- **post or chat about any part of the test through social media (for example: TikTok, YouTube, Snapchat, Instagram, and so on)**
- **use or access any materials or resources not provided by your Test Administrator for you to use during this test (for example: worksheets, notes, books, math supplies, or any type of classroom material or tool)**
- **remove the test booklet or the answer document from the room**

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

You may begin now.

If you are reading aloud to a student, begin reading now. You will have to fill in the bubble on the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used **only** in a small group (defined as five or fewer students) or one-on-one assessment situations.

Additionally, some answer choices (those with graphics and no accompanying labels) must not be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

Directions and Scripts for Administration - Social Studies ✏

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

SAY: **Turn to page 3 in your assessment booklet.**

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

SAY: **Be sure you don't have a cell phone, Bluetooth device (for example: iPods, AirPods), smart watch, or any other electronic device at your work area. If you do have any electronic devices at your work area, raise your hand to inform your Test Administrator.**
While testing you are NOT allowed to:
- **talk to or help another student**
- **look at or copy another student's answers or allow another student to look at yours**
- **ask for or accept any help from another student**
- **be disruptive**
- **use or access your cell phone or any other electronic device not used for testing**
- **take pictures or make copies of any test materials**
- **post or chat about any part of the test through social media (for example: TikTok, YouTube, Snapchat, Instagram, and so on)**
- **use or access any materials or resources not provided by your Test Administrator for you to use during this test (for example: worksheets, notes, books, math supplies, or any type of classroom material or tool)**
- **remove the test booklet from the room**

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

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

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

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

If you are reading aloud to a student, begin reading now. You will have to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used **only** in small groups (defined as five or fewer students) or one-on-one assessment situations.

Additionally, some answer choices (those with graphics and no accompanying labels) must **not** be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

After the student has completed part 1, you may proceed to part 2 below on the next designated testing day.

> SAY: **Turn to page _____ in your assessment booklet.**

> (For grade 5, the page number is <u>19</u>; for grade 8, it is page <u>21</u>; for grade 11, it is page <u>25</u>.)

Make sure students are looking at the correct page.

> SAY: **Part 2 uses a passage or a story to remind you about what we have learned in social studies. You will be asked social studies questions that go with the story or time period.**
> **Read each passage. Then, answer the questions that follow. Choose the BEST answer for each question.**
>
> **Turn to the next page of your assessment booklet. There are five passages in this part of the assessment. Each passage is followed by four questions to answer.**
>
> **You may continue now with the passages until you have completed all the questions.**

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

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

After-Testing Activities

Completing the online test session

When testing is complete, the test administrator must assist the student with the following tasks.

- Make sure the student has completed the test by checking the review screen. If a question has not been answered, ask the student if he or she has finished or if he or she needs to provide answers for any that are missing.

- If the student is finished, the administrator must submit the test for the student. In some cases, the administrator may discover the student has preemptively submitted the test. While this is not uncommon, we continue to recommend assisting student through the final stages of submitting the test.

- Collect any graph or scratch paper and test tickets or rosters and return them to the Building Coordinator for secure destruction as soon as possible.

Completing the Student Answer Document

When the student has completed the paper/pencil test and marked his or her responses in the assessment booklet, it is the responsibility of the assessment administrator to:

- obtain the student's answer document for the matching assessment (sample image below)
- make sure the student label is affixed and that it matches the student information
- complete all sections of the front page and reverse side, using a Number 2 pencil
- complete the form number section by writing in the form number and selecting the matching bubble
- use the assessment booklet to transfer the student's responses directly onto the answer document, on the reverse side
- review the completed answer document to make sure everything has been recorded accurately and there are no duplicate or stray marks

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

- **Homeschooled** (not "Homebound") is a student who is tested but, because he or she is homeschooled, should not be included in the district's reports. Homeschooled students are not required to take MI-Access assessments; however, this does not preclude them from taking the test. The homeschooled designation must be set in Michigan Student Data System or in the OEAA Secure Site. There will be no bubble for the homeschooled designation on the answer document.

- **Nonstandard Accommodation:** If a nonstandard Universal Tool, Designated Support, or Accommodation was used during testing, notify the district coordinator to file an Incident Report in the OEAA Secure Site (see Appendix G for instructions for Incident Report submission). Keep in mind a "Nonstandard Accommodation" will invalidate the test for that student(s). See the Accommodations section of this manual for further details for nonstandard Universal Tool, Designated Support, or Accommodation. There is no bubble for Nonstandard Accommodation designation on the answer document.

