Appendix A: Test Coordinators Manuals

2016 - 2017

Guide to State Assessments

MICHIGAN Department of Education

Published September 2016

OVERVIEW

The Michigan Department of Education (MDE) is pleased to continue the Michigan Student Test of Educational Progress (M-STEP) into its third year, along with the Michigan Merit Exam (MME), MI-Access alternate assessments, WIDA and the now-operational Early Literacy and Mathematics Benchmark Assessments in grades K, 1, and 2.

We saw successes during the past year of our assessments including transitioning to over 95% of schools administering assessments online, offering preliminary M-STEP reports in less than 48 hours after a student completed a test, and getting all data and reports into the schools before Labor Day.

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Michigan's assessment system continues to set national standards for quality and rigor, while measuring how our students are doing in preparing for careers and college. We look forward to building on our successes and providing an even better assessment experience this year.

Spring 2017 Summative Assessments:

M-STEP summative tests for grades 3–8 include:

- English Language Arts (Grades 3–8): computer-adaptive (CAT) assessment, plus a performance task in grades 5 and 8
- Mathematics (Grades 3–8): computer-adaptive (CAT) assessment, plus performance tasks in each grade 3 through 8
- Science (Grades 4 and 7): fixed-form online assessment
- Social Studies (Grades 5 and 8): fixed-form online assessment

MME in grade 11 includes:

- The SAT, with Essay: paper/pencil assessment
- The ACT WorkKeys: paper/pencil assessment
- M-STEP Science: fixed-form online assessment
- M-STEP Social Studies: fixed-form online assessment

PSAT in grades 9 and 10:

- PSAT 8/9 for grade 9: paper/pencil assessment
- PSAT 10 for grade 10: paper/pencil assessment

It is expected that all students take the PSAT in 9th and 10th grades, but it will not be part of our accountability system for 2017.

MI-Access Functional Independence (FI) in grades 3-8 and 11 includes:

- English Language Arts
  - ♦ Expressing Ideas (Grades 3–8 and 11): paper/pencil assessment for all students
  - ♦ Accessing Print and Using Language (Grades 3–8 and 11): fixed-form online assessments
- Mathematics (Grades 3–8 and 11): fixed-form online assessments
- Science (Grades 4, 7, and 11): fixed-form online assessments
- Social Studies (Grades 5, 8, and 11): fixed-form online assessments

MI-Access Supported Independence (SI) & Participation (P) in grades 3–8 and 11 includes:

- English Language Arts and Mathematics combined administrator booklets (Grades 3, 5–6, 8, and 11): paper/pencil (online answer document)
- English Language Arts, Mathematics, and Science combined administrator booklets (Grades 4, 7, and 11): paper/pencil (online answer document)

Spring 2017 Testing Windows

The M-STEP and MI-Access testing windows for Spring 2017 will span 7 weeks from April 10 – May 26, 2017.

- The M-STEP window is divided into two 4-week grade level sub-windows:
  - ♦ **Online testing for Grades 5, 8, and 11:** April 10 – May 5, 2017
  - ♦ **Online testing for Grades 3, 4, 6, and 7:** May 1 – 26, 2017
  - ♦ **Paper/pencil testing for grades 3–11:** falls on designated dates within these windows

This avoids as many spring breaks as possible, ends before Memorial Day, and provides maximal flexibility within two extended testing windows.

- The 7-week testing window for MI-Access is for **both online and paper/pencil:** April 10 – May 26, 2017.
- The 7-week testing window for WIDA ACCESS for ELLs 2.0 and WIDA Alternate ACCESS for ELLs for **both online and paper/pencil** is February 6 – March 24, 2017.

Thank you for continuing to partner with the MDE as we work to improve student assessment in Michigan! Stay tuned to future Spotlight on Student Assessment and Accountability newsletters (www.michigan.gov/mde-spotlight) as we provide information as timely as possible to prepare for the 2017 assessment season.

→ TEST SESSION TIMING

Spring 2017 M-STEP tests are untimed and student-paced. Therefore, students **must** be given as much time as needed to complete each session or part of the test. The times listed below are **estimated** times and are provided for planning purposes. You may expect some students will complete the test in less time than estimated while others may require additional time. Be sure to plan for both contingencies.

Online tests will remain open and available for testing until the student ends or submits his or her test. This means that students will have the capability to exit their test at the end of the test session and resume testing in another scheduled session during the 4-week grade-level testing window. A school can determine the appropriate amount of time for students to spend in a single test session. **For example**, if the estimated time for a test session is 90 minutes, you may decide to schedule

- one 2-hour session with a break;
- two 60-minute sessions;
- three 40-minute sessions; or
- one 60- and two 30-minute sessions.

The net result for schools is that **you schedule what you think is an appropriate amount of time for students to be in test sessions**. Students can exit the test without submitting, allowing them to finish the test in another scheduled session.

Online Test Sessions

When scheduling **online** test sessions, please keep in mind the following:

- schools have flexibility to schedule test sessions anytime during the school day (7:00 AM – 4:00 PM) within the 4-week grade level test window
- not all students need to be administered the same assessment at the same time, nor on the same day
- headphones are required for the ELA CAT Test Session
- estimated test session times do **not** include the following:
  - ♦ traveling to and from the testing room
  - ♦ distributing and collecting test tickets and scratch paper
  - ♦ signing into the test session
  - ♦ reviewing online test directions with students

Paper/Pencil Test Days

When scheduling **paper/pencil** test days and parts (see pages 17–20 for designated paper/pencil test dates), please keep in mind the following:

- schools must administer each test on the designated test day (unlike online test sessions)
- test parts must be scheduled early enough in the school day to allow students to complete all parts of the test designated for that day
- makeup test days are reserved for students who are absent on the designated day of testing
- estimated test times do **not** include the following:
  - ♦ traveling to and from the testing room
  - ♦ distributing and collecting test booklets, answer documents, and, when allowed, calculators
  - ♦ completing the first page (demographic page) of the answer document
  - ♦ reviewing paper/pencil test directions and sample items with students

TESTING IN M-STEP GRADES 3 – 8

The tables on the following pages provide overall test session timing and information on online and paper/pencil timings by content area and grade.

Spring 2017 Test Session Timings Grades 3–8

Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA Computer Adaptive	1:30	1:30	1:30	1:30	1:30	1:30
ELA Performance Task	NA	NA	2:00	NA	NA	2:00
Math Computer Adaptive	1:30	1:30	1:30	2:00	2:00	2:00
Math Performance Task	1:00	1:00	1:00	1:00	1:00	1:00
Science Part 1	NA	0:50	NA	NA	0:50	NA
Science Part 2	NA	0:50	NA	NA	0:50	NA
Social Studies Part 1	NA	NA	0:50	NA	NA	0:50
Social Studies Part 2	NA	NA	0:50	NA	NA	0:50
Estimated Total Hours	4:00	5:40	7:40	4:30	6:10	8:10

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

English Language Arts (ELA)

Grade	Online	Paper/Pencil
3, 4, 6, and 7	• 4-week testing window • 1 session (1 test ticket) ♦ **Computer Adaptive Test – 1:30** • Breaks can be provided during the test session using the software's pause feature.	• **Day 1 – 50 minutes** Listening/Claim 3 Reading/Claim 1 • **Day 2 – 40 minutes** Writing/Claim 2 Research/Claim 4 • Breaks can be provided at STOP signs in test booklet.
5 and 8	• 4-week testing window • 2 Sessions (2 test tickets) ♦ **Computer Adaptive Test (CAT) – 1:30** ♦ **Performance Task (PT) – 2:00** • Breaks can be provided during the test sessions using the software's pause feature.	• **Day 1 – 45 minutes** Listening/Claim 3 Research/Claim 4 Writing/Claim 2 • **Day 2:** Reading/Claim 1 – **45 minutes** • **Day 3:** Performance Task (PT) – **2:00** • Breaks can be provided at STOP signs in test booklet.

Mathematics

Grade	Online	Paper/Pencil
3 – 5	• 4-week testing window • 2 sessions (2 test tickets) ♦ **Computer Adaptive Test (CAT) – 1:30** ♦ **Performance Task (PT) – 1:00** • no calculators permitted in grades 3 – 5 • Breaks can be provided during the test sessions using the software's pause feature.	• **Day 1: Part 1 – 45 minutes** **Part 2 – 45 minutes** • **Day 2: Part 3 – Performance Task (PT) – 1:00** • no calculators permitted in grades 3 – 5 • Breaks can be provided at STOP signs in test booklet.
6 – 8	• 4-week testing window • 2 sessions (2 test tickets) ♦ **Computer Adaptive Test (CAT) – 2:00** ♦ **Performance Task (PT) – 1:00** • Grade 6 – embedded basic calculator • Grades 7/8 – embedded scientific calculator • Breaks can be provided during the test sessions using the software's pause feature.	• **Day 1: Part 1 – 45 minutes** **Part 2 – 1:15** • **Day 2: Part 3 – Performance Task (PT) – 1:00** • Grade 6 – basic calculator • Grades 7/8 – scientific calculator • Breaks can be provided at STOP signs in test booklet.

Science

Grade	Online	Paper/Pencil
4 and 7	• 4-week testing window • 2 sessions (2 test tickets: Part 1, Part 2) ♦ **Part 1 – 50 minutes** ♦ **Part 2 – 50 minutes** • Breaks can be provided during the test sessions using the software's pause feature.	• **Day 1: Part 1 – 50 minutes** **Part 2 – 50 minutes** • Breaks can be provided at STOP signs in test booklet.

Social Studies

Grade	Online	Paper/Pencil
5 and 8	• 4-week testing window • 2 sessions (2 test tickets: Part 1, Part 2) ♦ **Part 1 – 50 minutes** ♦ **Part 2 – 50 minutes** • Breaks can be provided during the test sessions using the software's pause feature.	• **Day 1: Part 1 – 50 minutes** **Part 2 – 50 minutes** • Breaks can be provided at STOP signs in test booklet.

TESTING IN HIGH SCHOOL

In addition to the Michigan Merit Exam (MME) for 11th graders, students in grade 9 will take the PSAT 8/9 and students in grade 10 will take the PSAT 10. The 9th and 10th grade PSAT will NOT count towards Spring 2017 accountability.

Spring 2017 Test Session Timings - High School

Subject	Grade 9	Grade 10	Grade 11
Science	NA	NA	0:50
Social Studies	NA	NA	0:50
PSAT*	3:05	3:00	NA
College Entrance*	NA	NA	4:22
Work Skills*	NA	NA	2:30
Estimated Total Hours	3:05	3:00	8:32

* Includes scheduled breaks.

PSAT

PSAT Sections	PSAT 9 (in minutes)	PSAT 10 (in minutes)
Reading	**55**	**60**
Break	**5**	**5**
Writing and Language	**30**	**35**
Math (no calculator)	**20**	**25**
Break	**5**	**5**
Math (with calculator)	**40**	**45**
Break	**5**	N/A
Variable section with Reading, Writing, or Math Questions	**20**	N/A
Book collection	**5**	**5**
Total (hours, minutes)	**3h, 5m**	**3h**

Michigan Merit Examination (MME)

Students in 11th grade (and eligible 12th grade students) must be administered all three components of the MME:

- SAT with Essay
- ACT WorkKeys
- M-STEP Science and Social Studies

Testing times for the MME components are below and on the following pages. For detailed information on online testing windows and paper/pencil testing dates, see the **Spring 2017 Testing Schedule for Online and Paper/Pencil Assessments** on pages 17–20 of this document.

Please note: The SAT Accommodations Testing window has been extended to two weeks for students with certain non-standard accommodations. Only students who appear on the Non-standard Accommodations Report (NAR) are eligible to test within the 2-week window. Students approved for testing over two days must be tested on consecutive days.

SAT with Essay

SAT Sections	Time (in minutes)
Reading	**65**
Break	**10**
Writing and Language	**35**
Math (no calculator)	**25**
Break	**5**
Math (with calculator)	**55**
Break	**2**
Variable section with Reading, Writing, or Math Questions	N/A
Book collection/Essay distribution	**15**
Essay	**50**
Total (hours, minutes)*	**4h, 22m**

*does not include pre-administration time

ACT WorkKeys

Tests	Time (in minutes)
Reading for Information	**45**
Applied Mathematics	**45**
Break*	**15**
Locating Information	**45**
Total (hours, minutes)	**2h, 30m**

*ACT requires that you allow a break of 15 minutes at the end of Applied Mathematics (test 2) to allow examinees to relax or go to the restroom. No cell phones may be used during the break.

M-STEP Science and Social Studies

Grade	Online	Paper/Pencil
11	• 4-week testing window • **Science:** 1 session (1 test ticket) **– 50 minutes** • **Social Studies:** 1 session (1 test ticket) **– 50 minutes** • Breaks can be provided during the test sessions using the software's pause feature	• Designated paper/pencil test date • **Science:** 1 Part **– 50 minutes** • **Social Studies:** 1 Part **– 50 minutes**

MI-ACCESS ALTERNATE ASSESSMENTS

MI-Access Alternate Assessments are administered at three levels:

MI-Access Functional Independence (FI) – For students who have, or function as if they have, a mild but significant cognitive impairment, and whose instruction is most closely aligned with the "high" range of the Essential Elements Range of Complexity.

MI-Access Supported Independence (SI) – For students who have, or function as if they have, a moderate cognitive impairment, and whose instruction is most closely aligned with the "medium" range of the Essential Elements Range of Complexity.

MI-Access Participation (P) – For students who have, or function as if they have, a severe cognitive impairment, and whose instruction is most closely aligned with the "low" range of the Essential Elements Range of Complexity.

MI-Access assessments are based on the Essential Elements with Michigan Range of Complexity for ELA and Mathematics, Extended Grade Level Content Expectations for Social Studies (FI only), and Extended Benchmarks for Science. The alternate content standards can be found on the MI-Access web page (www.michigan.gov/mi-access).

MI-Access Functional Independence (FI)

The MI-Access FI assessments will be administered online in Spring 2017. A paper/pencil format will be available for those students and schools that are not able to test online.

The FI assessments include:

- **English language arts** (Grades 3–8 and 11) which consists of two parts – both parts **must** be completed:
  1. Accessing Print and Using Language – **online and paper/pencil**
  2. Expressing Ideas (Constructed Writing) – **paper/pencil ONLY**
- **Mathematics** (Grades 3–8 and 11)
- **Science** (Grades 4, 7, and 11)
- **Social Studies** (Grades 5, 8, and 11)

MI-Access FI Online Assessments

Online tests in each content area will have two parts and will remain untimed. Students can complete one part in a single day with the flexibility to have multiple breaks during the day when needed, or test over multiple days.

MI-Access Participation and Supported Independence (P/SI)

Only the answer document is online for P/SI. Students will continue to experience activity-based observation items as well as selected-response items using picture cards or instructional materials. Primary Assessment Administrators will enter the scores for each student for both the Primary and Shadow Assessment Administrators into the online answer document.

It is strongly recommended that Primary and Shadow Assessment Administrators view the **MI-Access Participation and Supported Independence Scoring Rubrics Online Training Program**. A link to this video program is found on the MI-Access web page (www.michigan.gov/mi-access) under **Professional Development Opportunities**.

The P/SI assessments include:

- **English language arts** (Grades 3-8 and 11)
- **Mathematics** (Grades 3-8 and 11)
- **Science** (Grades 4, 7, and 11)

NOTE: There is no social studies test for P/SI therefore, the IEP teams must determine which locally developed or approved tests for students in grades 5, 8, and 11 will be used.

College Entrance and Work Skills Assessments

Students taking the MI-Access assessments are not required to take the college entrance or work skills components of the MME. These students may take the ACT WorkKeys assessment if the Individualized Education Program (IEP) team determines its an appropriate assessment.

→ WIDA

WIDA ACCESS for ELLs 2.0

Michigan's federally required, summative assessment for students identified as English Learners (ELs), is the WIDA ACCESS for ELLs 2.0. This annual assessment is designed to measure K–12 ELs on their progress in learning the English language. This includes a status of their development of Reading, Listening, Writing, and Speaking skills. WIDA ACCESS for ELLs 2.0 is aligned to the WIDA English Language Development (ELD) standards that Michigan adopted in 2013.

This assessment can be administered online in grades 1–12. A paper/pencil form of the assessment is available in grades K–12 for schools and some students who may not yet be technology-ready or have a disability that requires this form of an assessment.

Test Session Timing and Sequence

Scheduling online testing sessions:

- The Listening and Reading domains must be administered first in the testing window, for student in grades 1-12. Because the assessment is staged-adaptive, scores from students' performance in these two domains will determine their tier (A or B/C) for Writing.
- Students do not need to be separated by tier (A, B, C) when being administered the assessment. However, students must still be tested in the appropriate grade-level cluster.
- Breaks can be provided during the test sessions using the software's pause feature. However, a single domain test should not be broken into separate administrations.

- Each online domain requires a separate test ticket. Students in:
  - grades 1–3 will have three tickets:
    - Listening
    - Reading
    - Speaking
  - grades 4–12 will have four tickets:
    - Listening
    - Reading
    - Speaking
    - Writing
- Students must utilize a microphone for the Speaking domain.
- Students must utilize headphones for all domains.
- Although students may be group-administered the Speaking domain, WIDA recommends only 3–5 students per computer lab/test setting. A small number of students is necessary to ensure that student responses are not picked up by another student's microphone. It is possible that students' scores may be negatively impacted if a significant amount of background noise or interference is captured in their response.

Scheduling paper/pencil testing sessions:

- For students taking the paper version of the WIDA ACCESS for ELLs 2.0, the domains may be administered in any order.
- Breaks can be provided to students during the test sessions as long as materials are kept secure.

The table below and on the following page outlines key differences between grades 1–12 online and paper/pencil. Please note that all times listed are estimates.

	ACCESS for ELLs 2.0 – Online (Grades 1–12)	ACCESS for ELLs 2.0 – Paper/Pencil (Grades K*–12)
Grade Level Clusters	• 1, 2–3, 4–5, 6–8, and 9–12	• K*, 1, 2, 3, 4–5, 6–8, and 9–12
Listening	• test platform captures and scores student responses • up to 40 minutes	• **1-12:** 25–40 minutes
Reading	• up to 35 minutes	• 35–45 minutes
Speaking	• students listen to prompts and speak into headsets to record their answers • student responses are automatically sent to DRC for rating and scoring • up to 30 minutes	• test Administrator plays pre-recorded speaking prompts with a CD • students speak their responses to Test Administrators • test Administrators score student speech during administration • 15–35 minutes per student (administered individually)

table continued on the next page

	ACCESS for ELLs 2.0 – Online (Grades 1–12)	ACCESS for ELLs 2.0 – Paper/Pencil (Grades K*–12)
Writing	• **Grades 1–3:** students complete the full Writing test (prompts and responses) on paper • **Grades 4–12:** students read prompts on the computer screen • **Grades 4–12:** students keyboard or handwrite responses based on Michigan's guidelines—keyboarding is the default setting. • keyboarded responses are automatically sent to DRC; handwritten responses will need to be shipped • up to 65 minutes	• **Tier A, Grade 1:** up to 35 minutes ♦ students read prompts on a paper test form • **Tier A, Grades 2-12:** Up to 60 minutes • **Tier B/C:** up to 65 minutes ♦ students handwrite responses on a paper test form ♦ test booklets are returned to DRC and scored

* Test administrators planning to administer the Kindergarten form of the assessment can plan on an average of **45 minutes per student**. The Kindergarten assessment is administered individually and is semi-adaptive, which may change the administration time depending on students' English proficiency levels (low proficiency = shorter administration time, high proficiency = longer administration time).

WIDA Alternate ACCESS for ELLs

Districts have the option to use the WIDA Alternate ACCESS for ELLs paper/pencil assessment. This assessment is designed for students who are ELs and are also students with significant cognitive disabilities. This assessment is available in grades 1–12 only (Grade level clusters: 1–2, 3–5, 6–8, and 9–12). Each section of this test (Listening, Reading, Speaking, and Writing) is estimated to take approximately 20 minutes.

Additional information about test administration can be found on the WIDA website (www.wida.us) as well as within the Secure WIDA Portal.

→ EARLY LITERACY AND MATHEMATICS BENCHMARK ASSESSMENTS (K–2)

The Early Literacy and Mathematics Benchmark Assessments for grades 1 and 2 will be operational in Fall 2016, and for grades K–2 in Spring 2017. These benchmark assessments are completely aligned to Michigan's academic content standards, and are administered online only (no paper/pencil version). The Michigan Department of Education (MDE) will provide the Michigan-developed Early Literacy and Mathematics Benchmark Assessments for grades 1 and 2 in the fall and grades K, 1, and 2 in the spring, or districts may choose to use a different benchmark assessment tool. There is no planned high stakes accountability for benchmark assessments in 2017.

If a district chooses to administer a benchmark assessment other than Michigan's Early Literacy and Mathematics Benchmark Assessment, the chosen assessment must meet the benchmark definition and criteria. The MDE has provided guidance around benchmark assessments by supplying a definition and specifying the criteria, detailed in the Guidance on Early Literacy and Mathematics Benchmark Assessments (K-2) document, which is posted on the Early Literacy and Mathematics Benchmark Assessments web page (www.michigan.gov/earlylitandmath). The MDE does not have an approved list of ELA or mathematics benchmark assessments. It is the district's responsibility to ensure their selected benchmark assessment meets both the definition and criteria of benchmark assessments set by MDE.

Office of Standards and Assessment (OSA)
Phone: 877-560-8378 ■ **Website:** www.michigan.gov/baa ■ **Email:** baa@michigan.gov

Students for whom an IEP team determines that Michigan's Early Literacy and Mathematics Benchmark Assessment is not appropriate would not be required to take the assessment. For example, an IEP team may determine that the best course of instruction for a student is on alternate academic content expectations for ELA and mathematics (Essential Elements). That same IEP team may then determine and document that Michigan's Early Literacy and Mathematics Assessment is not appropriate for the student since it is aligned to the general academic standards, and not the alternate academic standards.

Early Literacy and Mathematics Testing Windows	
Fall 2016	October 3–21, 2016
Spring 2017	April 10–May 26, 2017

The Fall 2016 and Spring 2017 online administration of the benchmark assessments will use the same online delivery engine as the M-STEP assessments. The Fall 2016 testing window for grades 1 and 2 is October 3–21, 2016. The Spring 2017 grades K, 1, and 2 tests may be given at any time during the M-STEP testing window (April 10 – May 26, 2017) in order to allow schools maximum flexibility in scheduling. Schools participating in the Early Literacy and Mathematics online assessments need to pre-identify their students in the Secure Site using the Pre-ID function. There is no need to inform the Office of Standards and Assessment (OSA) via telephone or email on the intent to participate. (See the following tables for session and timing information.)

English Language Arts (ELA)

Grade	Online only
K–2	• 3-week testing window for grades 1 and 2 in Fall 2016 • 7-week testing window for grades K, 1, and 2 in Spring 2017 • 2 sessions (2 test tickets: Part 1, Part 2) • Breaks can be provided during test sessions using the software's pause feature. • **K – Part 1: 30–40 minutes** **Part 2: 30–40 minutes** • **1 – Part 1: 30–40 minutes** **Part 2: 30–40 minutes** • **2 – Part 1: 35–45 minutes** **Part 2: 35–45 minutes**

Mathematics

Grade	Online only
K–2	• 3-week testing window for grades 1 and 2 in Fall 2016 • 7-week testing window for grades K, 1, and 2 in Spring 2017 • 2 sessions (2 test tickets: Part 1, Part 2) • Breaks can be provided during test sessions using the software's pause feature. • **K – Part 1: 25–35 minutes** **Part 2: 25–35 minutes** • **1 – Part 1: 25–35 minutes** **Part 2: 25–35 minutes** • **2 – Part 1: 35–45 minutes** **Part 2: 35–45 minutes**

→ RESOURCES

Student Tutorials

The Office of Standards and Assessment (OSA) has created Student Tutorials. These are student-narrated videos that introduce teachers and students to the online tests and tools contained in the Early Literacy and Mathematics, M-STEP, and MI-Access assessments this spring. The Student Tutorials are designed to be administered in a group setting, such as the classroom. The tutorials can be accessed on eDIRECT (https://mi.drcedirect.com/default.aspx), by selecting **All Applications → General Information**, and then clicking on the **Test Tutorials** tab. Click on the icon under the **Action** column. This takes you to the tutorial page. The student tutorials can also be accessed in INSIGHT. Open INSIGHT and on the bottom of the page select the DRC INSIGHT Online Assessments Tutorials link.

An important component of the Student Tutorials is that they provide explicit training on the pause/exit/end test functionality of the online testing engine. In addition, the tutorials explain how to access and use specific tools.

The OSA recommends that classroom teachers introduce online testing to their students by playing the Student Tutorial video in class to show students how the online testing system and tools work. Once the Student Tutorial video is shown and discussed in the classroom, teachers then schedule time to provide students hands-on practice through the use of the **online Sample Item Sets and the Online Tools Training (OTTs)** described below.

Online Sample Item Sets and OTTs

Another important resource schools can access are Online Sample Item Sets for students in grades K–2, and grades 3–8. Sample Item Sets are a select group of test items in ELA, mathematics, science, and social studies that encompass different item types, such as multiple choice, constructed response, and various kinds of technology-enhanced items. The sets provide students practice in solving grade-level and content-specific test items aligned to Michigan's content standards. Since the item sets are embedded in the online test engine used to deliver state assessments, students will develop familiarity with taking tests online while they practice using the test engine's online tools and navigation buttons. The Sample Items Sets are not considered "Practice Tests," as a practice test implies a test with the same number of items and similar level of difficulty as an actual test.

The Sample Item Sets are contained in a broader unit - Online Tools Tutorial (OTT).

- **INSIGHT OTTs (require INSIGHT software download)**
  To begin an Online Tools Training, have students double-click on the DRC INSIGHT Online Assessments icon. Once INSIGHT is open, the new screen will show the three separate programs: M-STEP, MI-Access, and Early Literacy and Mathematics with the OTT and Test Sign In links as well as a fourth Test Sign In for which is Reserved for Pilot Testing (see the sample on the following page). Students should then select the Online Tools Training link under the appropriate program, select a content area, then select a grade level. Once the program opens, all students should enter the Username and Password displayed on the sign-in screen.

- **Public OTTs (software not required—must be accessed in the Chrome browser)**
  These OTTs are available on the OTT portal (https://wbte.drcedirect.com/MI/portals/mi) If Chrome is not your default browser, you will need to copy and paste this address into a CHROME web browser. This page will show three separate programs: M-STEP, MI-Access, and Early Literacy and Mathematics. Students should then select appropriate Online Tools Training (see the sample screen on the following page), select a content area, then select a grade level. Once

the program opens, all students should enter the Username and Password displayed on the sign-in screen. Some of the tutorials are being updated and the updates will be posted as they are completed.

Feedback collected from previous M-STEP administrations indicates that students and teachers who utilized the Sample Item Sets felt more prepared for online testing, students reported feeling confident about taking assessments online, and school administrators and teachers stated they experienced fewer issues related to online testing than students and teachers who did not take advantage of this resource.

If your school has not installed and configured INSIGHT, this is a great chance to get that done ahead of spring testing. Files are available for download through eDIRECT (https://mi.drcedirect.com/default.aspx), along with user guides and training videos to help your district Technology Coordinator. Once installed, these programs will auto-update (if enabled on the TSM) to make sure you are ready for testing. The same software is used for M-STEP, MI-Access, and Early Literacy and Mathematics. Your English Learner students will use the same INSIGHT for WIDA Access 2.0, although a second TSM is needed for that test.

Paper/Pencil Sample Item Sets

OSA has posted the Paper/Pencil sample item sets in ELA, mathematics, science, and social studies on the M-STEP web page (www.michigan.gov/mstep) under the **Content Specific Information** section. The sample item sets contain grade-level sample items showing the types of items students may encounter on the actual test. The sets provide students practice in solving grade-level and content-specific test items aligned to Michigan's content standards. The Sample Items Sets are not considered "Practice Tests," as practice test implies a test with the same number of items and similar level of difficulty as an actual test.

→ SUPPORTS AND ACCOMMODATIONS

Michigan is committed to ensuring all students, including English Learners (ELs) and Students with Disabilities, have access to a wide array of tools for students for specific needs across all state assessments. The tools are categorized into the following three tiers:

- **Universal (Accessibility) Tools:**
  Available for all students, use is student-driven
- **Designated Supports:**
  Available when indicated by an educator or team
- **Accommodations:**
  Available when need is documented in an IEP or 504 plan

Universal (Accessibility) Tools includes embedded default tools for an online assessment such as a highlighter or cross-off tool. A **Designated Support** may be Text-to-Speech (TTS) and an example of an **Accommodation** is a braille form of an assessment.

In tandem with making sure students can have needed options for accessing the content of the assessments, Michigan must also make sure that

these options do not provide an unfair advantage to students using them. Students must always be able to show their own knowledge of a particular standard or skill. Calculators provide a perfect example of these concepts. Students are not always allowed to use a calculator on some sections or items on an assessment. This is due to specific standards being assessed. A student allowed to use a calculator on these items would not actually be able to show whether or not they know how to do some calculations required by the standards. However, there are some items for which a calculator would be permitted for all students, such as when calculation is required, but is not the standard being measured.

As educators prepare for the Spring 2017 state assessments, it's important to note that a Universal (Accessibility) Tool for one content area and assessment may be an Accommodation for another content area or assessment (for example, a calculator). Similarly, a Designated Support may also be an Accommodation, depending on the content target (for example, scribe). This approach is consistent with the emphasis that Michigan's assessment programs have placed on the validity of assessment results coupled with access. Allowable Universal (Accessibility) Tools, Designated Supports, and Accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with Michigan's Supports and Accommodations policies and guidelines.

All policies and guidelines can be found under the Student Supports and Accommodations sections of each of the MDE assessment web pages. Additional information can also be found in each test administration manual.

Making Decisions on an Individual Student Basis

The selection of appropriate tools, designated supports, and accommodations must be done for all students in the classroom as well as for each assessment. The tools, designated supports, and accommodations used on the assessments should be ones with which the student is already familiar using or are used during regular classroom instruction. A mismatch in these types of supports offered can cause significant difficulties for students at the time of testing and potentially negatively impact students' test scores.

For example, if a student is given the opportunity to take a mathematics assessment in Spanish but does not have sufficient literacy skills in the Spanish language, the student may struggle more than if he or she had taken the English version of the assessment. It would also be inappropriate for districts to make blanket decisions about assessment supports for particular student groups. Again, because we know all students have different needs, this could have a similarly negative impact on test scores.

For students with disabilities, all needs and how those needs are met are outlined on a student's Individualized Education Program (IEP). It does not matter where in the framework the support is listed (Universal Tool, Designated Support, or accommodation). If it is required for the student to access classroom and state assessments, it should be listed on the student's IEP.

→ TECH CORNER

Online Testing Technology Information

All online testing will use an updated version of the software from Data Recognition Corporation (DRC) that was used in 2015 and 2016. The Technology User Guide and other support materials are available on eDIRECT (https://mi.drcedirect.com).

- INSIGHT is the secure browser your student will use. It prevents students from using other applications or visiting websites while testing. One INSIGHT installation works for all assessments, including M-STEP, MI-Access, Early Literacy and Mathematics, and WIDA ACCESS for ELLs 2.0. INSIGHT will prompt for a one-click update if a newer version is available.
- Testing Site Manager (TSM) is the local content caching server. You will need to uninstall last year's TSM.
    - ♦ Any TSM version 9.1.0_0 or later will auto-update for the rest of the year. Please note that the TSM for WIDA ACCESS for ELLs 2.0 is a different TSM and schools will need to install the TSMs on separate computers (or virtual machines) if students will be taking WIDA online.
- The Device Toolkit is the tool connecting INSIGHT and the TSM. It makes it easier to manage many devices and to switch between TSMs, especially useful if students are also taking WIDA online.

A wide range of devices are supported for Spring 2017 testing. These include non-touchscreen Windows-, Mac-, Chrome-, and Linux-based computers and laptops, along with iPads and some Androids and touchscreen devices. Please check the DRC INSIGHT System Requirements for online testing, located on eDIRECT (https://mi.drcedirect.com/) under **All Applications → General Information → Documents** or the Technology User Guide for all supported devices and operating systems.

Improvements for 2017 include better connectivity and automatic reconnect attempts, response load-balancing for all tests, a 64-bit TSM and support for more concurrent testers per TSM, improved download validation and transparency, and built-in customer service tools.

2017 Summative Testing Schedule

for Online and Paper/Pencil Assessments

The Michigan Department of Education (MDE) Spring 2017 testing windows and dates for all summative online and paper/pencil assessments are included in this document.

For Spring 2017, students in grades 3–8 will be taking M-STEP English language arts (ELA) and mathematics (3–8), science (4 and 7), and social studies (5 and 8). Students in grades 9 will take the PSAT 8/9™ and student in grade 10 will take the PSAT 10™ . Students in grade 11 will be taking the SAT™ with Essay College Entrance exam, which includes the ELA and mathematics components; the ACT WorkKeys®, and the M-STEP science and social studies assessments.

The following table shows the testing windows for summative assessments in grades 3–11. Please note that designated dates for paper/pencil assessment are provided in the calendars on the following pages.

Spring 2017 Testing Schedule for Summative Assessments

	Week of															
	2/6-2/10	2/13-2/17	2/20-2/24	2/27-3/3	3/6-3/10	3/13-3/17	3/20-3/24	3/27-3/31	4/3-4/7	4/10-4/14	4/17-4/21	4/24-4/28	5/1-5/5	5/8-5/12	5/15-5/19	5/22-5/26
M-STEP Grades 5, 8, and 11										4 weeks						
M-STEP Grades 3, 4, 6, and 7													4 weeks			
MI-Access Alternate Assessments										7 weeks						
College Entrance: SAT with Essay										4/11 only		4/25 only				
Accommodations Testing*										4/11 – 4/25						
Work Skills: ACT WorkKeys										4/12 only		4/26 only				
Accommodations Testing										4/12 – 4/26						
PSAT**										4/11 or 4/12		4/25 or 4/26				
Accommodations Testing*										4/11 – 4/25						
WIDA ACCESS for ELLs 2.0	7 weeks															
WIDA Alternate ACCESS for ELLs	7 weeks															

* Only students who appear on the Non-standard Accommodation Report (NAR) are eligible to test within the 2-week window. Students approved for testing over two days must be tested on consecutive days.

** Schools can elect to administer the PSAT test to 9th graders on one day, 10th graders on the other day, or test both grades on the same day. As long as all students in the **same grade** are tested on the **same day**, schools can choose which date works best for them for both the initial test dates and the makeup test dates.

Office of Standards and Assessment (OSA)
Phone: 877-560-8378 ■ **Website:** www.michigan.gov/baa ■ **Email:** baa@michigan.gov

2017 Summative Testing Schedule

for Online and Paper/Pencil Assessments

ONLINE Test Administration Dates*

- **Grades 5, 8, and 11:** the online tests may be administered on any instructional day **April 10 – May 5, 2017**
- **Grades 3, 4, 6, and 7:** the online tests may be administered on any instructional day **May 1 – May 26, 2017**
- **MI-Access Alternate Assessments—Grades 3–8 and 11:** the online tests may be administered on any instructional day **April 10 – May 26, 2017**

**For online testing, not all students need to be administered the same assessment at the same time, nor on the same day.*

PAPER/PENCIL Test Administration Dates

Paper/pencil assessments must be administered on the designated dates indicated in each calendar.

- **MI-Access Alternate Assessments—Grades 3–8 and 11:** the paper/pencil tests may be administered on any instructional day **April 10 – May 26, 2017**
- **Grades 3 – 11:** The dates for the paper/pencil tests in each grade level sub-window are shown for all content areas in the following calendars.

Paper/Pencil Test Dates — Grade 11

April 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11 SAT	12 ACT WorkKeys	13 M-STEP SCI/SS	14 Makeup SCI/SS	15
16	17 Makeup SCIENCE/SOCIAL STUDIES	18	19	20	21	22
23	24 Makeup SCIENCE/SOCIAL STUDIES	25 Makeup SAT	26 Makeup ACT WorkKeys	27	28	29
30						

Office of Standards and Assessment (OSA)
Phone: 877-560-8378 ■ **Website:** www.michigan.gov/baa ■ **Email:** baa@michigan.gov

2017 Summative Testing Schedule

for Online and Paper/Pencil Assessments

Paper/Pencil Test Dates — Grades 9 and 10

April 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11 PSAT	12 PSAT	13	14	15
16	17	18	19	20	21	22
23	24	25 Makeup PSAT	26 Makeup PSAT	27	28	29
30						

NOTE: Schools can elect to administer the PSAT test to 9th graders on one day, 10th graders on the other day, or test both grades on the same day. As long as all students in the same grade are tested on the same day, schools can choose which date works best for them for both the initial test dates and the makeup test dates.

Paper/Pencil Test Dates — Grades 5 and 8

April 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11 ELA Day 1	12 ELA Day 2	13 ELA Day 3	14 Makeup ELA	15
16	17 Makeup ELA	18 MATH Day 1	19 MATH Day 2	20 SOCIAL STUDIES	21 Makeup any content area	22
23	24	25	26	27	28	29
	Makeup - any content area					
30						

Office of Standards and Assessment (OSA)
Phone: 877-560-8378 ■ **Website:** www.michigan.gov/baa ■ **Email:** baa@michigan.gov

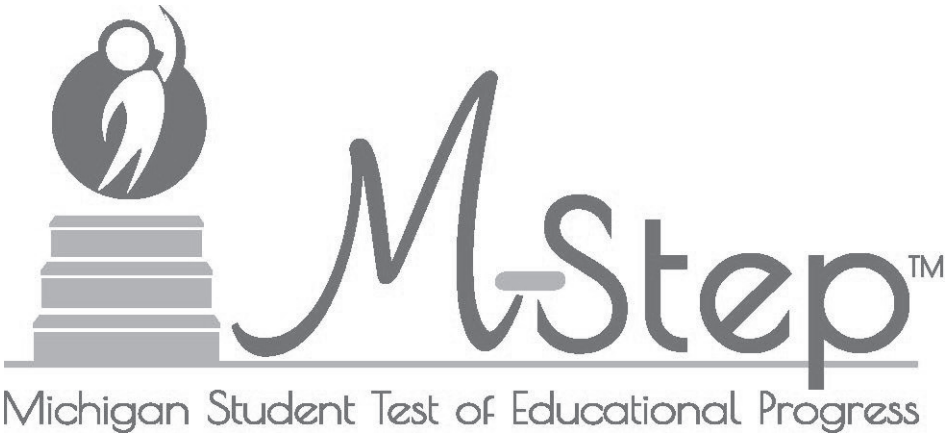
2017 Summative Testing Schedule

for Online and Paper/Pencil Assessments

Paper/Pencil Test Dates — Grades 3, 4, 6, and 7

May 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 ELA Day 1	3 ELA Day 2	4 Makeup ELA	5 Makeup ELA	6
7	8 Makeup ELA	9 MATH Day 1	10 MATH Day 2	11 SCIENCE	12 Makeup any content area	13
14	15 Makeup - any content area	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Office of Standards and Assessment (OSA)
Phone: 877-560-8378 ■ **Website:** www.michigan.gov/baa ■ **Email:** baa@michigan.gov



M-STEP Online Administration Directions Grade 5

Michigan Student Test of Educational Progress

Spring 2017

Michigan Department of Education
Office of Standards and Assessment

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USING THIS MANUAL

- This manual is intended to be read ***in addition*** to the Test Administrator sections of the M-STEP Test Administration Manual (TAM). This document is available electronically at https://mi.drcedirect.com by selecting **All Applications**, **General Information**, and then **Documents**.
- This manual is also intended to be an instruction manual for test administration. Additional important information can be found in the M-STEP TAM.
- It is expected that you will read this manual in its entirety PRIOR TO your first testing day.