- **Prohibited Behavior** is closely associated with test security, since it involves a student who among other things:
  - talks to or helps another student
  - looks at or copies another student's answers
  - asks for or accepts any help from another student
  - uses a cell phone or any other electronic device
  - takes pictures or makes copies of any test materials
  - causes a disturbance
  - removes the test booklet and/or answer document from the room
  - post or chat about any part of the test through social media (for example: TikTok, YouTube, Snapchat, Instagram, and so on)
  - use or access any materials or resources not provided by your Test Administrator for you to use during this test (for example: worksheets, notes, books, math supplies, or any type of classroom material or tool)
  - remove the test booklet or the answer document from the room

If the test administrator observes a tester(s) who appears to be engaged in one or more of these behaviors, the student's behavior should be redirected and she or he allowed to finish the assessment. The administrator must then contact the district coordinator to file an Incident Report in the OEAA Secure Site.

If it is a significantly egregious behavior, such as intentionally disrupting others, possessing an answer key or "cheat sheet," or using a cell phone to take pictures of test items, the student should be immediately dismissed from testing. Immediately after the test session, the Test Administrator should notify the Building Assessment Coordinator of the suspected prohibited behavior.

Returning Materials to the Building Coordinator

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

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

Completing Administrator Feedback Survey

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

Materials Return Instructions

Districts 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

> **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,

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.**

Follow the instructions when packing all materials for return to DRC.

1. Materials that must be returned to DRC do not need to be separated into scorable, and non-scorable boxes. Use the same boxes in which materials arrived.

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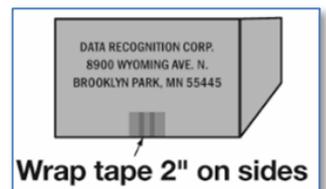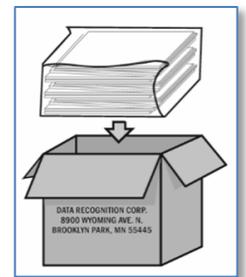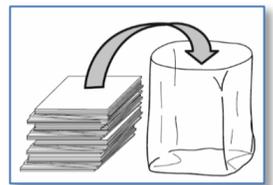
Every box in a return shipment needs an UPS-RS label applied. If additional UPS-RS labels are needed, order them on the Additional Materials Order page in the OEAA Secure Site.

Wrap tape 2" on sides

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.

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	Buildings Destroys	Buildings Retains
Used Answer Documents	√		
Unused Answer Documents		√	
Student word processed documents		√	
Student Test Tickets and Test Rosters		√	
Used and Unused Test Booklets	√		
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
● ● ● ● ● ● ● ● ● ●

Appendix A - General Directions for "Do Not Read Aloud" Items

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

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

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

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

> *Example:* What numeral represents the number seventeen?
>
> **A** 7
>
> **B** 17
>
> **C** 27

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

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

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

Appendix B - Assessment Security

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

Appendix B - Assessment Security

Assessment Integrity and Security for MI-Access Test Administrators

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](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/General/OEAA_Security_Compliance_Form.pdf) can be found at https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/General/OEAA_Security_Compliance_Form.pdf.

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.

Appendix B - Assessment Security

Assessment Integrity and Security for MI-Access Test Administrators

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

Appendix B - Assessment Security

Assessment Integrity and Security for MI-Access Test Administrators

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

Appendix B - Assessment Security

Assessment Integrity and Security for MI-Access Test Administrators

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 B - Assessment Security

OEAA Assessment Security Compliance Form

MICHIGAN DEPARTMENT OF EDUCATION

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.

1

MICHIGAN Department of Education

OEAA ASSESSMENT SECURITY COMPLIANCE FORM

MICHIGAN DEPARTMENT OF EDUCATION
Office of Educational Assessment and Accountability

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.

2

MICHIGAN Department of Education

Appendix B - Assessment Security

Electronic Device Policy – page 1

MICHIGAN DEPARTMENT OF EDUCATION
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.

1

MICHIGAN Department of **Education**

MICHIGAN DEPARTMENT OF EDUCATION
Office of Educational Assessment and Accountability

2024-2025 ELECTRONIC DEVICE USE POLICY

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—including voice command, texting, app connection, and connection to the internet—**are not allowed**.