ONLINE ASSESSMENTS COVERED IN MANUAL

These test directions apply to the following Grade 5 assessments:

- English Language Arts Computer Adaptive Test (CAT)
- English Language Arts Computer Adaptive Test (CAT) with Text-to-Speech (TTS) enabled
- English Language Arts—Video Sign Language (VSL) and Closed Captioning (CCAPTION) fixed form
- English Language Arts Performance Task (PT)
- English Language Arts Performance Task (PT) with Text-to-Speech (TTS) enabled
- Math Computer Adaptive Test (CAT)
- Math Computer Adaptive Test (CAT) with Text-to-Speech (TTS) enabled
- Math—Stacked Spanish (ST) fixed form
- Math—Video Sign Language (VSL) fixed form
- Math Performance Task (including TTS, ST, and VSL accommodated versions)
- Social Studies
- Social Studies with Text-to-Speech (TTS) enabled

KEY

Icons	Descriptions
SAY:	Speak the words in the gray box.
TIP!	This is a tip to help with a smooth testing experience.
	Information specific to iPads
	Information specific to Chromebooks

ONLINE TOOLS TRAINING (OTT) AND STUDENT TUTORIALS

The Online Tools Training (OTT) is an essential part of the testing process, particularly for schools that are new to online testing. For detailed instructions on how to administer OTTs, please refer to the Student Tutorials found on eDIRECT (https://mi.drcedirect.com) or INSIGHT. The Student Tutorials should be used to familiarize students with the functions and tools of the testing system. Additionally, the M-STEP TAM will provide more information about using OTTs as well as accessing and using the Student Tutorials.

TEST MATERIALS NEEDED FOR M-STEP

Materials Needed by Test Administrator	Materials Needed by Students
This booklet	Testing device
Class set of test tickets for the test session being administered	Pencil (optional—needed if scratch paper is used)
Password to disable Guided Access (if using) on iPads at the completion of testing (iPad ONLY)	Headphones for ELA listening or audio accommodations (TTS)
	Blank scratch paper (optional—universal tool)
	Test ticket

BEFORE TESTING CHECKLIST

- ☐ Read this entire document prior to testing
- ☐ Ensure INSIGHT software is installed on all testing devices
- ☐ Ensure you know how to launch INSIGHT on the type of device students will be using to test
- ☐ Ensure students have practiced using the OTT and viewed student tutorials
- ☐ Ensure student's accommodations (if applicable) have been set
- ☐ Read the Test Administrator section of the M-STEP Test Administration Manual (posted online at https://mi.drcedirect.com)
- ☐ Clearly understand the scheduled testing time, including breaks
- ☐ Prepare the classroom for testing:
  - ➢ Remove or cover all classroom instructional materials that may affect the validity of the assessment. **Do not display** vocabulary words and/or definitions, examples of problems or answers, or tips on how to write responses and/or solve problems.
  - ➢ Ensure student testing devices are positioned in such a way that students cannot easily read another student's screen or interact with one another.
  - ➢ If using portable testing devices, such as a laptop, iPad, or Chromebook, ensure the devices are connected to a power source (preferred) or fully charged.
  - ➢ Check to make sure there are no test tickets or scratch paper left over from another testing session. If found, please return to the Building Test Coordinator.
  - ➢ Verify the assessment room will be free of distractions for the duration of the test session.
- ☐ Obtain a student test ticket for each student who will be testing. Test tickets are secure materials and should be securely stored until you are ready to pass them out. Students will require a separate ticket for each part of the test. See chart below on number of test tickets needed for each assessment.

Assessment	Number of Test Tickets Required
ELA	Two
Math	Two
Social Studies	Two

- ☐ Count the test tickets you will be using for this test session. Make a note of this number so you know how many tickets to collect after students have signed in.

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

iPAD/CHROMEBOOK: *If your students are testing on an iPad or Chromebook, there are a few additional tasks you'll need to be aware of. It is important to review this information BEFORE the first day of testing to ensure a smooth testing experience.*

iPAD: *Older iPads (using iOS version 9.3.1 or earlier) may use Guided Access* for test security. If so, to enable the volume rocker buttons after starting Guided Access, triple select the home button again. You will be prompted to enter the four-digit passcode. Please remember to shield this passcode from student view.*

On the following screen, look for "Hardware Buttons" on the bottom left. Select "Options" and ensure "Volume Buttons" is enabled (green). Select "Resume" in the top right corner to return to testing in Guided Access mode.

Assessment with Audio – Enabling Volume Rocker Buttons

Please note that if using Guided Access, it needs to be stopped on each device once the test session is finished.

**More information on Guided Access can be found in the M-STEP TAM.*

PERMITTED ITEMS IN TESTING ROOM

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

Item	Permitted?
Pencil	YES – If students are provided scratch paper as a universal tool.
Highlighter	NO – A highlighting function is included within the test engine.
Additional paper (provided by School/District)	YES – Blank scratch paper is *allowed* for ELA, Social Studies, and Math as a universal tool.
CD and DVD Players	NO – Not needed for online testing.
Headphones (provided by School/District)	YES – For tests with an audio component (ELA does have a listening component for each grade) or students using an audio accommodation. NO – For tests that do not have an audio component or students not using an audio accommodation.
Non-academic reading material	YES – Non-academic reading material is allowed for student use AFTER testing is completed. Electronic formats are NOT allowed. Reading material must be a traditional book or magazine. Reading material must be kept off work surface until the test has been submitted.

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

PROCEDURES FOR TESTING BREAKS, INTERRUPTIONS, OR PAUSES

If a student needs to pause their test for a few minutes, use the **blue Pause button** in the tool bar along the bottom of the screen. Once the Pause button is selected, the test questions are removed from the screen (for test 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, select the Pause button, select Exit, and then select "Yes, Exit" on the pop-up screen. The student will need their test ticket to log in again. If a student does not submit ("End") the test on the same day which it was started, the test will remain "In Progress" overnight. The student will be able to log back in using the same test ticket to complete testing.

TEST DIRECTIONS—INTRODUCTION—ALL M-STEP GRADE 5 ASSESSMENTS

1. **The Introduction section of Online Test Directions is the same for all online tests. Please insert the test name in the appropriate blank as you read the directions to students Page 18 lists pages for subject-specific directions that are read after the Introduction.**
2. Make sure that each student is sitting at a separate testing device and that each device is turned on and the desktop/home screen is visible
3. Make sure that no student is in possession of a cell phone, camera, or other personal electronic device It is recommended that Test Administrators collect any electronic devices prior to distributing any test materials
4. All tools may not be available for every assessment. For example, calculators will not be used for grades 3–5 in Mathematics or on any ELA or Social Studies test

---

Instruct students that they should not open anything on their computers until they are told to do so The device desktop/home screen should be visible until you instruct students to open INSIGHT Distribute and ensure students have all allowed test materials

Tip! *Make note on the test roster of the test tickets you are distributing. Use the test roster to verify you have collected all tickets after students have signed in.*

SAY: **Welcome to the M-STEP (**Please Insert Name of Test**) _____. We are now ready to begin. It is important that you give this test your best effort so that you can show yourself, your teachers, and your parents what you know and can do. Please carefully follow these directions. Do not select anything on your computer until I tell you to do so.**

I will now pass out your test ticket.

If your school is using scratch paper as a universal tool, read the following section:

SAY: **I will now pass out scratch paper for you to use during your test.**

If headphones are needed, read the following section:

SAY: **I will now pass out headphones to use during your test.**

SAY:

Each of you now has a test ticket. Check to make certain that your name and correct date of birth appear on the test ticket and it has the correct name of the assessment (Name of assessment**) _____. Raise your hand if your test ticket does not have your name, your correct date of birth, or the correct assessment name on it.**

Correct any ticket distribution errors. If a test ticket contains incorrect student information, please report the issue to your Building Assessment Coordinator immediately.

M-STEP Spring 2017 Test Ticket
G 5 Social Studies - Part 1

Test Session: Smith
Student Name: Anderson, Abigail A
Date of Birth: 11/11/2000
State Student ID (UIC): 1234567890
District Student ID: 9483722
Username: AAnderson1
Password: 234K79HQ
Accommodation(s): MSK

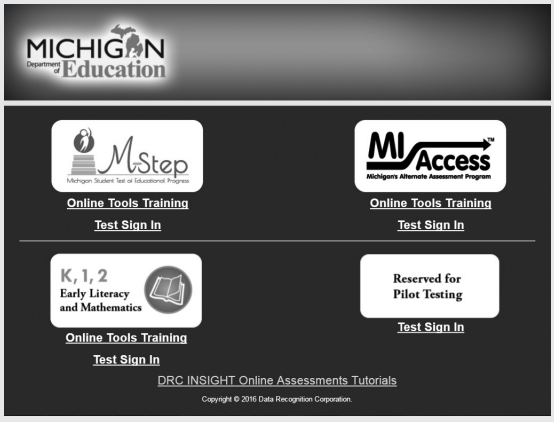
TIP!

A list of accommodations and the abbreviations used are available in the Test Administrator section of the M-STEP Test Administration Manual (TAM).

TEST DIRECTIONS—TEST SIGN-IN

SAY:

Now we are ready to begin. First, launch INSIGHT on your computer (or iPad). You should see the Michigan Department of Education screen with a picture for M-STEP, a picture for MI-Access, a picture for Early Literacy and Mathematics, and a picture for Reserved for Pilot Testing. Is there anyone who does not see this screen?



Pause to assist students if necessary. If a student receives an error message, note the content of the error message and contact the M-STEP Technology Coordinator or M-STEP Building Assessment Coordinator. It is acceptable to move the student to another computer

CHROMEBOOK: *Students can NOT be logged in to a Google account. As a guest, they should be directed to launch INSIGHT by selecting "apps" from the taskbar. This will launch INSIGHT in "kiosk mode." If the app is launched while signed in to a Google account, they will receive an error.*

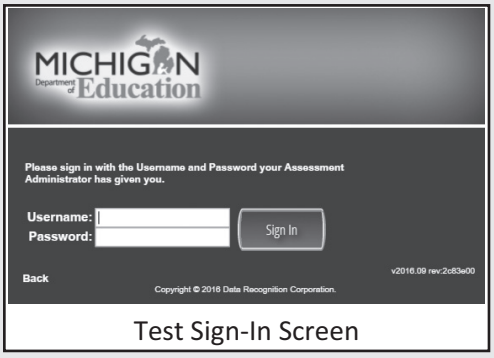
Login steps are the same as for the desktop/laptop version, except that students will use their finger to move the cursor (instead of a mouse). Please remember that students should be using an external keyboard, and if they've already been taught, they can use the "tab" key to move the cursor between fields.

Chromebook Not in Kiosk Mode
Error Message

When all students are ready,

SAY:

On the left-hand side of the screen, under M-STEP, select Test Sign In. You should then see the sign-in screen appear. Is there anyone who does not see the sign-in screen?

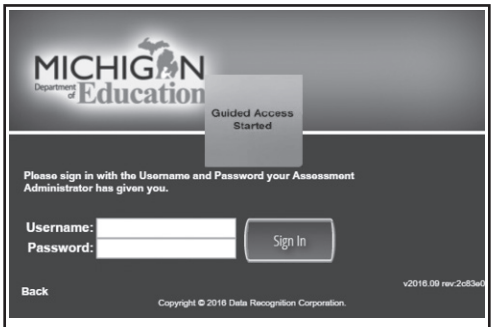


Test Sign-In Screen

Pause to assist students if necessary.

iPAD: *Older iPads (using iOS version 9.3.1 or earlier) may use Guided Access* for test security. If using, turn on Guided Access by triple selecting the home button. After you have triple selected the home button, check for confirmation that Guided Access has started. A square message box will appear momentarily (see the screenshot).*

You may choose to have students complete this step.



Guided Access Started Confirmation

Please note that if turned on, Guided Access will need to be stopped by the Test Administrator on each device once the test session is finished (see page 50).

**For more information on Guided Access, refer to the M-STEP TAM and the Technology User Guide.*

TEST DIRECTIONS—WELCOME SCREEN

When all students are ready,

SAY:

You may now enter your Username and Password in the spaces provided on the screen. Your Username and Password are found on your test ticket. If you need assistance, please raise your hand. When you have finished entering your Username and Password, select the Sign In button in the middle of the screen.

Please do not go ahead. We will do several screens together to review sign-in, navigation, and available tools.

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student and to each grade/content/part; Usernames and Passwords are not case sensitive The student's date of birth should be used to verify that the correct test ticket is given to a student

TIP!

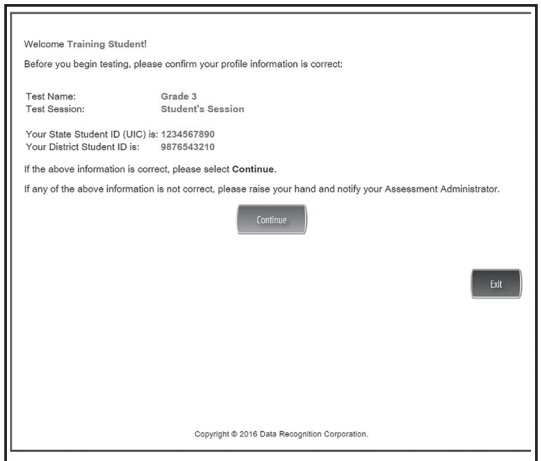
*If a student receives an "invalid login," select the "back" button in the bottom left corner of the sign-in screen. Select Test Sign In below the M-STEP icon (be sure you are **not** selecting below the MI-Access, K–2, or Pilot icons) and try again. Verify correct Username and Password have been entered.*

When all students are ready,

SAY:

When you have selected the Sign In button, a welcome screen with your name opens. Is there anyone who does not see the welcome screen with your name?

Pause to assist students as necessary



Welcome Screen with No Accommodations

When all students are ready,

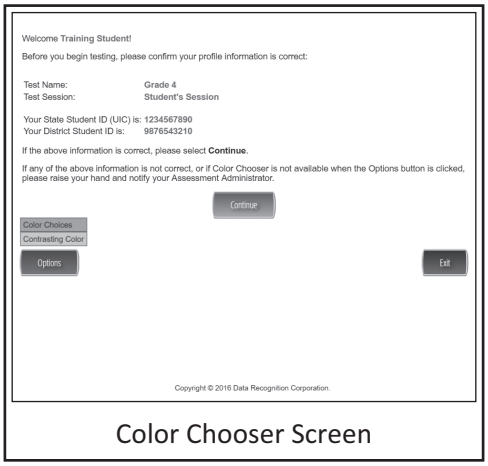
SAY:

Look at the information on the welcome screen and make sure that the following facts about you are correct:

- **Your test name**
- **Your first name, middle initial (if available), and last name**
- **Your test session**
- **Date of Birth**
- **Your State Student ID (also called your UIC)**
- **Your district student ID (if available)**

TIP!

*This screen is the first opportunity to turn on the color accommodations for **students with vision impairments that require one or more of these accommodations**. Color Choices (CC) and Contrasting Color (CTC) are available using the Options button when assigned in eDIRECT by the Building Assessment Coordinator. You may need to assist these students.*



Color Chooser Screen

SAY:

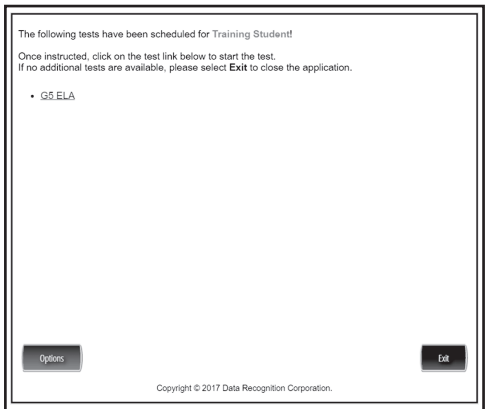
If the information about you is correct, select the Continue button. If the information is not correct, raise your hand.

Pause to assist students as necessary.

When students are ready,

SAY: **After you have selected the Continue button, the test selection screen will open. Is there anyone who does not see the test selection screen?**

Pause to assist students as necessary



Test Selection Screen

When all students are ready,

SAY: **We are now ready to begin the test. Use your pointer to select (**test name**). Once you have selected the test name, the test directions screen should open. Is there anyone who does not see the test directions screen?**

TEST DIRECTIONS—SYSTEM CHECK AND TEST SECURITY

SAY:

I will now read the Test Directions. Read the Test Directions silently as I read them aloud. Use the Next button to move to the next page to follow along.

Read Aloud this section for the ELA M-STEP CAT ONLY

SAY:

You will need to listen to some information in order to answer a few of the questions on this test. To check that the sound on your computer works, follow these steps:

1. **Select Play Audio.**
2. **If you hear "If you can hear my voice, select The Sound is Working button," select The Sound is Working button.**
3. **If you do not hear "If you can hear my voice, select The Sound is Working button," select Try Again or raise your hand and ask for help.**

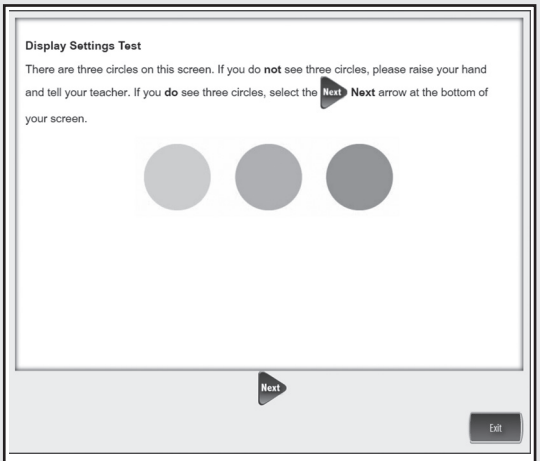
Instruct students to wait for you to go on. Pause to assist any students who do not hear the voice. When students are ready,

(Read Aloud for ALL ASSESSMENTS)

SAY:

You should now be on the Display Settings Test screen.

There are three circles on this screen. If you do not see three circles, please raise your hand and tell your teacher.



Display Settings Test Screen

If a student's screen does not show the three circles, have the student exit the test and move the student to an open workstation if available. Contact the Building Assessment Coordinator regarding the computer.

When students are ready,

SAY: **If you do see three circles, select the Next arrow at the bottom of your screen.**

Check monitors to confirm that all students are now on the "Test Security" page

SAY: **You should now be on the Test Security screen.**

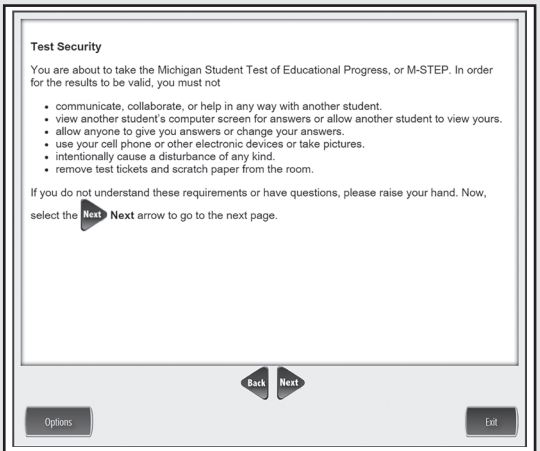
You are about to take the Michigan Student Test of Educational Progress, or M-STEP. In order for the results to be valid, you must not

- **communicate, collaborate, or help in any way with another student.**
- **view another student's computer screen for answers or allow another student to view yours.**
- **allow anyone to give you answers or change your answers.**
- **use your cell phone or other electronic devices or take pictures.**
- **intentionally cause a disturbance of any kind.**
- **remove test tickets and scratch paper from the room.**

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

Pause for questions

SAY: **Now, select the Next arrow to go to the next page.**



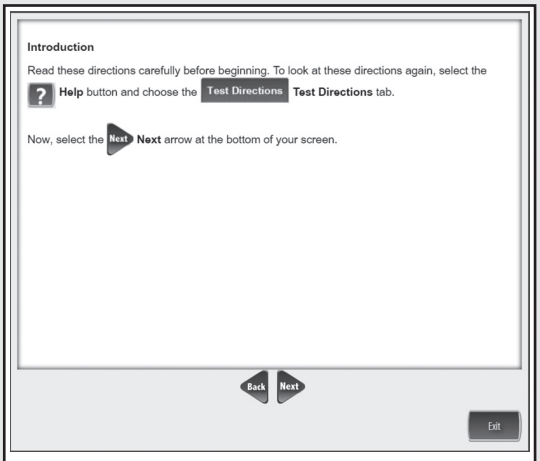
Test Security Screen

TEST DIRECTIONS—INTRODUCTION

Check monitors to confirm that all students are on the Introduction page.