Policy for Test Administrators/Test Monitors and Staff

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

During testing, staff may only use a computer or other appropriately configured device (for example: an iPad or Chromebook) for monitoring the SAT with Essay, PSAT 8/9 for grades 8 and 9, PSAT 10, WIDA, MI-Access FI, 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

2

MICHIGAN
Department of Education

Appendix B - Assessment Security

Electronic Device Policy – page 3

MICHIGAN DEPARTMENT OF EDUCATION
Office of Educational Assessment and Accountability

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.

3

MICHIGAN Department of **Education**

Appendix C - Test Monitoring

Active Monitoring Best Practices

Active Monitoring Best Practices

REQUIRED TEST ADMINISTRATOR PRACTICES RESPONSIBLE FOR STUDENT MONITORING:

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

AVOID DISTRACTING BEHAVIORS:

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

BEST PRACTICES

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

ACCEPTABLE PRACTICES

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

Appendix C - Test Monitoring

Active Monitoring Best Practices

Active Monitoring Best Practices
unobtrusively throughout the testing room to monitor student progress.

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

PROHIBITED PRACTICES

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

Appendix C - Test Monitoring

DRC Test Monitoring Application

DRC Test Monitoring Application

The Test Monitoring Application (TMA) in the DRC INSIGHT Portal allows users to monitor student testing activity throughout the duration of their test using Monitoring Codes. The TMA is an option that is available for Test Administrators to use if Assessment Coordinators set it up in the DRC INSIGHT Portal and provide Test Administrators access through the OEAA Secure Site. The Test Monitoring – Access permission is available for "Public School Online Test Administrator" and "Nonpublic School Online Test Administrator" roles.

Watch mini-module: Using Test Monitoring in the DRC INSIGHT Portal

HOW IT WORKS Test Administrators will be able to see students who have logged in to a test and entered a valid Monitoring Code. The Test Monitoring application provides visibility to the student's status throughout the testing session, including the screen or question on which the student is currently working, and progress towards completion within the test. Information displayed on the Test Monitoring Dashboard updates in near real time.

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

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

When the test session has been setup so that the Test Monitoring and Restricted Access options are configurable on the test session level, the Add/Edit Test Session screen will allow the user to select how to configure the test session as it relates to Test Monitoring. The test session can be configured to use Test Monitoring in multiple ways using Manage Test sessions in the DRC INSIGHT Portal Test Management application, including:

• **None** – the Student Verification page does not display the Enter Monitoring Code field for any students.

• **Optional** – the Student Verification page displays the Enter Monitoring Code field for all students, but students are not required to enter a Monitoring Code to begin testing.

• **Required** – the Student Verification page displays the Enter Monitoring Code field for all students. Students are required to enter a Monitoring Code to begin testing.

• **Restricted Access** – the Student Verification page displays the Enter Monitoring Code field for all students. Students are required to enter a Monitoring Code and will be placed in a Waiting Room where the Test

Appendix C - Test Monitoring

DRC Test Monitoring Application

DRC Test Monitoring Application

Administrator controls when students begin testing.

CONFIGURE A TEST SESSION FOR TEST MONITORING

To use Test Monitoring, you must first select options in Test Monitoring and Restricted Access fields for the test session as shown below.

1. Log in to the DRC INSIGHT Portal.

2. Select **Test Management** from the My Applications menu.

3. Select the Manage Test Sessions tab.

4. On the Manage Test Sessions window, choose an administration, district, and school from the drop-down menus then select the **Show Sessions** button.

5. Select the View/Edit icon to the right of the test session for which you would like to add Test Monitoring. The Edit Test Session window displays.

6. On the Edit Test Session window, choose either None, Optional, or Required in the **Test Monitoring** field.

7. Choose either True or False in the **Restricted Access** field. **Note**: Restricted Access may be set to True only when the Test Monitoring field is set to Required.

8. Once the Test Monitoring and Restricted Access fields have been configured, click the **Save** button.

Figure 1 Set Up Test Monitoring Application

Appendix C - Test Monitoring

DRC Test Monitoring Application

DRC Test Monitoring Application

ONLINE HELP FOR TEST MONITORING

The Test Monitoring Application includes online help that is launched directly from the DRC INSIGHT Portal. The Test Monitoring Online Help covers all aspects of the Test Monitoring functionality.

PREREQUISITES AND ASSUMPTIONS

• You must have a DRC INSIGHT Portal account with a role that has the Test Monitoring - Access permission.

– School users will have access to the Test Monitoring Application.

– Test Administrators will need either a "Public School Online Test Administrator" or "Nonpublic School Online Test Administrator" role assigned through the OEAA Secure Site in the DRC INSIGHT Portal.