SAY:

Read these directions carefully before beginning. To look at these directions again, select the Help button and choose the Test Directions tab. Now, select the Next arrow at the bottom of your screen.



The First Directions Screen

TEST DIRECTIONS—ANSWERING QUESTIONS

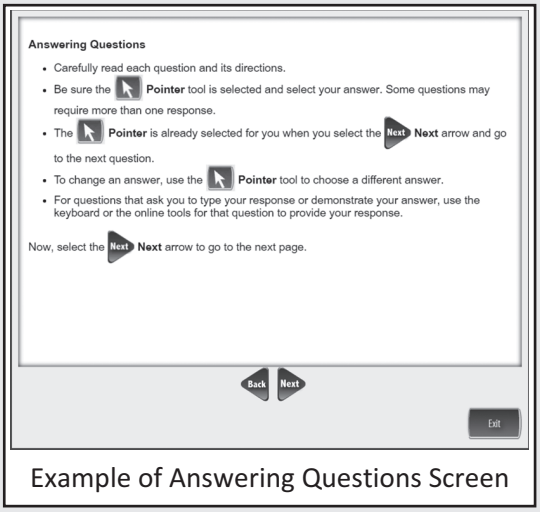
Check monitors to confirm that all students are on the Answering Questions page.

SAY:

You should now be on the Answering Questions screen.

- **Carefully read each question and its directions.**
- **Be sure the Pointer tool is selected and select your answer. Some questions may require more than one response.**
- **The Pointer is already selected for you when you select the Next arrow and go to the next question.**
- **To change an answer, use the Pointer tool to choose a different answer.**
- **For questions that ask you to type your response or demonstrate your answer, use the keyboard or the online tools for that question to provide your response.**

Now, select the Next arrow to go to the next page.



Example of Answering Questions Screen

Check monitors to confirm that all students are on the Navigation page.

For the remainder of the test directions, the directions differ depending on which assessments you are administering. Please be sure you read the correct directions for the specific test you are administering based on the chart below. The "Use These Pages" column indicates the pages in the manual where you should continue reading test directions for your specific test.

Assessment	Specific Test to Administer	Use These Pages
ELA CAT	➢ English Language Computer Adaptive Test (CAT) ➢ English Language Arts Computer Adaptive Test (CAT) with Text-to-Speech (TTS) enabled	Use Pages 19 to 23
ELA Accommodated Forms	➢ English Language Arts—Video Sign Language (VSL) and Closed Captioning (CCAPTION) fixed form	Use Pages 24 to 28
ELA Performance Task	➢ English Language Arts Performance Task ➢ English Language Arts Performance Task with Text-to-Speech (TTS) enabled	Use Pages 29 to 33
Math CAT	➢ Math Computer Adaptive Test (CAT) ➢ Math Computer Adaptive Test (CAT) with Text-to-Speech (TTS) enabled	Use Pages 34 to 38
Math Accommodated Forms and the Math Performance Task	➢ Math—Stacked Spanish (ST) fixed form ➢ Math—Video Sign Language (VSL) fixed form ➢ Math Performance Task (including TTS, Stacked Spanish, and VSL accommodated versions)	Use Pages 39 to 43
Social Studies	➢ Social Studies ➢ Social Studies with Text-to-Speech (TTS) enabled	Use Pages 44 to 48

TEST DIRECTIONS FOR GRADE 5 ELA CAT ASSESSMENT

NAVIGATION—ELA CAT

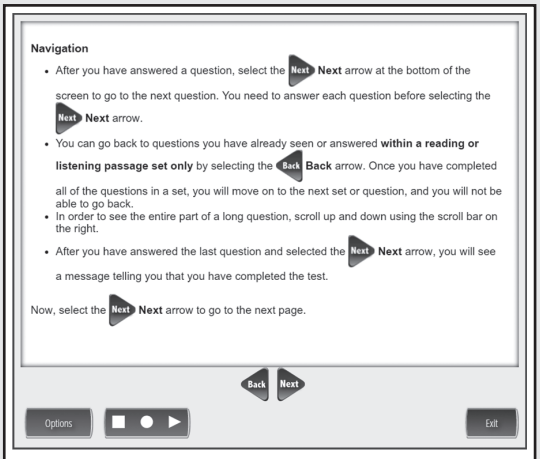
Be sure you have completed the directions on pages 7–17 before you start this section.

SAY:

You should now be on the Navigation screen.

- **After you have answered a question, select the Next arrow at the bottom of the screen to go to the next question. You need to answer each question before selecting the Next arrow.**
- **You can go back to questions you have already seen or answered within a reading or listening passage set only by selecting the Back arrow. Once you have completed all of the questions in a set, you will move on to the next set or question, and you will not be able to go back.**
- **In order to see the entire part of a long question, scroll up and down using the scroll bar on the right.**
- **After you have answered the last question and selected the Next arrow, you will see a message telling you that you have completed the test.**

Now, select the Next arrow to go to the next page.



Example of Navigation Screen

Check monitors to confirm that all students are on the Tools page.

ELA

TOOLS—ELA CAT

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

***Pointer*: Use the pointer tool to choose an answer.**

***Cross-Off*: Use the cross-off tool to mark answers that you believe are NOT correct.**

***Highlighter*: Use the highlighter tool to highlight important information.**

***Magnifier*: Use the magnifier tool to enlarge the information on the screen.**

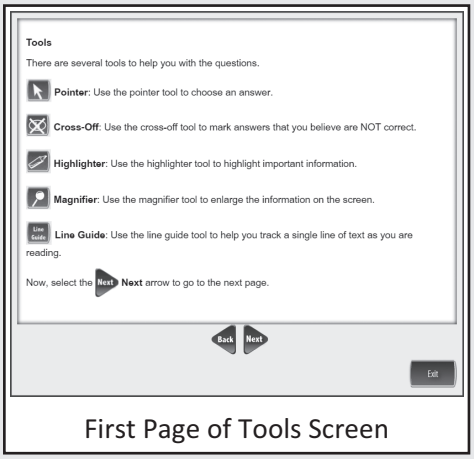
***Line Guide*: Use the line guide tool to help you track a single line of text as you are reading.**

Now, select the Next arrow to go to the next page.

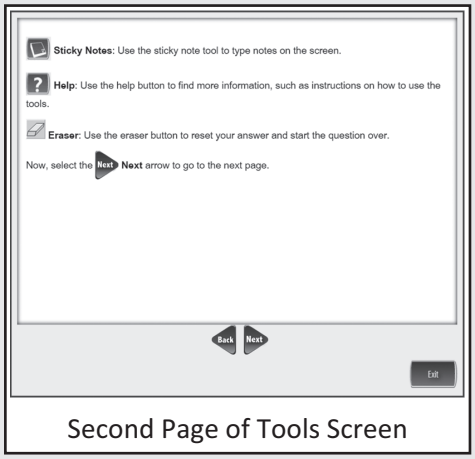
***Sticky Notes*: Use the sticky note tool to type notes on the screen.**

***Help*: Use the help button to find more information, such as instructions on how to use the tools.**

***Eraser*: Use the eraser button to reset your answer and start the question over.**



First Page of Tools Screen



Second Page of Tools Screen

ELA

HELPFUL TESTING HINTS—ELA CAT

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages

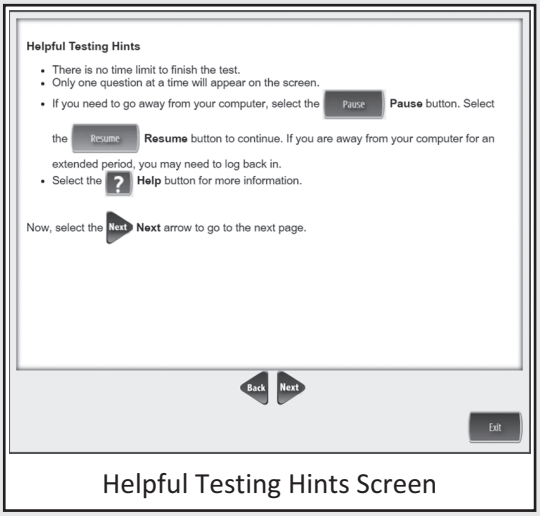
SAY: **Now, select the Next arrow to go to the next page.**

Check monitors to confirm that all students are on the Helpful Testing Hints page

SAY: **You should now be on the Helpful Testing Hints screen.**

- **There is no time limit to finish the test.**
- **Only one question at a time will appear on the screen.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for an extended period, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



Helpful Testing Hints Screen

ELA

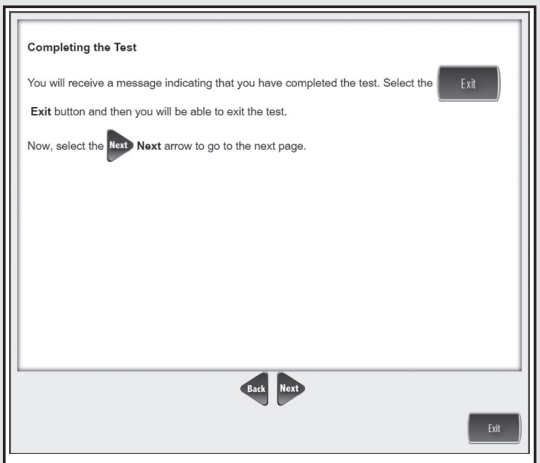
COMPLETING THE TEST—ELA CAT

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

You will receive a message indicating that you have completed the test. Select the Exit button and then you will be able to exit the test.

Now, select the Next arrow to go to the next page.



Completing the Test Screen

SAY:

Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green Begin the Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.

Begin the Test Screen

You may begin.

TIP! *Remind students using TTS to put their headphones on and be sure they are working properly.*

Turn to page 50 for the After Testing instructions.

TEST DIRECTIONS FOR GRADE 5 ELA ACCOMMODATED ASSESSMENTS

NAVIGATION—ELA ACCOMMODATED

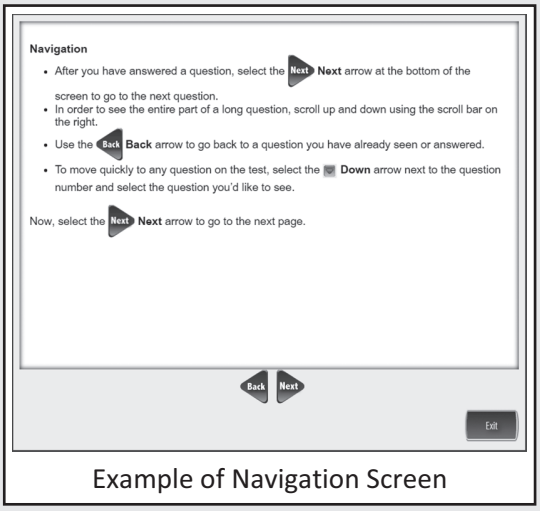
Be sure you have completed the directions on pages 7–17 before you start this section.

SAY:

You should now be on the Navigation screen.

- **After you have answered a question, select the Next arrow at the bottom of the screen to go to the next question.**
- **In order to see the entire part of a long question, scroll up and down using the scroll bar on the right.**
- **Use the Back arrow to go back to a question you have already seen or answered.**
- **To move quickly to any question on the test, select the Down arrow next to the question number and select the question you'd like to see.**

Now, select the Next arrow to go to the next page.



Example of Navigation Screen

Check monitors to confirm that all students are on the Tools page.

ELA

TOOLS—ELA ACCOMMODATED

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

***Pointer*: Use the pointer tool to choose an answer.**

***Cross-Off*: Use the cross-off tool to mark answers that you believe are NOT correct.**

***Highlighter*: Use the highlighter tool to highlight important information.**

***Magnifier*: Use the magnifier tool to enlarge the information on the screen.**

***Line Guide*: Use the line guide tool to help you track a single line of text as you are reading.**

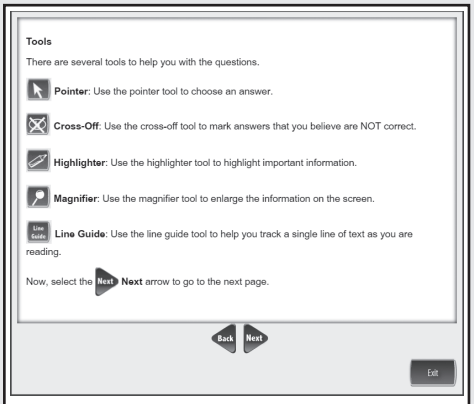
Now, select the Next arrow to go to the next page.

***Sticky Notes*: Use the sticky note tool to type notes on the screen.**

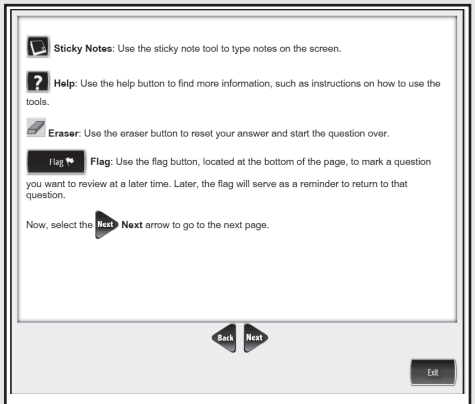
***Help*: Use the help button to find more information, such as instructions on how to use the tools.**

***Eraser*: Use the eraser button to reset your answer and start the question over.**

***Flag*: Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.**



First Page of Tools Screen



Second Page of Tools Screen

ELA

HELPFUL TESTING HINTS—ELA ACCOMMODATED

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

SAY:

Now, select the Next arrow to go to the next page.

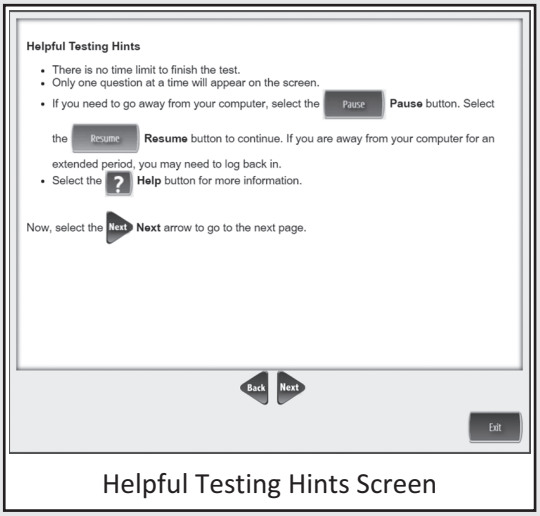
Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **Only one question at a time will appear on the screen.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for an extended period, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



Helpful Testing Hints Screen

ELA

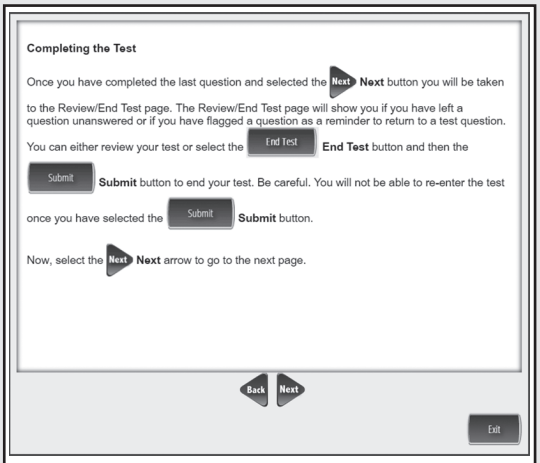
COMPLETING THE TEST—ELA ACCOMMODATED

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to a test question. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



Completing the Test Screen

SAY:

Are there any questions about the test directions?

Answer all questions.

ELA

When all students are ready,

SAY:

To start the test, select the green Begin the Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.

Begin the Test Screen

You may begin.

Turn to page 50 for the After Testing instructions.

TEST DIRECTIONS FOR GRADE 5 ELA PERFORMANCE TASK

NAVIGATION—ELA PERFORMANCE TASK

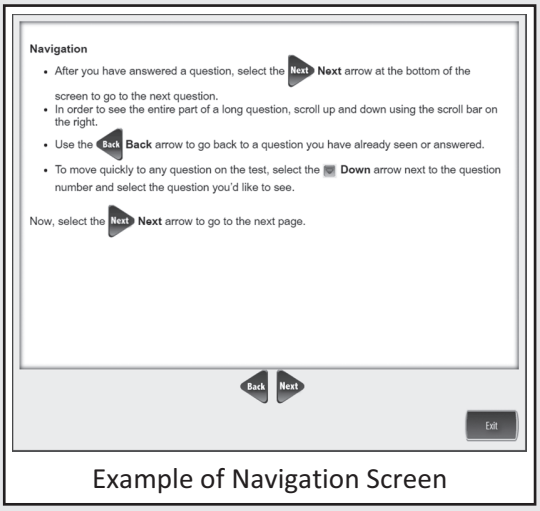
Be sure you have completed the directions on pages 7–17 before you start this section.

SAY:

You should now be on the Navigation screen.

- **After you have answered a question, select the Next arrow at the bottom of the screen to go to the next question.**
- **In order to see the entire part of a long question, scroll up and down using the scroll bar on the right.**
- **Use the Back arrow to go back to a question you have already seen or answered.**
- **To move quickly to any question on the test, select the Down arrow next to the question number and select the question you'd like to see.**

Now, select the Next arrow to go to the next page.



Example of Navigation Screen

Check monitors to confirm that all students are on the Tools page.

ELA

TOOLS—ELA PERFORMANCE TASK

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

***Pointer*: Use the pointer tool to choose an answer.**

***Cross-Off*: Use the cross-off tool to mark answers that you believe are NOT correct.**

***Highlighter*: Use the highlighter tool to highlight important information.**

***Magnifier*: Use the magnifier tool to enlarge the information on the screen.**

***Line Guide*: Use the line guide tool to help you track a single line of text as you are reading.**

Now, select the Next arrow to go to the next page.