– For information about how to assign user permissions in the OEAA Secure Site, view the Request Access document available on the OEAA Secure Site Training page www.michigan.gov/securesitetraining). The DRC

INSIGHT Portal is used in connection with DRC's online test engine, INSIGHT.

• Before using Test Monitoring, you must have already created your students and test sessions in the DRC INSIGHT Portal.

GENERATING AND USING A MONITORING CODE

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

1. Log in to your DRC INSIGHT Portal account.

2. Select **Test Monitoring** from the My Applications menu.

3. The Test Monitoring Dashboard is displayed.

   a. If there is not an active Monitoring Code, one will be automatically generated that will expire at the end of the day.

   b. If there is an active Monitoring Code, that code will be displayed along with its expiration date and the Test Monitoring Dashboard will display any students registered to that code.

Figure 2 Test Monitoring Dashboard before students begin testing

Appendix C - Test Monitoring

DRC Test Monitoring Application

DRC Test Monitoring Application

4. To generate a new code, click the Generate New Monitor Code icon next to the current monitoring code, and select an expiration date.

5. Click Generate. The expiration date now displays next to the Monitoring Code in the Test Monitoring Dashboard.

a. This will cause the existing code to expire and will display a warning that any students registered to the code will be removed from the dashboard. Students who are actively testing when the Monitoring Code is regenerated will continue testing without disruption, but they will no longer appear on the Test Monitoring Dashboard. b. Codes will expire at 11:59 p.m. local time on the expiration date. 6. Distribute the Monitoring Code to your students. 7. After logging in to the test, students enter the Monitoring Code in the Enter Monitoring Code field on the Student Verification page and then click Save. If they entered a valid code, the student is registered to the code and will appear on the Test Monitoring Dashboard. 8. The student clicks Continue.

Figure 3 Test Monitoring Application Set Up as Optional: Student View

Figure 4 Test Monitoring Application Set Up as Required: Student View

Appendix C - Test Monitoring

DRC Test Monitoring Application

DRC Test Monitoring Application

Result

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

- If Restricted Access is not set, the student can begin testing after entering their test ticket credentials.

- If Restricted Access is set to true, the student will be taken to the Waiting Room page. The student will appear on the Waiting Room tab within the dashboard until the Test Administrator has allowed them into the test. The Test Administrator can allow waiting students to begin testing one at a time, select multiple students, or allow all of the students into the test.

- If Restricted Access is set to False, students can access the test as soon as they enter a verified monitoring code into the welcome page of their test.

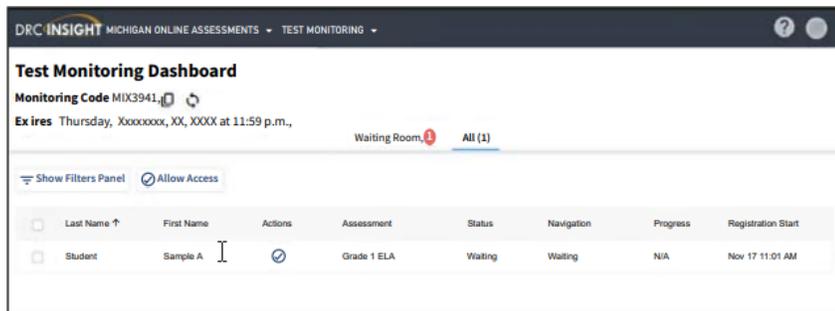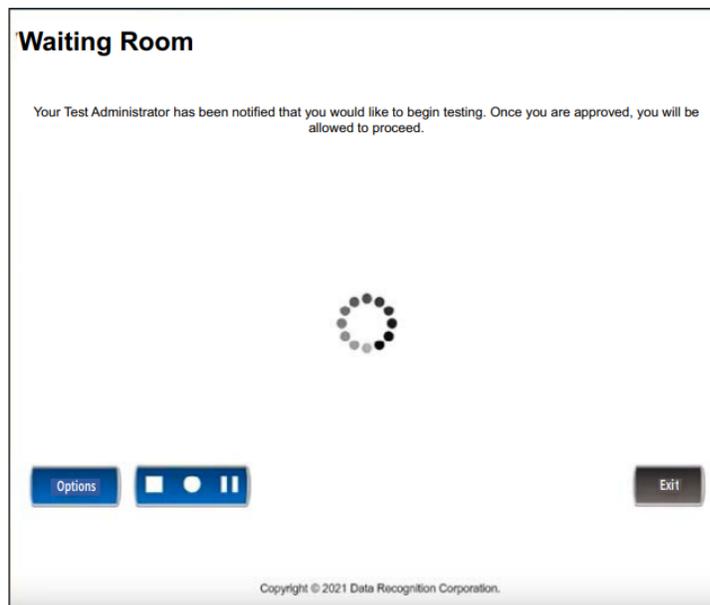**Figure 5 Test Monitoring Dashboard with Waiting Room and All Tab**

Figure 6 Student View of Waiting Room

Appendix C - Test Monitoring

DRC Test Monitoring Application

DRC Test Monitoring Application

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

• **Name** – the student's first and last name

• **Actions**

– Allow:

➢ Enabled when student has a status of Waiting

➢ Clicking Allow will let that student enter the test

• **Assessment** – the name of the Assessment to which the student is registered to the dashboard

• **Status**

➢ **Active** – Students is registered to the Monitoring Code and may be actively testing; is not in one of the other statuses

➢ **Waiting** – Student is in the Waiting Room and needs to be allowed into the test

➢ **Inactive** – Student has done no navigation within the Test Engine for at least 5 minutes

➢ **Paused** – Student has Paused the test

➢ **Exited** – Student has exited the Test Engine either from using the Exit button, closing the Test Engine (either the Public or Secure Browser), or from timing out on the Pause Test screen

➢ **Completed** – Student has submitted that part of the test

• **Navigation** – the part of the test and screen that the student is currently viewing in the Test Engine. Example: Reading: Question 1 / 20 where Reading is the Test Module

• **Progress** – the number of answers the student has submitted out of the expected number of answers for that part of the test. – N/A will appear when the student has not yet begun testing (they are still on Student Verification, Waiting Room, Test Modules, or Test Directions screen) – a percentage completed appears for students taking a CAT test

• **Registration Start** – the date/time that the student registered to the dashboard (entered a valid Monitoring Code on the Student Verification screen in the Test Engine)

Figure 7 Test Monitoring Dashboard with Students Testing

Appendix D - MI-Access Functional Independence Readability Parameters for English Language Arts, Social Studies, and Science

English Language Arts: Accessing Print and Using Language

Passage Readability Parameters for All Grades

Grades	Flesch-Kincaid (FK) Grade score by Readability Studio	Narrative Length (number of words)	Informational/ Functional Length (number of words)
3	1.0 - 3.0	225 - 325	150 - 225
4	1.5 - 4.0	225 - 325	150 - 250
5	2.0 - 4.5	250 - 350	175 - 275
6	2.5 - 5.0	250 - 350	200 - 300
7	3.0 - 5.5	275 - 375	200 - 300
8	3.5 - 6.0	275 - 375	200 - 300
11	4.5 - 7.0	300 - 375	250 - 350

Social Studies: Passage Readability Parameters for Grades 5, 8, 11

Grades	Flesch-Kincaid (FK) Grade score by Readability Studio	Informational/Functional Length (number of words)
5	2.5 - 4.5	200 - 300
8	4.0 - 7.0	200 - 325
11	4.5 - 7.5	250 - 350

Science: Stimulus Readability Parameters for Grades 5, 8, 11

Grades	Flesch-Kincaid (FK) Grade score by Readability Studio	Informational/Functional Length (number of words)
5	2.3 - 5.5	60 - 225
8	4.4 - 7.5	60 - 300
11	6.2 - 7.9	110 - 325

MI-Access Functional Independence passages and stimuli have been analyzed to determine their readability levels using Readability Studio, which yields a Flesch-Kincaid grade level measure.

Readability formulas are invaluable tools. They help determine the minimum age and grade level at which students can process reading material by using an analytical approach. This approach uses variables such as sentence length and word difficulty; some formulas also use predefined dictionaries. The resulting readability scores are generally a grade-level measure, representing the youngest reader who can generally process the material.

The readability of each passage or stimulus is affected by the length of the sentences; inclusion of visual descriptions; information found within charts, tables, and/or graphs; and content-specific vocabulary. Important note: In MI-Access Functional Independence assessments, all passages and stimuli are read aloud to the student.

For more information about Readability Studio, see **https://www.oleandersolutions.com/readabilitystudio.html.**

Appendix E - ELA:Expressing Ideas Scoring Rubric

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

Appendix F - List of Important Dates

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.

Appendix G - MI-Access Incident Reporting Guide

Any testing irregularities that occur before, during, or after testing must be reported to the Office of Educational Assessment and Accountability (OEAA) within two school days. It is required that all incident reports are reported; do not neglect to report an incident even if more than two school days have passed since you were aware of the incident. This table identifies the incident categories and sub-categories that are used in the 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 **Incident Reporting** (https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2019/01/08/Incident_Reporting_for_M-STEP_520328_7.pdf).