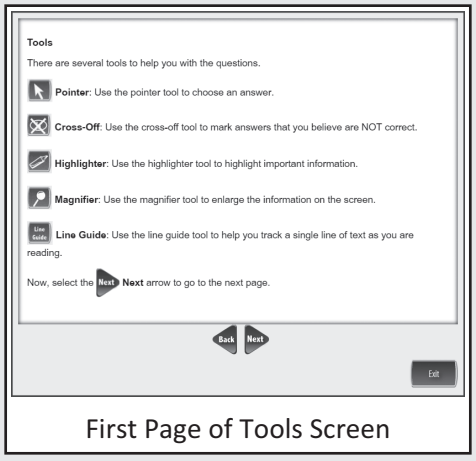
***Sticky Notes*: Use the sticky note tool to type notes on the screen.**

***Help*: Use the help button to find more information, such as instructions on how to use the tools.**

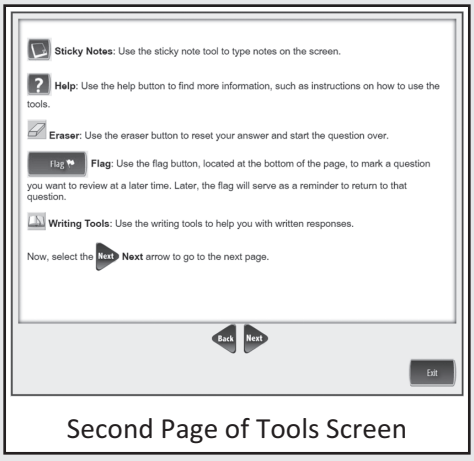
***Eraser*: Use the eraser button to reset your answer and start the question over.**

***Flag*: Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.**

***Writing Tools*: Use the writing tools to help you with written responses.**



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—ELA PERFORMANCE TASK

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages

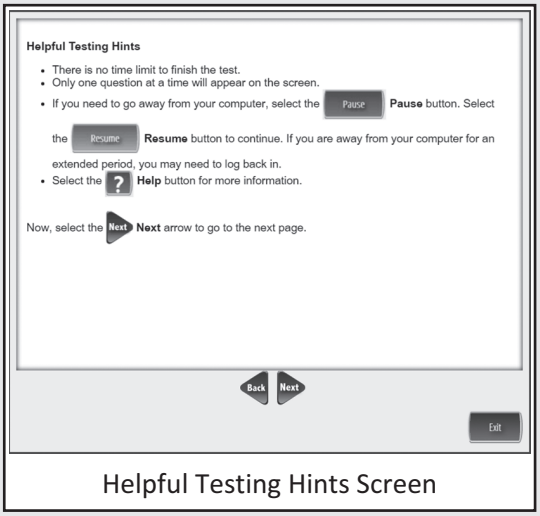
SAY: **Now, select the Next arrow to go to the next page.**

Check monitors to confirm that all students are on the Helpful Testing Hints page

SAY: **You should now be on the Helpful Testing Hints screen.**

- **There is no time limit to finish the test.**
- **Only one question at a time will appear on the screen.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for an extended period, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



Helpful Testing Hints Screen

ELA

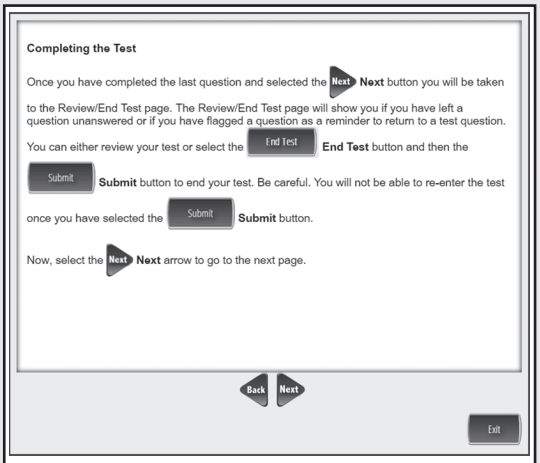
COMPLETING THE TEST—ELA PERFORMANCE TASK

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to a test question. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



Completing the Test Screen

SAY:

Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green Begin the Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.

Begin the Test Screen

You may begin.

TIP! *Remind students using TTS to put their headphones on and be sure they are working properly.*

Turn to page 50 for the After Testing instructions.

TEST DIRECTIONS FOR GRADE 5 MATH CAT

NAVIGATION—MATH CAT

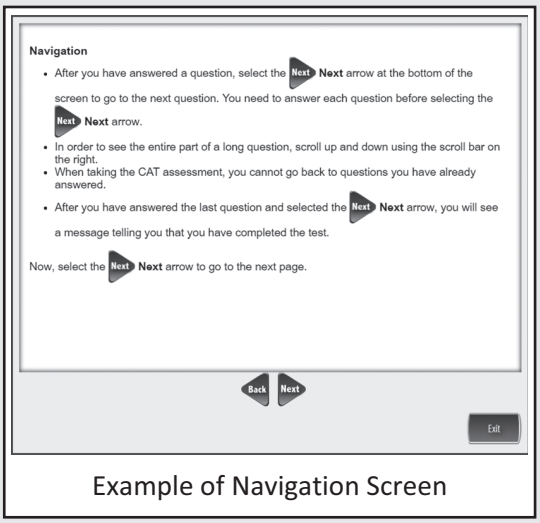
Be sure you have completed the directions on pages 7–17 before you start this section.

SAY:

You should now be on the Navigation screen.

- **After you have answered a question, select the Next arrow at the bottom of the screen to go to the next question. You need to answer each question before selecting the Next arrow.**
- **In order to see the entire part of a long question, scroll up and down using the scroll bar on the right.**
- **When taking the CAT assessment, you cannot go back to questions you have already answered.**
- **After you have answered the last question and selected the Next arrow, you will see a message telling you that you have completed the test.**

Now, select the Next arrow to go to the next page.



Example of Navigation Screen

Check monitors to confirm that all students are on the Tools page.

MATH

TOOLS—MATH CAT

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

***Pointer*: Use the pointer tool to choose an answer.**

***Cross-Off*: Use the cross-off tool to mark answers that you believe are NOT correct.**

***Highlighter*: Use the highlighter tool to highlight important information.**

***Magnifier*: Use the magnifier tool to enlarge the information on the screen.**

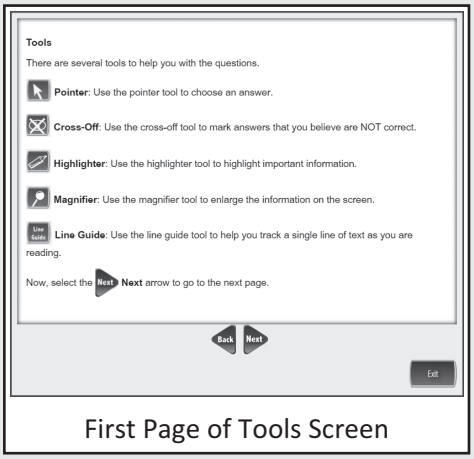
***Line Guide*: Use the line guide tool to help you track a single line of text as you are reading.**

Now, select the Next arrow to go to the next page.

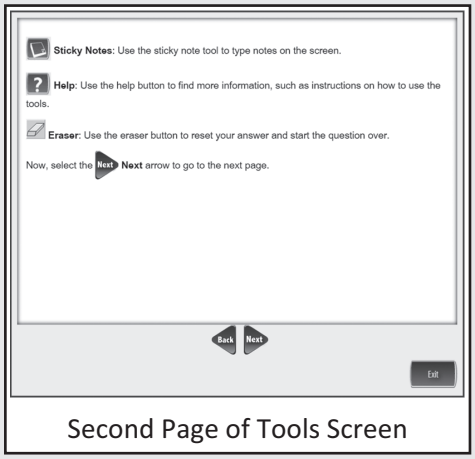
***Sticky Notes*: Use the sticky note tool to type notes on the screen.**

***Help*: Use the help button to find more information, such as instructions on how to use the tools.**

***Eraser*: Use the eraser button to reset your answer and start the question over.**



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—MATH CAT

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

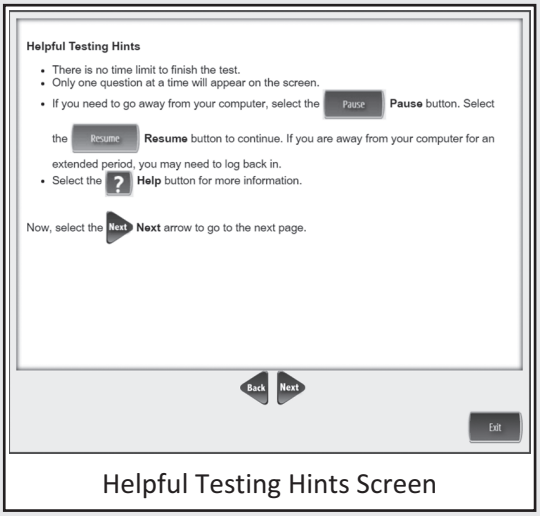
SAY: **Now, select the Next arrow to go to the next page.**

Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY: **You should now be on the Helpful Testing Hints screen.**

- **There is no time limit to finish the test.**
- **Only one question at a time will appear on the screen.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for an extended period, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



Helpful Testing Hints Screen

MATH

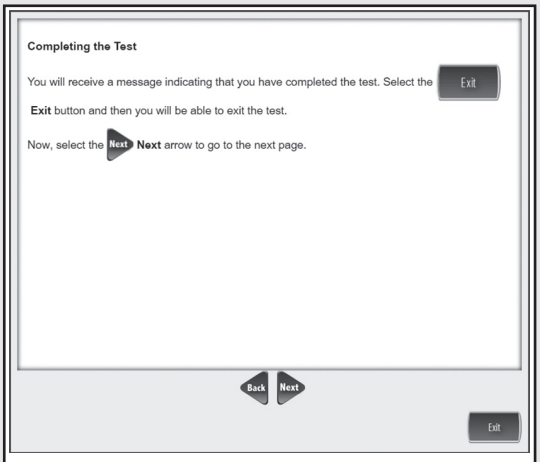
COMPLETING THE TEST—MATH CAT

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

You will receive a message indicating that you have completed the test. Select the Exit button and then you will be able to exit the test.

Now, select the Next arrow to go to the next page.



Completing the Test Screen

SAY:

Are there any questions about the test directions?

Answer all questions.

MATH

When all students are ready,

SAY:

To start the test, select the green Begin the Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.

Begin the Test Screen

You may begin.

TIP! *Remind students using TTS to put their headphones on and be sure they are working properly.*

Turn to page 50 for the After Testing instructions.

TEST DIRECTIONS FOR GRADE 5 MATH ACCOMMODATED ASSESSMENTS AND THE MATH PERFORMANCE TASK

NAVIGATION—MATH ACCOMMODATED AND THE MATH PERFORMANCE TASK

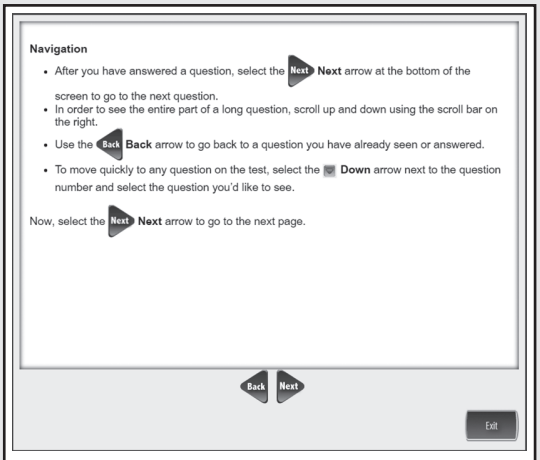
Be sure you have completed the directions on pages 7–17 before you start this section.

SAY:

You should now be on the Navigation screen.

- **After you have answered a question, select the Next arrow at the bottom of the screen to go to the next question.**
- **In order to see the entire part of a long question, scroll up and down using the scroll bar on the right.**
- **Use the Back arrow to go back to a question you have already seen or answered.**
- **To move quickly to any question on the test, select the Down arrow next to the question number and select the question you'd like to see.**

Now, select the Next arrow to go to the next page.



Example of Navigation Screen

Check monitors to confirm that all students are on the Tools page.

MATH

TOOLS—MATH ACCOMMODATED AND THE MATH PERFORMANCE TASK

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

***Pointer*: Use the pointer tool to choose an answer.**

***Cross-Off*: Use the cross-off tool to mark answers that you believe are NOT correct.**

***Highlighter*: Use the highlighter tool to highlight important information.**

***Magnifier*: Use the magnifier tool to enlarge the information on the screen.**

***Line Guide*: Use the line guide tool to help you track a single line of text as you are reading.**

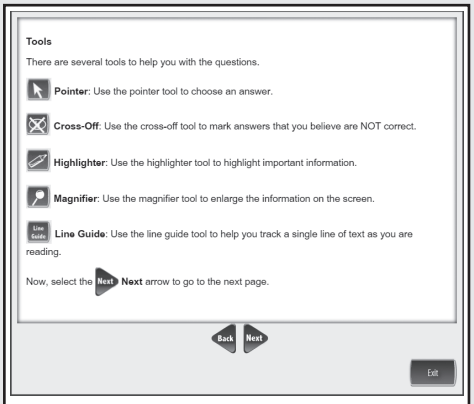
Now, select the Next arrow to go to the next page.

***Sticky Notes*: Use the sticky note tool to type notes on the screen.**

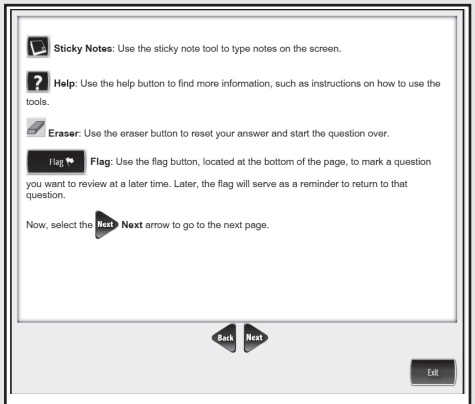
***Help*: Use the help button to find more information, such as instructions on how to use the tools.**

***Eraser*: Use the eraser button to reset your answer and start the question over.**

***Flag*: Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.**



First Page of Tools Screen



Second Page of Tools Screen

MATH

HELPFUL TESTING HINTS—MATH ACCOMMODATED AND THE MATH PERFORMANCE TASK

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

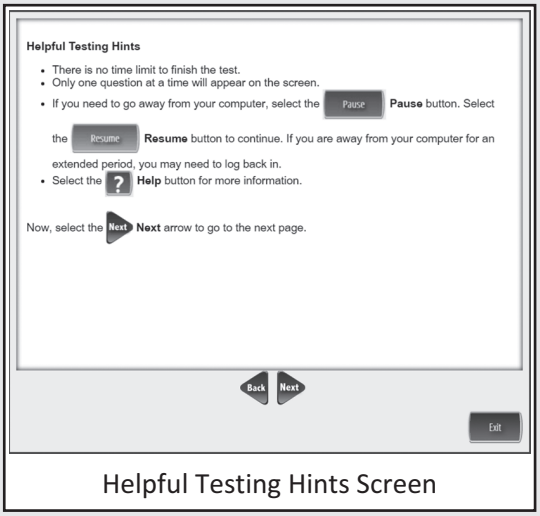
SAY: **Now, select the Next arrow to go to the next page.**

Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY: **You should now be on the Helpful Testing Hints screen.**

- **There is no time limit to finish the test.**
- **Only one question at a time will appear on the screen.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for an extended period, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



Helpful Testing Hints Screen

MATH

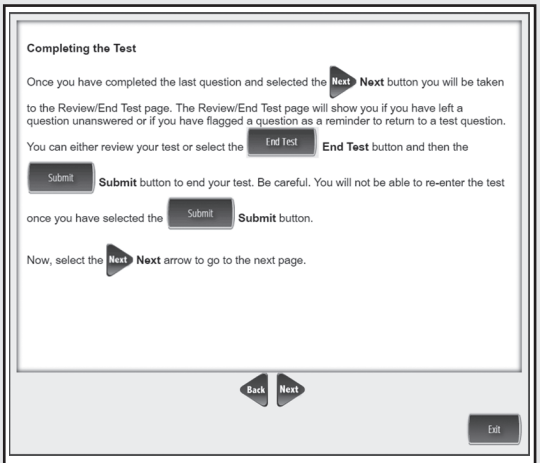
COMPLETING THE TEST—MATH ACCOMMODATED AND THE MATH PERFORMANCE TASK

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to a test question. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



Completing the Test Screen

SAY:

Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green Begin the Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.

Begin the Test Screen

You may begin.

TIP! *Remind students using TTS to put their headphones on and be sure they are working properly.*

Turn to page 50 for the After Testing instructions.

TEST DIRECTIONS FOR GRADE 5 SOCIAL STUDIES ASSESSMENTS

NAVIGATION—SOCIAL STUDIES

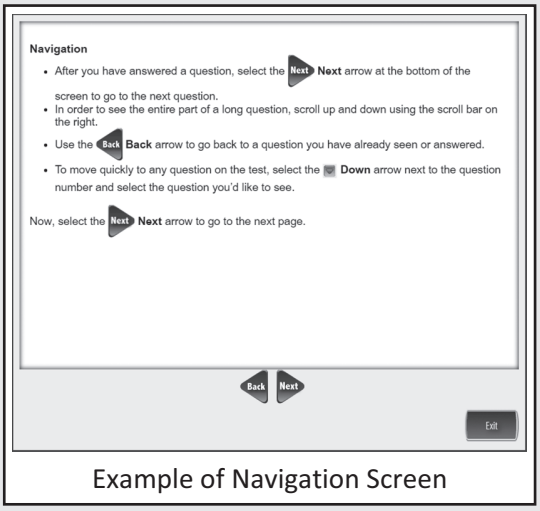
Be sure you have completed the directions on pages 7–17 before you start this section.

SAY:

You should now be on the Navigation screen.

- **After you have answered a question, select the Next arrow at the bottom of the screen to go to the next question.**
- **In order to see the entire part of a long question, scroll up and down using the scroll bar on the right.**
- **Use the Back arrow to go back to a question you have already seen or answered.**
- **To move quickly to any question on the test, select the Down arrow next to the question number and select the question you'd like to see.**

Now, select the Next arrow to go to the next page.



Example of Navigation Screen

Check monitors to confirm that all students are on the Tools page.

TOOLS—SOCIAL STUDIES

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

***Pointer*: Use the pointer tool to choose an answer.**

***Cross-Off*: Use the cross-off tool to mark answers that you believe are NOT correct.**

***Highlighter*: Use the highlighter tool to highlight important information.**

***Magnifier*: Use the magnifier tool to enlarge the information on the screen.**

***Line Guide*: Use the line guide tool to help you track a single line of text as you are reading.**

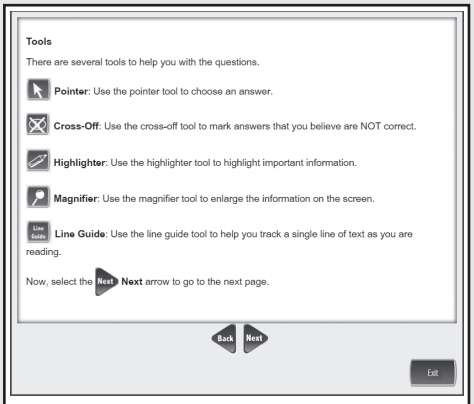
Now, select the Next arrow to go to the next page.

***Sticky Notes*: Use the sticky note tool to type notes on the screen.**

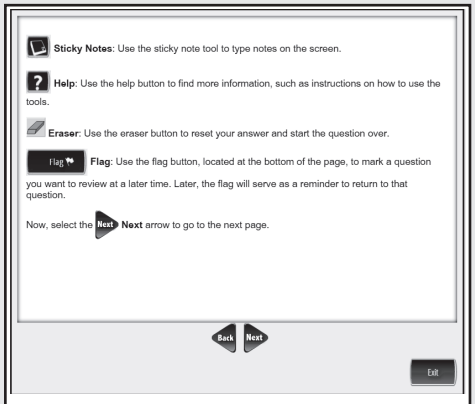
***Help*: Use the help button to find more information, such as instructions on how to use the tools.**

***Eraser*: Use the eraser button to reset your answer and start the question over.**

***Flag*: Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.**



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—SOCIAL STUDIES

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages

SAY:

Now, select the Next arrow to go to the next page.

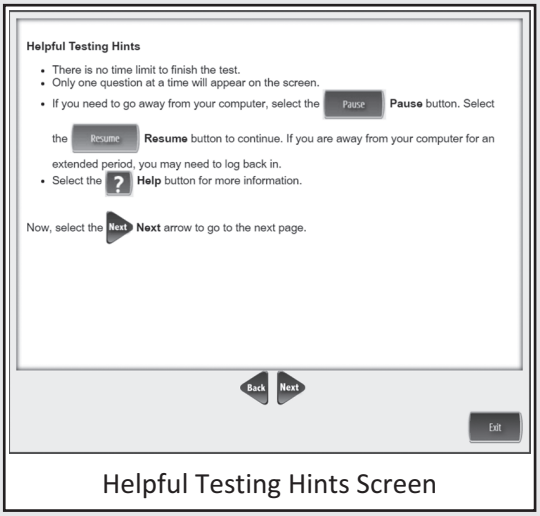
Check monitors to confirm that all students are on the Helpful Testing Hints page

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **Only one question at a time will appear on the screen.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for an extended period, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



Helpful Testing Hints Screen

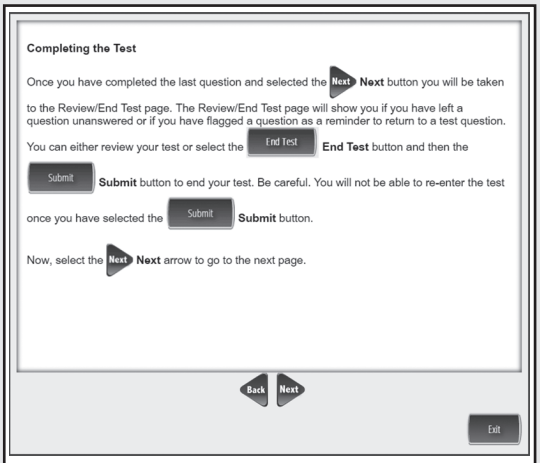
COMPLETING THE TEST—SOCIAL STUDIES

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to a test question. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



Completing the Test Screen

SAY:

Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green Begin the Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.