Incident Category: Test Not Completed				
Incident Sub-Category	**Scenario**	**Response for Online Testers**	**Response for Paper/Pencil Testers**	**Incident Report Required/ Optional**
Test submitted prior to completion	Student accidentally ends/ submits the test without answering all questions	If the student provided a response to all items or the test has previously been unlocked, contact the Call Center at 1-877-560-8378 Option 1. If the student provided a response to all items or the test has previously been unlocked, an Incident Report is required.	N/A	Online: **Required** if the student provided a response to all items or the test has previously been unlocked Paper/Pencil: N/A
Student became ill	Student becomes ill and goes home before finishing a test	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.	Collect test materials and flag the last question answered. Resume testing when/ if student returns.	Online: **Optional** Paper/Pencil: **Optional**

Incident Category: Test Not Completed				
Incident Sub-Category	**Scenario**	**Response for Online Testers**	**Response for Paper/Pencil Testers**	**Incident Report Required/ Optional**
Student was removed from school by parent/ guardian	Student is removed from class by a parent or guardian during the test administration	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.	Collect test materials and flag the last question answered. Resume testing when/ if student returns.	Online: No Incident Report Necessary Paper/Pencil: No Incident Report Necessary
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 and needed accommodations or designated supports.	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.	Submit incident report with request for the test to be marked Do Not Score. Verify that MS.	Online: **Required** Paper/Pencil: **Required**

MI-Access Functional Independence (FI) Test Administration Manual

Incident Category: Test Not Completed				
Incident Sub-Category	**Scenario**	**Response for Online Testers**	**Response for Paper/Pencil Testers**	**Incident Report Required/ Optional**
Do Not Score requested	Student has taken (or logged into) incorrect assessment (took M-STEP instead of MI-Access assessment) **Note:** A student who begins a test and subsequently becomes ill does not meet the requirements for the test to be marked **Do Not Score**.	Submit incident report with request for the test to be marked **Do Not Score.**	Mark the answer document **Do Not Score** across the front and return in the Special Handling envelope. Submit an Incident Report documenting the **Do Not Score** request.	Online: **Required** Paper/Pencil: **Required**

Incident Category: Accommodation/Designated support Issue				
Incident Sub-Category	**Scenario**	**Response for Online Testers**	**Response for Paper/Pencil Testers**	**Incident Report Required/ Optional**
Designated support/required accommodation not provided	Student is not provided appropriate designated support or accommodations	Test misadministration. Submit an Incident Report. For students with an IEP or Section 504 plan that requires the missing designated support or accommodation: A new test with appropriate designated support or accommodation may be administered with: • notification to and approval of parents or guardians • documentation provided that identifies required designated support or accommodation (such as IEP plan) For students who do not have an IEP or Section 504 plan that requires the missing designated support: A new test with appropriate designated support may be administered with: • notification to and approval of parents or guardians • signed documentation from the person responsible for day-to-day instruction in the content area affirming the student's daily use of the designated support during regular instruction	Test misadministration. Submit an Incident Report. Emergency test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians. Original answer document must be marked **Do Not Score** and returned with material returns..	Online: **Required** Paper/Pencil: **Required**

Incident Category: Accommodation/Designated support Issue				
Incident Sub-Category	**Scenario**	**Response for Online Testers**	**Response for Paper/Pencil Testers**	**Incident Report Required/ Optional**
Nonstandard designated support/ accommodation provided	Nonstandard accommodation provided (Refer to the "Nonstandard Accommodations" information in this manual.)	The student's test is invalidated.

Inform parents or guardians.

Submit an Incident Report—working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student's parents and school agree it is in the best interest of the student.

Perform an internal investigation as needed and keep the resulting documentation on file, as Nonstandard Accommodations may be appealed during the Answer Document Verification window. | Mark the student's test as **Nonstandard Accommodation** on the answer document and return with scorable materials. The student's test is invalidated.

Inform the parent or guardian.

Submit an Incident Report—working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student's parents and school agree it is in the best interest of the student.

Perform an internal investigation as needed and keep the resulting documentation on file as Nonstandard Accommodations may be appealed during the Answer Document Verification window. | Online: **Required**

Paper/Pencil: **Required** |

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

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

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

Incident Category: Prohibited Behavior				
Incident Sub-Category	**Scenario**	**Response for Online Testers**	**Response for Paper/ Pencil Testers**	**Incident Report Required/ Optional**
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 Online Testers	Response for Paper/Pencil Testers	Incident Report Required/Optional
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: Prohibited Behavior				
Incident Sub-Category	**Scenario**	**Response for Online Testers**	**Response for Paper/ Pencil Testers**	**Incident Report Required/ Optional**
Posted test content to social media	Student took a picture of the test and posted it to TikTok.	Students are not permitted to access electronic devices during testing. Capturing images of the test or testing room and posting these images poses a serious risk to the security and validity of the assessment. In order to further review this incident please provide the following additional information through this incident report: 1. Site that image was posted to 2. Description of what the image contained 3. Student's username 4. Audience of the post (public, group, individual) Please notify the parents of each student involved and work with them to have the post removed as well as to delete the image from the phone. It is important that if cloud-based storage is used for this phone then the image must also be removed from there as well. When a student captures images of the test or testing room and posts them to a social media site it constitutes prohibited behavior and the student's test results in that content area will be invalidated. Follow local cell phone/ behavior policy as deemed appropriate by local staff.	Students are not permitted to access electronic devices during testing. Capturing images of the test or testing room and posting these images poses a serious risk to the security and validity of the assessment. In order to further review this incident please provide the following additional information through this incident report: 1. Site that image was posted to 2. Description of what the image contained 3. Student's username 4. Audience of the post (public, group, individual) Please notify the parents of each student involved and work with them to have the post removed as well as to delete the image from the phone. It is important that if cloud-based storage is used for this phone then the image must also be removed from there as well. When a student captures images of the test or testing room and posts them to a social media site it constitutes prohibited behavior and the student's test results in that content area will be invalidated. Follow local cell phone/ behavior policy as deemed appropriate by local staff.	Online: **Required** Paper/Pencil: **Required**

Incident Category: Technical Problems with Online Testing				
Incident Sub-Category	**Scenario**	**Response for Online Testers**	**Response for Paper/Pencil Testers**	**Incident Report Required/ Optional**
Repeated disconnections	Student(s) has repeated disconnections during testing session	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: **Optional** Paper/Pencil: N/A
	Entire classroom has repeated disconnections during testing session	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: **Optional** Paper/Pencil: N/A
INSIGHT freezing, crashing, or not advancing	INSIGHT stops working and the student(s) cannot continue testing	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: **Optional** Paper/Pencil: N/A
Item functionality	An item on the test is not functioning as expected; for example, the student believes the correct answer cannot be selected	Instruct the student to answer as best they are able. Submit an Incident Report with the test and question number (if known), and computer used for testing (Windows PC, Mac, iPad, Chromebook).	N/A	Online: **Required** Paper/Pencil: N/A

Incident Category: Technical Problems with Online Testing				
Incident Sub-Category	**Scenario**	**Response for Online Testers**	**Response for Paper/Pencil Testers**	**Incident Report Required/ Optional**
Hardware failure	Power outage, internet connection interrupted through local error, stolen computers	If the problem is with just one computer, move the student to another computer and resume testing. If the problem can be resolved in sufficient time to complete testing (restore power or internet connection), continue testing another time or day. If online testing becomes impossible, file an Incident Report.	N/A	Online: **Required IF it is necessary to move to emergency paper forms; otherwise optional** Paper/Pencil: N/A
Other	Use this category if your technical problem does not conform to the listed technical issues.	Contact your local IT staff; if further support is required, contact DRC Customer Support.	N/A	Online: **Optional** Paper/Pencil: N/A
	Add-ins (e.g. Grammarly) are visible and accessible during testing.	Suspend all student testing and contact your local IT staff to disable all add-ins on testing devices.	N/A	Online: **Optional** Paper/Pencil: N/A

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

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

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

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

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

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

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

Incidents Requiring Immediate Action (must be submitted by 11:59 PM on the date of occurrence)					
Incident Category	**Incident Sub-Category**	**Scenario**	**Response for Online Testers**	**Response for Paper/ Pencil Testers**	**IR Required/ Optional**
Test Not Completed	Student became ill	Student becomes ill, completes and submits test, and then goes home from school sick	Submit an Incident Report **on the date of occurrence by 11:59 PM** requesting regeneration Gather documentation that verifies: • Parent permission to retest (use form provided in OEAA Secure Site) • Student left school early due to illness	N/A	Online: **Optional** Paper/Pencil: N/A