Begin the Test Screen

You may begin.

TIP! *Remind students using TTS to put their headphones on and be sure they are working properly.*

Turn to page 50 for the After Testing instructions.

MONITORING DURING TESTING

Collect and recount all student test tickets after students have logged in. Ensure the number of tickets matches the number noted from before testing. Student test tickets are considered secure material. Save these tickets in case a student is logged off and needs it again. Each individual test session requires a different test ticket. **You will not reuse test tickets from one session to the next. Test tickets must be returned to the Building Test Coordinator with all secure materials at the end of each testing session.**

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

Maintain a secure and distraction-free test environment.

TESTING IRREGULARITIES

Please refer to the M-STEP Test Administration Manual.

COMPLETING THE TEST SESSION

Collect and recount test tickets. Students who have completed their test will not need these test tickets again, and tickets must be returned to the Building Assessment Coordinator. If students have NOT completed their test, return test tickets to the Building Assessment Coordinator for secure storage until testing can resume. A new test ticket can be printed by the Building Coordinator, if necessary.

EXITING THE TEST ENGINE

Students using a desktop, laptop, or Chromebook can simply exit INSIGHT once they have finished. Ensure you can see the desktop or home screen of every testing device before a student is dismissed. This is particularly important for 1:1 devices that stay with the student (such as a Chromebook, laptop, or iPad).

iPAD: *For students testing on iPads and using Guided Access, you will need to turn OFF Guided Access in order for the student to exit INSIGHT and use other apps on the device. This must be done for each individual iPad. To turn OFF Guided Access, triple select the home button. On the following screen, select "End" in the top right corner. You will be prompted to enter a four-digit passcode. This passcode should have been provided to you by your Building Assessment Coordinator or Technology Coordinator. Students may NOT complete this step. It must be completed by a test administrator. The password is considered a secure material and should be entered outside of student view.*

Office of Standards and Assessments (OSA)
E-mail: BAA@michigan.gov
Phone: 877-560-8378

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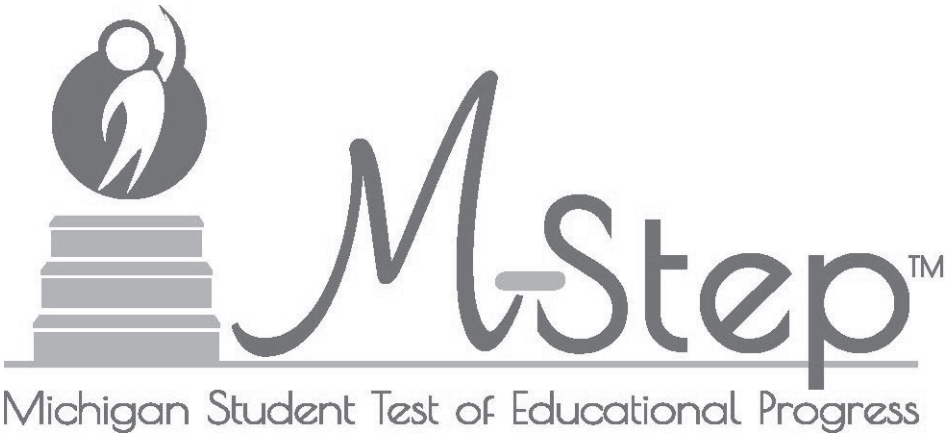

M-STEP Online Administration Directions Grade 11

Michigan Student Test of Educational Progress

Spring 2017

Michigan Department of Education
Office of Standards and Assessment

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USING THIS MANUAL

- This manual is intended to be read ***in addition*** to the Test Administrator sections of the M-STEP Test Administration Manual (TAM). This document is available electronically at https://mi.drcedirect.com by selecting **All Applications**, **General Information**, and then **Documents**.
- This manual is also intended to be an instruction manual for test administration. Additional important information can be found in the M-STEP TAM.
- It is expected that you will read this manual in its entirety PRIOR TO your first testing day.

ONLINE ASSESSMENTS COVERED IN MANUAL

These test directions apply to the following Grade 11 assessments:

- Social Studies
- Social Studies with Text-to-Speech (TTS) enabled
- Science
- Science with Text-to-Speech (TTS) enabled

KEY

Icons	Descriptions
SAY:	Speak the words in the gray box.
TIP!	This is a tip to help with a smooth testing experience.
	Information specific to iPads
	Information specific to Chromebooks

ONLINE TOOLS TRAINING (OTT) AND STUDENT TUTORIALS

The Online Tools Training (OTT) is an essential part of the testing process, particularly for schools that are new to online testing. For detailed instructions on how to administer OTTs, please refer to the Student Tutorials found on eDIRECT (https://mi.drcedirect.com) or INSIGHT. The Student Tutorials should be used to familiarize students with the functions and tools of the testing system. Additionally, the M-STEP TAM will provide more information about using OTTs as well as accessing and using the Student Tutorials.

TEST MATERIALS NEEDED FOR M-STEP

Materials Needed by Test Administrator	Materials Needed by Students
This booklet	Testing device
Class set of test tickets for the test session being administered	Pencil (optional—needed if scratch paper is used)
Password to disable Guided Access (if using) on iPads at the completion of testing (iPad ONLY)	Headphones for audio accommodation (TTS)
	Blank scratch paper (optional—universal tool)
	Test ticket

BEFORE TESTING CHECKLIST

- ☐ Read this entire document prior to testing
- ☐ Ensure INSIGHT software is installed on all testing devices
- ☐ Ensure you know how to launch INSIGHT on the type of device students will be using to test
- ☐ Ensure students have practiced using the OTT and viewed student tutorials
- ☐ Ensure student's accommodations (if applicable) have been set
- ☐ Read the Test Administrator section of the M-STEP Test Administration Manual (posted online at https://mi.drcedirect.com)
- ☐ Clearly understand the scheduled testing time, including breaks
- ☐ Prepare the classroom for testing:
  - ➢ Remove or cover all classroom instructional materials that may affect the validity of the assessment. **Do not display** vocabulary words and/or definitions, examples of problems or answers, or tips on how to write responses and/or solve problems.
  - ➢ Ensure student testing devices are positioned in such a way that students cannot easily read another student's screen or interact with one another.
  - ➢ If using portable testing devices, such as a laptop, iPad, or Chromebook, ensure the devices are connected to a power source (preferred) or fully charged.
  - ➢ Check to make sure there are no test tickets or scratch paper left over from another testing session. If found, please return to the Building Test Coordinator.
  - ➢ Verify the assessment room will be free of distractions for the duration of the test session.
- ☐ Obtain a student test ticket for each student who will be testing. Test tickets are secure materials and should be securely stored until you are ready to pass them out. Students will require a separate ticket for each part of the test. See chart below on number of test tickets needed for each assessment.

Assessment	Number of Test Tickets Required
Social Studies	One
Science	One

- ☐ Count the test tickets you will be using for this test session. Make a note of this number so you know how many tickets to collect after students have signed in.

Tip!

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

iPAD/CHROMEBOOK: *If your students are testing on an iPad or Chromebook, there are a few additional tasks you'll need to be aware of. It is important to review this information BEFORE the first day of testing to ensure a smooth testing experience.*

iPAD: *Older iPads (using iOS version 9.3.1 or earlier) may use Guided Access* for test security. If so, to enable the volume rocker buttons after starting Guided Access, triple select the home button again. You will be prompted to enter the four-digit passcode. Please remember to shield this passcode from student view.*

On the following screen, look for "Hardware Buttons" on the bottom left. Select "Options" and ensure "Volume Buttons" is enabled (green). Select "Resume" in the top right corner to return to testing in Guided Access mode.

Assessment with Audio – Enabling Volume Rocker Buttons

Please note that if using Guided Access, it needs to be stopped on each device once the test session is finished.

**More information on Guided Access can be found in the M-STEP TAM.*

PERMITTED ITEMS IN TESTING ROOM

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

Item	Permitted?
Pencil	YES – If students are provided scratch paper as a universal tool.
Highlighter	NO – A highlighting function is included within the test engine.
Additional paper (provided by School/District)	YES – Blank scratch paper is *allowed* for Social Studies and Science as a universal tool.
CD and DVD Players	NO – Not needed for online testing.
Headphones (provided by School/District)	YES – For tests with an audio accommodation. NO – For tests that do not have an audio component.
Non-academic reading material	YES – Non-academic reading material is allowed for student use AFTER testing is completed. Electronic formats are NOT allowed. Reading material must be a traditional book or magazine. Reading material must be kept off work surface until the test has been submitted.

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

PROCEDURES FOR TESTING BREAKS, INTERRUPTIONS, OR PAUSES

If a student needs to pause their test for a few minutes, use the **blue Pause button** in the tool bar along the bottom of the screen. Once the Pause button is selected, the test questions are removed from the screen (for test 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, select the Pause button, select Exit, and then select "Yes, Exit" on the pop-up screen. The student will need their test ticket to log in again. If a student does not submit ("End") the test on the same day which it was started, the test will remain "In Progress" overnight. The student will be able to log back in using the same test ticket to complete testing.

TEST DIRECTIONS—INTRODUCTION—ALL M-STEP GRADE 11 ASSESSMENTS

1. **The Introduction section of Online Test Directions is the same for all online tests. Please insert the test name in the appropriate blank as you read the directions to students Page 19 lists pages for subject-specific directions that are read after the Introduction.**
2. Make sure that each student is sitting at a separate testing device and that each device is turned on and the desktop/home screen is visible.
3. Make sure that no student is in possession of a cell phone, camera, or other personal electronic device. It is recommended that Test Administrators collect any electronic devices prior to distributing any test materials.
4. All tools may not be available for every assessment. For example, the Periodic Table of the Elements will only be provided for the Science test.

Instruct students that they should not open anything on their computers until they are told to do so. The device desktop/home screen should be visible until you instruct students to open INSIGHT. Distribute and ensure students have all allowed test materials.

TIP! *Make note on the test roster of the test tickets you are distributing. Use the test roster to verify you have collected all tickets after students have signed in.*

SAY: **Welcome to the M-STEP (**Please Insert Name of Test**) _____. We are now ready to begin. It is important that you give this test your best effort so that you can show yourself, your teachers, and your parents what you know and can do. Please carefully follow these directions. Do not select anything on your computer until I tell you to do so.**

I will now pass out your test ticket.

If your school is using scratch paper as a universal tool, read the following section:

SAY: **I will now pass out scratch paper for you to use during your test.**

If headphones are needed, read the following section:

SAY: **I will now pass out headphones to use during your test.**

SAY:

Each of you now has a test ticket. Check to make certain that your name and correct date of birth appear on the test ticket and it has the correct name of the assessment (Name of assessment**) _____. Raise your hand if your test ticket does not have your name, your correct date of birth, or the correct assessment name on it.**

Correct any ticket distribution errors. If a test ticket contains incorrect student information, please report the issue to your Building Assessment Coordinator immediately.

M-STEP Spring 2017 Test Ticket
G 11 Science

Test Session: Smith
Student Name: Anderson, Abigail A
Date of Birth: 11/11/2000
State Student ID (UIC): 1234567890
District Student ID: 9483722
Username: AAnderson1
Password: 234K79HQ
Accommodation(s): MSK

TIP!

A list of accommodations and the abbreviations used are available in the Test Administrator section of the M-STEP Test Administration Manual (TAM).

TEST DIRECTIONS—TEST SIGN-IN

SAY:

Now we are ready to begin. First, launch INSIGHT on your computer (or iPad). You should see the Michigan Department of Education screen with a picture for M-STEP, a picture for MI-Access, a picture for Early Literacy and Mathematics, and a picture for Reserved for Pilot Testing. Is there anyone who does not see this screen?

Pause to assist students if necessary. If a student receives an error message, note the content of the error message and contact the M-STEP Technology Coordinator or M-STEP Building Assessment Coordinator. It is acceptable to move the student to another computer.

CHROMEBOOK: *Students can NOT be logged in to a Google account. As a guest, they should be directed to launch INSIGHT by selecting "apps" from the taskbar. This will launch INSIGHT in "kiosk mode." If the app is launched while signed in to a Google account, they will receive an error.*

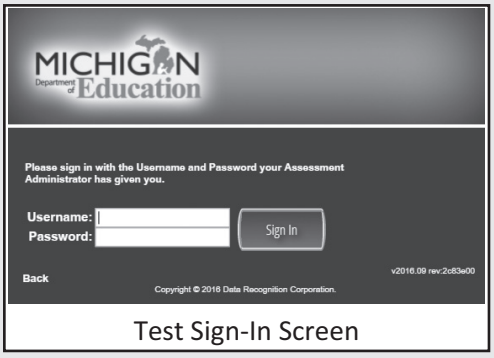
Login steps are the same as for the desktop/laptop version, except that students will use their finger to move the cursor (instead of a mouse). Please remember that students should be using an external keyboard, and if they've already been taught, they can use the "tab" key to move the cursor between fields.

Chromebook Not in Kiosk Mode
Error Message

When all students are ready,

SAY:

On the left-hand side of the screen, under M-STEP, select Test Sign In. You should then see the sign-in screen appear. Is there anyone who does not see the sign-in screen?

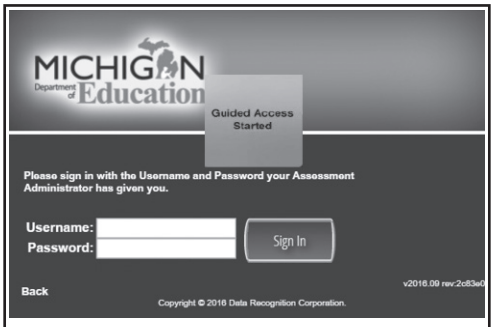


Test Sign-In Screen

Pause to assist students if necessary.

iPAD: *Older iPads (using iOS version 9.3.1 or earlier) may use Guided Access* for test security. If using, turn on Guided Access by triple selecting the home button. After you have triple selected the home button, check for confirmation that Guided Access has started. A square message box will appear momentarily (see the screenshot).*

You may choose to have students complete this step.



Guided Access Started Confirmation

Please note that if turned on, Guided Access will need to be stopped by the Test Administrator on each device once the test session is finished (see page 29).

**For more information on Guided Access, refer to the M-STEP TAM and the Technology User Guide.*

TEST DIRECTIONS—WELCOME SCREEN

When all students are ready,

SAY:

You may now enter your Username and Password in the spaces provided on the screen. Your Username and Password are found on your test ticket. If you need assistance, please raise your hand. When you have finished entering your Username and Password, select the Sign In button in the middle of the screen.

Please do not go ahead. We will do several screens together to review sign-in, navigation, and available tools.

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student and to each grade/content/part; Usernames and Passwords are not case sensitive. The student's date of birth should be used to verify that the correct test ticket is given to a student.

TIP!

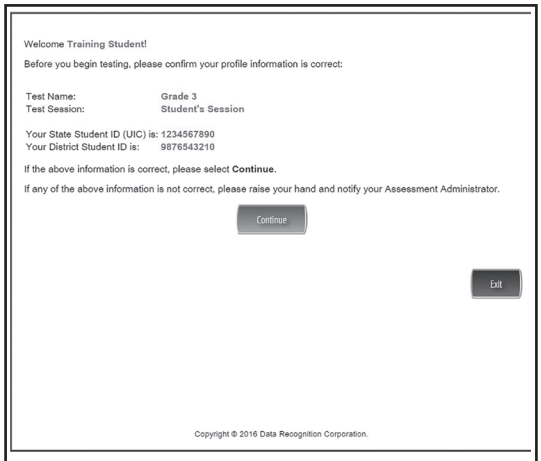
*If a student receives an "invalid login," select the "back" button in the bottom left corner of the sign-in screen. Select Test Sign In below the M-STEP icon (be sure you are **not** selecting below the MI-Access, K–2, or Pilot icons) and try again. Verify correct Username and Password have been entered.*

When all students are ready,

SAY:

When you have selected the Sign In button, a welcome screen with your name opens. Is there anyone who does not see the welcome screen with your name?

Pause to assist students as necessary.



Welcome Screen with No Accommodations

When all students are ready,

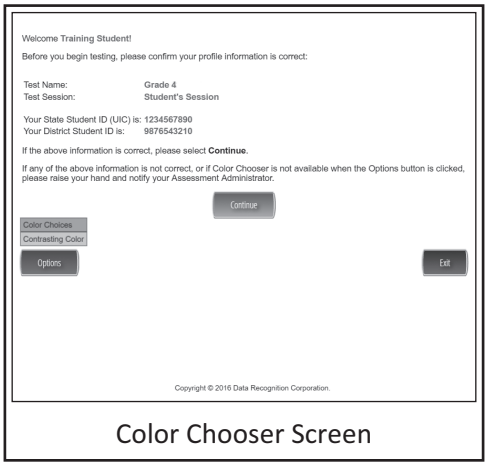
SAY:

Look at the information on the welcome screen and make sure that the following facts about you are correct:

- **Your test name**
- **Your first name, middle initial (if available), and last name**
- **Your test session**
- **Date of Birth**
- **Your State Student ID (also called your UIC)**
- **Your district student ID (if available)**

TIP!

*This screen is the first opportunity to turn on the color accommodations for **students with vision impairments that require one or more of these accommodations**. Color Choices (CC) and Contrasting Color (CTC) are available using the Options button when assigned in eDIRECT by the Building Assessment Coordinator. You may need to assist these students.*



Color Chooser Screen

SAY:

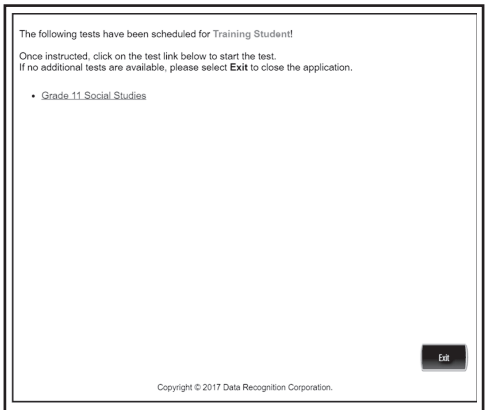
If the information about you is correct, select the Continue button. If the information is not correct, raise your hand.

Pause to assist students as necessary.

When students are ready,

SAY: **After you have selected the Continue button, the test selection screen will open. Is there anyone who does not see the test selection screen?**

Pause to assist students as necessary.



Test Selection Screen

When all students are ready,

SAY: **We are now ready to begin the test. Use your pointer to select (**test name**). Once you have selected the test name, the test directions screen should open. Is there anyone who does not see the test directions screen?**

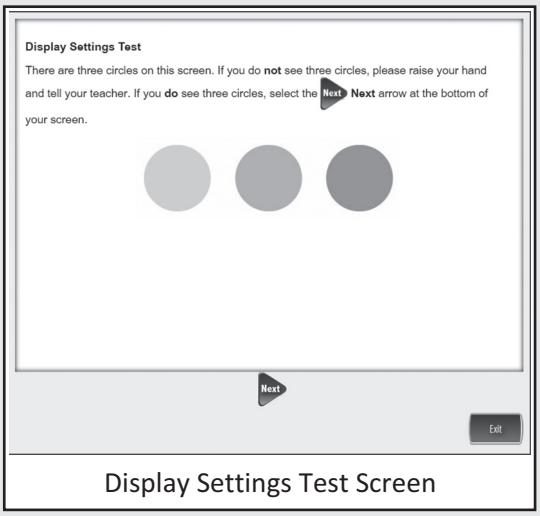
TEST DIRECTIONS—SYSTEM CHECK AND TEST SECURITY

SAY: **I will now read the Test Directions. Read the Test Directions silently as I read them aloud. Use the Next button to move to the next page to follow along.**

(Read Aloud for ALL ASSESSMENTS)

SAY: **You should now be on the Display Settings Test screen.**

There are three circles on this screen. If you do not see three circles, please raise your hand and tell your teacher.