Incidents Requiring Immediate Action (must be submitted by 11:59 PM on the date of occurrence)					
Incident Category	**Incident Sub-Category**	**Scenario**	**Response for Online Testers**	**Response for Paper/ Pencil Testers**	**IR Required/ Optional**
Misadministration	Other	Student submits test after spending fewer than 15 minutes testing in one test session	Submit an Incident Report **on the date of occurrence by 11:59 PM** requesting regeneration Gather documentation that verifies parent permission to retest (use form provided in OEAA Secure Site)	N/A	Online: **Optional** Paper/Pencil: N/A

How to Complete an Incident Report

To ensure a timely resolution to any testing irregularity, it is important that the submitted incident report contains all the pertinent information for MDE review. This document provides guidance regarding what information is necessary for the most reported testing irregularities.

Information about how to use the Incident Reporting Tool in the OEAA Secure Site is available in the Incident Reporting document on the Secure Site Training page (www.michigan.gov/securesitetraining).

Incident Category - Subcategory	Required Information
Test Not Completed	• Unlock requests: if a student answers 5 questions or fewer, contact the Call Center at 1-877-560-8378 and select Option #2 for immediate assistance. • If a student has not provided a response to every item on the test, but has answered more than 5 items, submit an incident report and the test can be unlocked. Describe the incident and request the test be unlocked. • Completed tests cannot be unlocked per MDE policy; if the test shows the student has provided a response for each item it will not be unlocked.

Prohibited Behavior	• What happened?
	    » If electronic devices are involved:
	    » include your electronic device policy for testing (What is the school/ district requirement regarding storage of electronic devices while testing?)
	    » is it possible test content was recorded (audio, visual) creating a security risk?
	• Who was involved?
	    » Student(s) who engaged in prohibited behavior must be added to the "Students involved" section
	• Which staff observed and reported the incident?
	    » Staff should provide a signed statement that describes what they observed, who was involved, and any potential impacts to security of the test. Other relevant information should be included
	    » Always attach signed OEAA Security Compliance Forms for any person providing a signed statement.
	• How the incident was addressed at the time of occurrence.

Accommodation - Designated Support issue	Describe the incident and steps taken to address the incident • If regeneration is requested, attach a parent consent document
Technical Problems with online Testing	Before submitting an incident report for this category, the Assessment Coordinator should: • work with local Technology Coordinator to attempt to resolve the issue • if the Technology Coordinator cannot resolve the issue, then call DRC Customer Support (1-800-560-8378 and select option 2) • if DRC and the Technology Coordinator are unable to resolve the issue, then submit the incident report. Include the DRC issue number in the report and a detailed description of the issue.

All test regeneration requests require documentation of the irregularity and documentation of parent permission for the regeneration.

Appendix H - MI-Access Resources

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

MI-Access Web page www.michigan.gov/mi-access

Current Assessment Administration

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

Student Supports and Accommodations

- **Frequently Asked Questions**
- **Student Supports and Accommodations Table**
- **Online-Paper Pencil Supports and Accommodations**
- **Scribe Protocol may be found in the Supports and Accommodations Guidance Document**

Functional Independence

- **FI Expressing Ideas Scoring Guides**

Professional Development

- **Assessment Coordinator Training Guide**
- **Assessment Selection Guidance - Interactive Decision-Making Tool**
- **Assessment Selection Guidelines Training**
- **FI Online Tools Training**
- **OEAA Secure Site Training and Resource Materials**

General Information

- **MI-Access - What it is, What it Means, and What it Offers**
- **Spotlight on Assessment and Accountability Weekly Update**

Appendix I - DRC INSIGHT Portal User Guide

DRC INSIGHT Portal User Guide

The **DRC INSIGHT Portal User Guide** discusses the DRC INSIGHT Portal, the interface to the administrative functions of the DRC INSIGHT Online Learning System.

The guide is divided into three main sections:

1. **Working with the DRC INSIGHT Portal** describes some of its more common menu functions and options

2. **Test Setup** describes the test setup options for editing student information and test sessions

3. **Checking Student Testing Status** describes the options for monitoring student testing status in the DRC INSIGHT Portal

Access the full guide in the DRC INSIGHT Portal (https://www.drcedirect.com). Once you have logged into the DRC INSIGHT Portal, select:

- Document Type
- Manuals and Directions

Instructions for easy navigation to documents in the DRC INSIGHT Portal are also found in the General Information section of this TAM.

Appendix J - Change Log

Date of Revision   **Page Number**   **Description of Revision**

Michigan State Board of Education

MI-Access Functional Independence (FI) 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**