Display Settings Test Screen

If a student's screen does not show the three circles, have the student exit the test and move the student to an open workstation if available. Contact the Building Assessment Coordinator regarding the computer.

When students are ready,

SAY: **If you do see three circles, select the Next arrow at the bottom of your screen.**

Check monitors to confirm that all students are now on the "Test Security" page.

SAY:

You should now be on the Test Security screen.

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. In order for the results to be valid, you must not

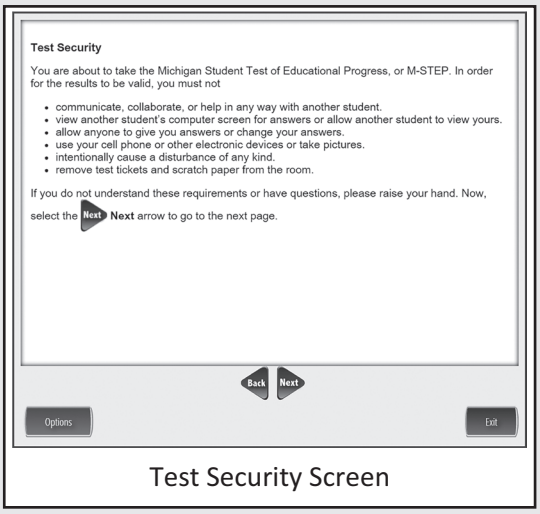
- **communicate, collaborate, or help in any way with another student.**
- **view another student's computer screen for answers or allow another student to view yours.**
- **allow anyone to give you answers or change your answers.**
- **use your cell phone or other electronic devices or take pictures.**
- **intentionally cause a disturbance of any kind.**
- **remove test tickets and scratch paper from the room.**

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

Pause for questions.

SAY:

Now, select the Next arrow to go to the next page.



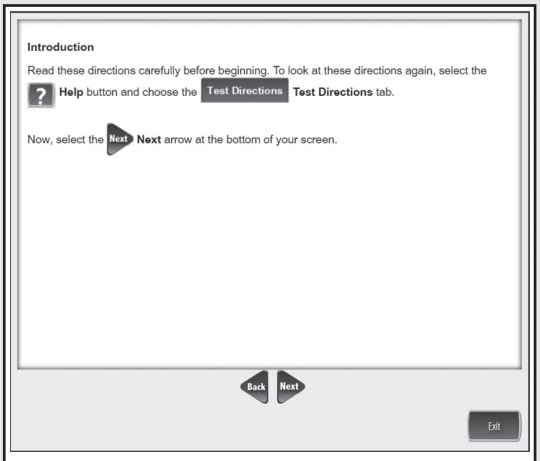
Test Security Screen

TEST DIRECTIONS—INTRODUCTION

Check monitors to confirm that all students are on the Introduction page.

SAY:

Read these directions carefully before beginning. To look at these directions again, select the Help button and choose the Test Directions tab. Now, select the Next arrow at the bottom of your screen.



The First Directions Screen

TEST DIRECTIONS—ANSWERING QUESTIONS

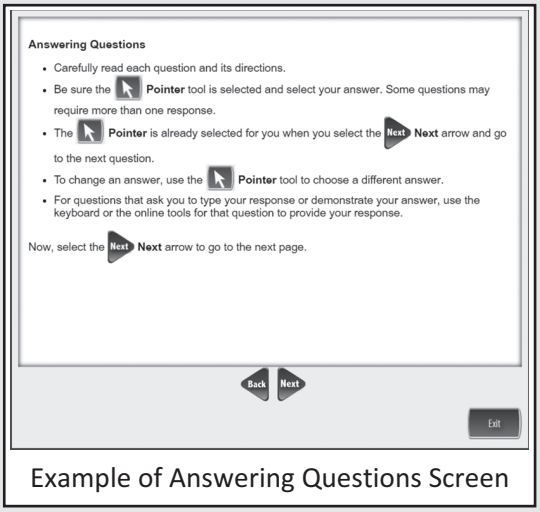
Check monitors to confirm that all students are on the Answering Questions page.

SAY:

You should now be on the Answering Questions screen.

- **Carefully read each question and its directions.**
- **Be sure the Pointer tool is selected and select your answer. Some questions may require more than one response.**
- **The Pointer is already selected for you when you select the Next arrow and go to the next question.**
- **To change an answer, use the Pointer tool to choose a different answer.**
- **For questions that ask you to type your response or demonstrate your answer, use the keyboard or the online tools for that question to provide your response.**

Now, select the Next arrow to go to the next page.



Example of Answering Questions Screen

Check monitors to confirm that all students are on the Navigation page.

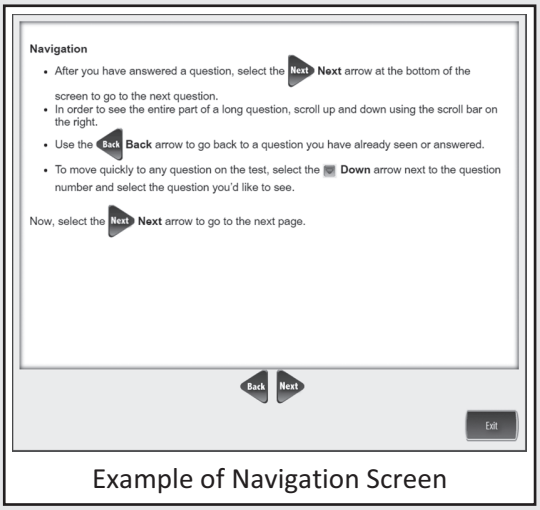
TEST DIRECTIONS—NAVIGATION

SAY:

You should now be on the Navigation screen.

- **After you have answered a question, select the Next arrow at the bottom of the screen to go to the next question.**
- **In order to see the entire part of a long question, scroll up and down using the scroll bar on the right.**
- **Use the Back arrow to go back to a question you have already seen or answered.**
- **To move quickly to any question on the test, select the Down arrow next to the question number and select the question you'd like to see.**

Now, select the Next arrow to go to the next page.



Example of Navigation Screen

Check monitors to confirm that all students are on the Tools page.

For the remainder of the test directions, the directions differ depending on which assessments you are administering. Please be sure you read the correct directions for the specific test you are administering based on the chart below. The "Use These Pages" column indicates the pages in the manual where you should continue reading test directions for your specific test.

Assessment	Specific Test to Administer	Use These Pages
Social Studies	➢ Social Studies ➢ Social Studies with Text-to-Speech (TTS) enabled	Use Pages 20 to 23
Science	➢ Science ➢ Science with Text-to-Speech (TTS) enabled	Use Pages 24 to 27

TEST DIRECTIONS FOR GRADE 11 SOCIAL STUDIES

Be sure you have completed the directions on pages 7–18 before you start this section.

TOOLS—SOCIAL STUDIES

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

***Pointer*: Use the pointer tool to choose an answer.**

***Cross-Off*: Use the cross-off tool to mark answers that you believe are NOT correct.**

***Highlighter*: Use the highlighter tool to highlight important information.**

***Magnifier*: Use the magnifier tool to enlarge the information on the screen.**

***Line Guide*: Use the line guide tool to help you track a single line of text as you are reading.**

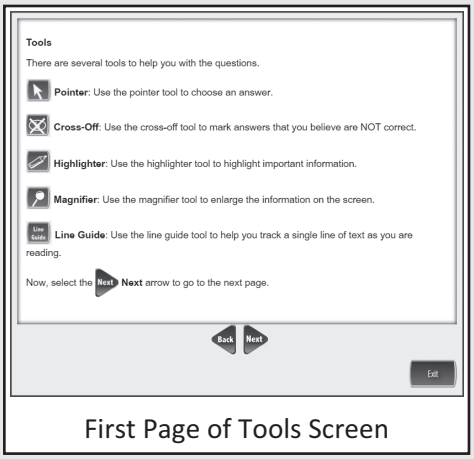
Now, select the Next arrow to go to the next page.

***Sticky Notes*: Use the sticky note tool to type notes on the screen.**

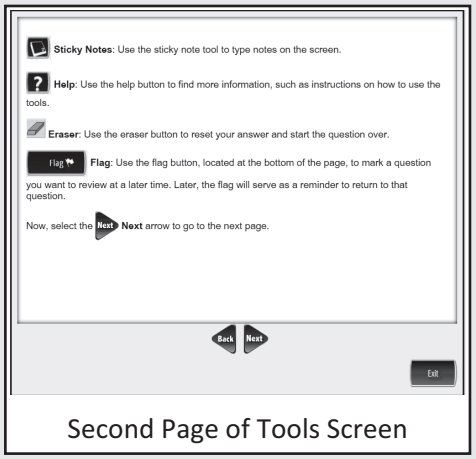
***Help*: Use the help button to find more information, such as instructions on how to use the tools.**

***Eraser*: Use the eraser button to reset your answer and start the question over.**

***Flag*: Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.**



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—SOCIAL STUDIES

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

SAY:

Now, select the Next arrow to go to the next page.

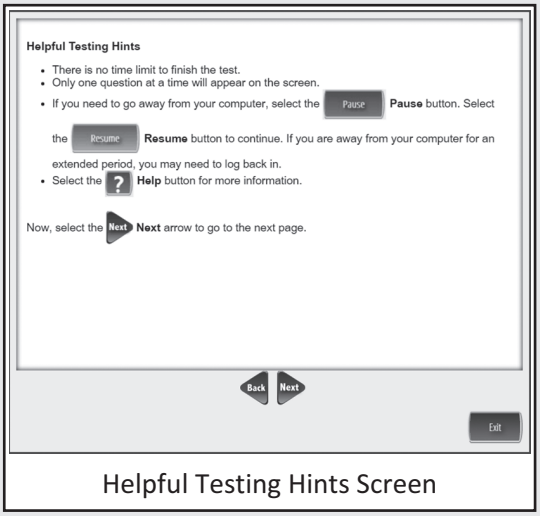
Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY:

You should now be on the Helpful Testing Hints screen.

- **There is no time limit to finish the test.**
- **Only one question at a time will appear on the screen.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for an extended period, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



Helpful Testing Hints Screen

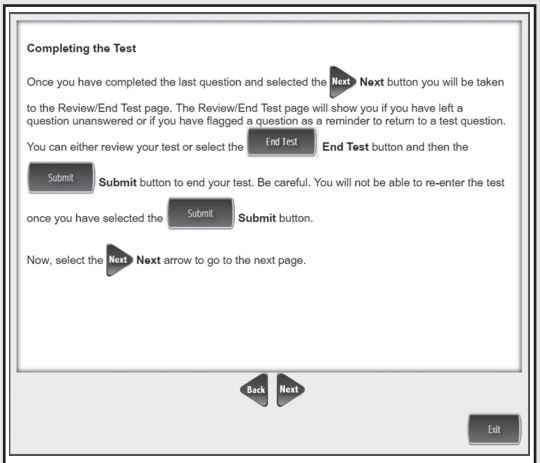
COMPLETING THE TEST—SOCIAL STUDIES

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to a test question. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



Completing the Test Screen

SAY:

Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green Begin the Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.

Begin the Test Screen

You may begin.

TIP! *Remind students using TTS to put their headphones on and be sure they are working properly.*

Turn to page 29 for the After Testing instructions.

TEST DIRECTIONS FOR GRADE 11 SCIENCE ASSESSMENTS

TOOLS—SCIENCE

SAY:

You should now be on the Tools screen.

There are several tools to help you with the questions.

SAY:

***Pointer*: Use the pointer tool to choose an answer.**

***Cross-Off*: Use the cross-off tool to mark answers that you believe are NOT correct.**

***Highlighter*: Use the highlighter tool to highlight important information.**

***Magnifier*: Use the magnifier tool to enlarge the information on the screen.**

***Line Guide*: Use the line guide tool to help you track a single line of text as you are reading.**

Now, select the Next arrow to go to the next page.

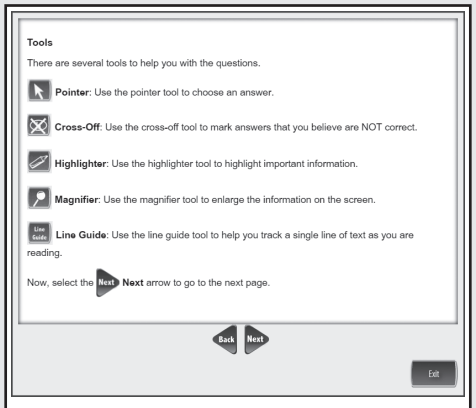
***Sticky Notes*: Use the sticky note tool to type notes on the screen.**

***Help*: Use the help button to find more information, such as instructions on how to use the tools.**

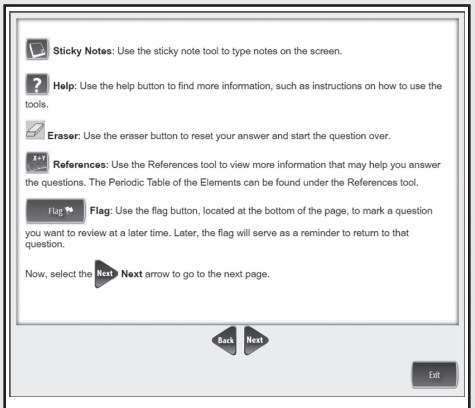
***Eraser*: Use the eraser button to reset your answer and start the question over.**

***References*: Use the References Tool to view more information that may help you answer the questions. The Periodic Table of the Elements can be found under the References Tool.**

***Flag*: Use the flag button, located at the bottom of the page, to mark a question you want to review at a later time. Later, the flag will serve as a reminder to return to that question.**



First Page of Tools Screen



Second Page of Tools Screen

HELPFUL TESTING HINTS—SCIENCE

When you have read the tools section, prompt students to go on. Note that the tools are listed on multiple pages.

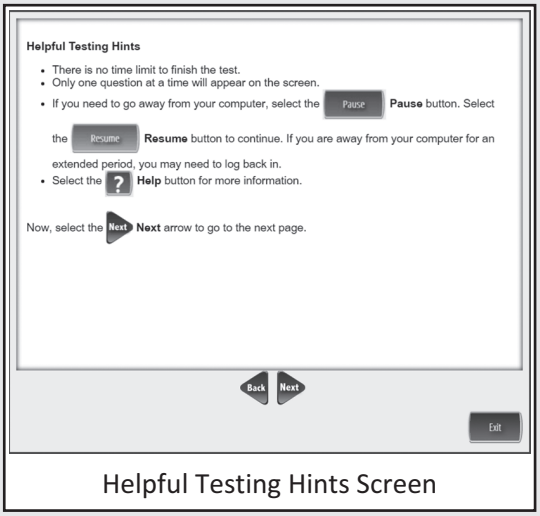
SAY: **Now, select the Next arrow to go to the next page.**

Check monitors to confirm that all students are on the Helpful Testing Hints page.

SAY: **You should now be on the Helpful Testing Hints screen.**

- **There is no time limit to finish the test.**
- **Only one question at a time will appear on the screen.**
- **If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for an extended period, you may need to log back in.**
- **Select the Help button for more information.**

Now, select the Next arrow to go to the next page.



Helpful Testing Hints Screen

SCIENCE

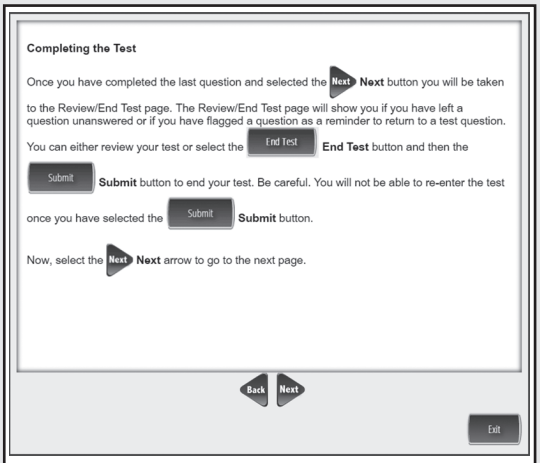
COMPLETING THE TEST—SCIENCE

Check monitors to confirm that all students are on the Completing the Test page.

SAY:

Once you have completed the last question and selected the Next button, you will be taken to the Review/End Test page. The Review/End Test page will show you if you have left a question unanswered or if you have flagged a question as a reminder to return to a test question. You can either review your test or select the End Test button and then the Submit button to end your test. Be careful. You will not be able to re-enter the test once you have selected the Submit button.

Now, select the Next arrow to go to the next page.



Completing the Test Screen

SAY:

Are there any questions about the test directions?

Answer all questions.

When all students are ready,

SAY:

To start the test, select the green Begin the Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.

Begin the Test Screen

You may begin.

TIP! *Remind students using TTS to put their headphones on and be sure they are working properly.*

Turn to page 29 for the After Testing instructions.

MONITORING DURING TESTING

Collect and recount all student test tickets after students have logged in. Ensure the number of tickets matches the number noted from before testing. Student test tickets are considered secure material. Save these tickets in case a student is logged off and needs it again. Each individual test session requires a different test ticket. **You will not reuse test tickets from one session to the next. Test tickets must be returned to the Building Test Coordinator with all secure materials at the end of each testing session.**

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

Maintain a secure and distraction-free test environment.

TESTING IRREGULARITIES

Please refer to the M-STEP Test Administration Manual.

COMPLETING THE TEST SESSION

Collect and recount test tickets. Students who have completed their test will not need these test tickets again, and tickets must be returned to the Building Assessment Coordinator. If students have NOT completed their test, return test tickets to the Building Assessment Coordinator for secure storage until testing can resume. A new test ticket can be printed by the Building Coordinator, if necessary.

EXITING THE TEST ENGINE

Students using a desktop, laptop, or Chromebook can simply exit INSIGHT once they have finished. Ensure you can see the desktop or home screen of every testing device before a student is dismissed. This is particularly important for 1:1 devices that stay with the student (such as a Chromebook, laptop, or iPad).

iPAD: *For students testing on iPads and using Guided Access, you will need to turn OFF Guided Access in order for the student to exit INSIGHT and use other apps on the device. This must be done for each individual iPad. To turn OFF Guided Access, triple select the home button. On the following screen, select "End" in the top right corner. You will be prompted to enter a four-digit passcode. This passcode should have been provided to you by your Building Assessment Coordinator or Technology Coordinator. Students may NOT complete this step. It must be completed by a test administrator. The password is considered a secure material and should be entered outside of student view.*

Office of Standards and Assessments (OSA)
E-mail: BAA@michigan.gov
Phone: 877-560-8378

EMI762_GR11_MANU_TA_2017

3rd
4th
5th
6th
7th
8th

Grade 8

M-Step™

Michigan Student Test of Educational Progress

2017 Paper/Pencil Test Administration Directions

Paper/Pencil Test Dates — Grade 8

Grades 5 and 8

April 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11 ELA Day 1	12 ELA Day 2	13 ELA Day 3	14 Makeup ELA	15
16	17 Makeup ELA	18 MATH Day 1	19 MATH Day 2	20 SOCIAL STUDIES	21 Makeup any content area	22
23	24	25	26	27	28	29
	Makeup - any content area					
30						

Paper/Pencil Test Session Information

English Language Arts

- Day 1 ELA paper/pencil test includes separate parts for Listening, Research and Writing Claims.
- Day 2 ELA paper/pencil test includes the Reading Claim.
- Day 3 ELA paper/pencil includes the Performance Task.
- Breaks may be administered between parts. In addition, for Day 3, a break may be provided during the Performance Task.

Mathematics

- Day 1 mathematics paper/pencil test will include Parts 1 and 2.
- Note that calculators are **NOT allowed in Day 1: Part 1** of the mathematics test.
- Day 2 mathematics paper/pencil test will include the Performance Task.
- Breaks may be administered between parts.

Social Studies

- Social Studies paper/pencil test will include Parts 1 and 2, to be completed on the same day.
- Breaks may be administered between parts.

Spring 2017, Grade 8 Estimated Test Times
(in hours and minutes)

ELA	Day 1: Part 1–Listening	0:45
	Day 1: Part 2–Research and Writing	
	Day 2: Part 3–Reading	0:45
	Day 3: Part 4–Performance Task	2:00
Math	Day 1: Part 1	0:45
	Day 1: Part 2	1:15
	Day 2: Part 3–Performance Task	1:00
Social Studies	Part 1	0:50
	Part 2	0:50
Total Time Required		8:10

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Checklist for Test Administrators 33

PART 1: Introduction

This manual provides an overview of the M-STEP paper and pencil test administration. Use this document to familiarize yourself with what your students will experience when participating in the M-STEP assessments, how to prepare for the assessment, and general rules for testing. Test Administrators (TAs) and proctors should become familiar with this document well in advance of the first test administration date in order to prepare properly for each administration.

The *M-STEP, MI-Access, and WIDA Student Supports and Accommodations Table* (at www.michigan.gov/MSTEP) provides guidance regarding specific accessibility resources available for this administration and should be reviewed in advance of the test administration sessions.

ENSURING TEST SECURITY

The security of the summative assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of summative assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the test results.

Establishing Appropriate Testing Conditions

Building Test Coordinators (BCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of students in each testing grade and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment. Establish procedures to maintain a quiet, distraction-free testing environment throughout the test session, recognizing that some students will finish more quickly than others. Students are expected to remain in the testing room until the end of the session. Students may store personal non-content related paper reading material securely off the work surface for use after test materials have been collected. E-readers and other electronic forms of reading materials are not allowed.

Table 1, on pages 2-3, describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Food, Drink, Snacks

Students are not allowed to have food, drinks, or snacks on their desk or table during the test. If a student must have any of these items due to medical reasons during the test, the items must be stored away from the test surface (under seats, on the floor, etc.).

Table 1: Requirements of the Test Environment	
Before Testing	
Requirement	**Description**
Instructional materials removed or covered	Instructional materials **must be removed or covered, including, but not limited to**: information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to view each other's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
During Testing	
Requirement	**Description**
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods®, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources that are permitted for each specific test (or portion of a test).
Access to assessments	Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Based on the item type (i.e., performance tasks), trained Test Administrators (TAs) may also have limited exposure to items in the course of properly administering the assessments. However, no test items may be actively reviewed or analyzed by TAs or by other trained staff.
No answer key development	No form or type of answer key may be developed for test items.

Table 1: Requirements of the Test Environment	
Before Testing	
Requirement	**Description**
During and After Testing	
Requirement	**Description**
No access to responses	District Test Coordinators (DCs), Building Test Coordinators (BCs), TAs, and other staff are not permitted to review student responses.
No copies of test materials	No copies of the test items, stimuli, or performance task materials may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media, and websites.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DCs, BCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of clarifying test directions.
All test materials must remain secure at all times	Test booklets and answer documents, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
After Testing	
Requirement	**Description**
No test materials used for instructions	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Scratch paper must be collected at the end of each test session and then immediately shredded. Once the student completes the performance task, the graph and scratch paper must be collected and securely destroyed to maintain test security.

Verifying Student Information

TAs should verify student information upon completion of each M-STEP assessment. However, it is important for anyone with access to this information to remember that students' personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or shredded. Personal information includes any information that could potentially identify a student, including student name, state student identification number, and birthdate.

Pre-Identification Label Directions

Before testing, apply pre-ID labels to the Student Answer Documents.

Every Student Answer Document must have the correct barcode label affixed before being returned to the scoring contractor.

TEST ADMINISTRATOR NOTE: In addition to applying the pre-ID labels to the Student Answer Documents, the Codes in the Accommodations/ Supports and Report Code sections of the Student Data Grid on the Answer Document cover should be completed by a Test Administrator or Building Coordinator, ONLY. This can be done before or after testing. Follow the directions that begin on page 5 for pre-bubbling specific sections of the Student Data Grid.

PART 2: Student Data Grid Information and Administration Directions

Directions for Completing the Student Demographic Page

Use the following information and script to assist students in completing the Student Data Grid on the front cover of each Student Answer Document at the start of EVERY test administration. Repeat these directions and script for all subjects.

Please remember that the script must be followed exactly and used each time a test is administered.

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

Administration Directions for Completing the Student Data Grid

(Follow this script to begin every test administration.)

The following directions and script must be followed exactly at the beginning of each assessment.

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

- Teacher Name
- School Name
- District Name (leave blank for non-public schools)
- Reporting Code (optional information)
- Assessment Date (today's date)
- Form Number*

**Standard forms are Form 1. Emergency forms are Form 2. For all subjects, the Braille forms are Form 88. Note that form numbers always appear on the front cover of the Test Booklet.*

WHEN YOU ARE READY TO BEGIN:

Distribute test materials to students. Remind students not to open their test booklets until told to do so and to put away all materials that may not be used during the test. Scratch paper is allowed as a universal tool for students who need it. Test booklets are designed to have ample space for note-taking. If used, blank scratch paper must be distributed at the start of each test session or part, collected at the end of each part, and securely returned to the building test coordinator for shredding. Scratch paper must be treated at all times as a secure material.

Make sure each student has his or her own Answer Document before the test begins. If a student's name is misspelled in Box 8, corrections can be made at a later date prior to the return of materials to the scoring contractor. Immediately notify the school M-STEP coordinator, who can help you resolve this problem after the test is completed.

Please read aloud the directions in gray blocks preceded by the word **[SAY]** *for students.*

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

During this test, you must turn off and put away all electronic devices, including cell phones and media players like iPods®. The only items you may have on your desk or table are the materials necessary for the test.

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

[SAY] Make sure that you have a 2017 M-STEP *(insert grade and subject)* Test Booklet.

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

Pause.

[SAY] Please look at your Answer Document. Please make sure you have ***your*** own Answer Document. The box in the lower left-hand corner should contain a label with your name and other information.

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

Every Student Answer Document must have the correct barcode label affixed before being returned to the scoring contractor.

[SAY] Please follow these steps to complete the Student Data Grid.

Turn to the front cover of your answer document.

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

Write *(insert teacher name)* on the line that says "Teacher Name."

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

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

Non-public schools may leave "District" blank.

Pause.

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

Pause.

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

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

Pause.

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

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

Pause.

To ensure accurate student identification, the "Birth Date" section must be completed correctly. Make sure each student has filled in the correct bubbles for the month, day, and year of birth.

The section labeled "Reporting Code" is optional. If you choose to use this section, please direct students to find it, enter your Reporting Code, and fill in the corresponding bubbles in the columns below each digit of the Reporting Code.

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

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

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

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

[SAY] The year is already filled in for you.

Pause to allow students to finish.

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

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

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

PART 3: General ELA Test Administration Information

This section provides an overview of the paper/pencil testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for paper/pencil testing. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing.

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

Student Participation

All students enrolled in grades 3–8 are required to participate in the M-STEP English Language Arts Summative Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed English Language Arts alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).
- ELs who enrolled within the last 12 months prior to the beginning of testing in a U.S. school have a one-time exemption. These students may instead participate in their state's English language proficiency assessment consistent with state and federal policy.

Participation of Students with Disabilities and/or English Language Learners

All students, including students with disabilities, English Language Learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Please note, there is ample room in the test booklet for planning and note-taking activities. If used, a fresh blank piece of scratch paper is required for each part of the test.
- Optional: Dictionary and/or Thesaurus is allowed on the final essay of the Day 3: Performance Task only.

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Listening script or CD (for Day 1 only)
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/Pencil Assessment

This section provides a brief overview of the general test administration rules for different portions of the assessment.

Test items and performance tasks (grades 5 and 8 only) are presented on separate days. Students may not return to any previously completed part of the test.

The Student Test Booklets, Answer Documents, Listening CD, Listening Script and, if used, scratch paper are secure materials. Maintaining the security of all test materials is crucial to obtaining valid and reliable study results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

Testing Times

The "Spring 2017 Estimated Test Times" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed**.

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents and scratch paper if used
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions and sample items with students

Testing Schedules

This test should be administered in the order listed below. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

For ELA, the order of administration should be:

- **Day 1:** Part 1–Listening
  Part 2–Research and Writing
- **Day 2:** Part 3–Reading
- **Day 3:** Part 4–Performance Task

  Note: A break may be provided during the Performance Task. If provided, all test materials must be collected and securely stored prior to releasing students for the break.

Students are expected to complete all testing on the designated day.

PART 4: Administering the M-STEP ELA Summative Assessment

Grade 8, Day 1: Part 1– Listening

You must follow the Student Data Grid Administration directions and script, on page 5, and have students complete that process before administering this subject-specific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script.

DO NOT READ SAMPLES ALOUD.

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

First, open your test booklet to page 3.

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

DIRECTIONS

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

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

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

Pause.

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

Give students time to read Sample Question 1.

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 2 silently.

Give students time to read Sample Question 2.

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now turn to page 5 and read Sample Question 3 silently.

Give students time to read Sample Question 3.

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now turn to page 6 and read Sample Question 4 silently.

Give students time to read Sample Question 4.

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

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now turn to page 7 and read Sample Question 5 silently.

Give students time to read Sample Question 5.

[SAY] Sample Question 5 is a short-answer text question. You must write your answer on the lines provided in the text box on your answer document. Write neatly so you will be scored accurately.

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

Are there any questions?

Pause to answer any questions, then continue.

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

Turn to page 9 in your test booklet.

Make sure that the students are on the correct page in their book and answer document.

[SAY] Read the directions silently as I read them aloud.

DIRECTIONS

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

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

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

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

Pause to answer any questions.

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

Turn to page 10 in your test booklet.

We will begin.

For this portion of the test, you will play Track One of the Audio CD, or read aloud Passage One of the Listening Script.

Play track one or read aloud passage one, here.

If you are using the audio CD, pause the CD,

[SAY] I will play it one more time.

If reading the script aloud,

Play track one of the CD, or read aloud passage one of the script to the classroom again.

Then,

[SAY] Please answer questions 1 through 3. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

[SAY] Turn to page 11 in your test booklet.

For this portion of the test, you will play Track Two of the Audio CD, or read aloud Passage Two of the Listening Script.

Play track two or read aloud passage two, here.

If you are using the audio CD, pause the CD,

[SAY] I will play it one more time.

If reading the script aloud,

[SAY] I will read it one more time.

Play track two of the CD, or read aloud passage two of the script to the classroom again.

Then,

[SAY] Please answer questions 4 through 6. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

[SAY] Turn to page 13 in your test booklet.

For this portion of the test, you will play Track Three of the Audio CD, or read aloud Passage Three of the Listening Script.

Play track three or read aloud passage three, here.

If you are using the audio CD, pause the CD,

[SAY] I will play it one more time.

If reading the script aloud,

[SAY] I will read it one more time.

Play track three of the CD, or read aloud passage three of the script to the classroom again.

Then,

[SAY] Please answer questions 7 through 9. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

[SAY] Stop. This is the end of M-STEP English Language Arts Summative Assessment, Day 1: Listening.

Your school may choose to administer a break at this point. If so, please have students close their test booklets and answer documents. Then, collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.)

Grade 8, Day 1: Part 2–Research and Writing

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

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

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

Open your test booklet to page 17.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 1: Part 2–Research and Writing of the English Language Arts M-STEP. This part of the test includes different types of questions that will require you to pick one or more options from a list of answer choices. You may underline, circle, or write notes in this test booklet to help you, but nothing marked in this test booklet will be scored.

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

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

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

Pause to answer any questions.

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

Turn to page 18 in your test booklet.

You may begin.

When the students have finished,

[SAY] Stop. This is the end of M-STEP English Language Arts Summative Assessment, Day 1: Research and Writing. Please close your test booklet and answer document.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.)

Grade 8, Day 2: Part 3–Reading

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

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

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

[SAY] Turn to page 4 in your answer document.

Open your test booklet to page 31.

Read the directions silently as I read them aloud.

DIRECTIONS

Now you will be taking Day 2: Part 3–Reading of the English Language Arts M-STEP. This part of the test includes passages you will read and different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

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

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

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

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

[SAY] Make sure you are on page 4 in your answer document.

Turn to page 32 in your test booklet.

You may begin.

When the students have finished,

[SAY] Stop. This is the end of M-STEP English Language Arts Summative Assessment, Day 2: Reading. Please close your test booklet and answer document.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.)

Grade 8, Day 3: Part 4– Performance Task

Be sure that each student has his or her own test booklet and answer document, a sharpened No. 2 pencil with an eraser, and, if used, a fresh sheet of blank scratch paper. Students will record their answers in their answer document. For Day 3, dictionaries and thesauruses are allowed for the final, full-length essay only. Students should not share dictionaries or thesauruses.

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

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

[SAY] Turn to page 5 in your answer document.

Open your test booklet to page 53.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 3: Part 4–Performance Task of the English Language Arts M-STEP. The performance task includes a number of sources to read, followed by the research questions, and a writing assignment. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

First, you will read about the task you have been given.

Next, you will read the sources and answer the research questions. You can take notes in your test booklet as you read the sources and answer the questions.

[SAY] Then, you will be given a writing assignment based on the sources you read. Be sure to write your answers on the lines provided in the answer document. Anything written outside of the lines will not be scored.

When you come to the **STOP** sign, you have finished Part 4. If you finish early, you may go back and check your work for Day 3: Part 4– Performance Task only.

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

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

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

Turn to page 54 in your test booklet.

You may begin.

When the students have finished,

[SAY] Stop. This is the end of M-STEP English Language Arts Summative Assessment, Day 3. Please close your test booklet and answer document.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.)

Please refer to the "After Testing" chapter on page 33 for specific instructions about assembly and return of materials.

PART 5: General Mathematics Test Administration Information

This section provides an overview of the paper/pencil testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in taking the assessments, how to prepare for the assessments, and to review general rules for paper/pencil testing. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing.

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

Student Participation

All students enrolled in grades 3–8 are required to participate in the M-STEP Mathematics Summative Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed mathematics alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

Participation of Students with Disabilities and/or English Language Learners

All students, including students with disabilities, English Language learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Blank graph paper may be substituted for the scratch paper in grades 6, 7, and 8. Please note, there is ample room in the test booklet for problem-solving and note-taking activities. If used, a fresh blank piece of scratch or graph paper is required for each part of the test.
- Calculator (Grades 6, 7, and 8 only – see specifics in the "Allowable Calculators" section on page 20.)

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/Pencil Assessment

This section provides a brief overview of the general test administration rules for different portions of the assessment.

Test items and performance tasks are presented on separate days. Grades 6 through 8 mathematics tests include several parts in which calculators are permitted and a part where calculators are not allowed. Students may not return to any previously completed part of the test.

The Student Test Booklets, Answer Documents, and, if used, scratch or graph paper are secure materials. First language glossaries are also secure materials. Maintaining the security of all test materials is crucial to obtaining valid and reliable study results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

Table 2: Maximum Function Calculators that are Acceptable for Use		
Grade	**Calculator Type**	**Calculator Description**
Grades 7 and 8 Mathematics	Scientific Calculator	A scientific calculator with exponents, trigonometry, and logarithmic functionalities

Allowable Calculators

Students in grades 6, 7, and 8 are permitted calculators in Parts 2 and 3. Please refer to Table 2, above, which defines acceptable calculators based on their maximum functionality.

Calculator Use Guidelines

- Grades 6, 7, and 8: The first session of each test is a **non**-calculator part. Be sure that no calculators are available until students begin working on Part 2.
- Items are placed in the non-calculator part when students are expected to be able to perform the skill without a calculator.
- Test Administrators are responsible for ensuring and verifying that calculators that have the ability to store functions and equations (e.g., scientific calculators) have the memory cleared before and after each mathematics assessment.
- Calculators cannot have internet connectivity, or be able to connect to anyone inside or outside the classroom during testing.
- Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device unless a particular assistive device is required for a student and is specified on his or her IEP.
- No calculators with QWERTY keyboards are allowed.

Testing Times

The "Spring 2017 Estimated Test Times" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed.**

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents, scratch paper if used, and, when allowed, calculators
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions and sample items with students

Testing Schedules

This test should be administered in the order listed below. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

For mathematics, the order of administration should be:

- **Day 1:** Part 1 *(No calculator for all grades)*
  Part 2 *(Calculator allowed for grades 6, 7, 8)*
- **Day 2:** Part 3–Performance Task
  (Calculator allowed for grades 6, 7, 8)

PART 6: Administering the M-STEP Mathematics Summative Assessment

Grade 8, Day 1: Part 1

You must follow the Student Data Grid Administration directions and script, on page 5, and have students complete that process before administering this subject-specific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script:

Calculators are NOT allowed for Part 1.

DO NOT READ SAMPLES ALOUD.

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

First, open your test booklet to page 3.

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

DIRECTIONS

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

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

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

Pause.

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

Give students time to read Sample Question 1.

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 2 silently.

Give students time to read Sample Question 2.

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 3 silently.

Give students time to read Sample Question 3.

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

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 4 silently.

Give students time to read Sample Question 4.

[SAY] Sample Question 4 is a short answer question. You must write or draw your answers in the boxes or graphics provided on your answer document. Write neatly so you will be scored accurately.

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Turn to page 5 in your booklet.

At the top of page 5, you will find a pencil symbol in the upper left corner. Next to the pencil symbol are the directions for completing the grids for questions that require a gridded answer.

Feel free to refer back to this page as you work through Part 1.

Now read the directions next to the pencil symbol silently while I read them aloud.

This symbol appears next to test questions that require you to fill in a grid in your answer document. Directions for completing the Answer Grid:

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
   - Print your answer with the first digit in the answer box all the way to the left, OR with the last digit in the answer box all the way to the right.
   - Print only one digit in each answer box. Do NOT leave a blank answer box in the middle of an answer.
   - Be sure to write a decimal point or fraction bar in the answer box **if** it is a part of the answer.
3. Fill in a bubble under each answer box that you used to write your answer.
   - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
   - Fill in each bubble by making a solid mark that completely fills the bubble.
   - You MUST fill in the bubbles to receive credit for your answer.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 5 silently.

Give students time to read Sample Question 5.

[SAY] Sample Question 5 is a gridded answer question. For this type of question you will need to fill in a grid on your answer document, following the directions we just read.

The correct answer to for Sample Question 5 is 3/4 or 0.75.

Under Sample Question 5 you can see a completed grid for 3/4 and a completed grid for 0.75.

Are there any questions?

Pause to answer any questions, then continue.

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

Turn to page 7 in your test booklet.

Read the directions silently as I read them aloud.

DIRECTIONS

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

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

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

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

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

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

Turn to page 8 in your test booklet.

You may begin.

When the students have finished,

[SAY] Stop. This is the end of the M-STEP Mathematics Summative Assessment, Day 1: Part 1. Please close your test booklet and answer document.

Depending upon whether your school chooses to administer Part 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Parts 1 and 2 in a **single** test sitting you will need to give students a break between sessions. Before dismissing students for a break, collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.) You will need to distribute new, blank scratch paper before beginning Part 2.*

*For those administering Parts 1 and 2 in **separate** test sittings, collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for*

secure shredding.) Securely store the test materials until you begin Part 2. You will need to distribute new, blank scratch paper before beginning Part 2.

Grade 8, Day 1: Part 2

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

Scientific calculators are allowed for Part 2.

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

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

[SAY] Turn to page 5 in your answer document.

Turn to page 17 in your test booklet.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 1: Part 2 of the Mathematics M-STEP. In this part, you will answer different types of mathematics questions. Some questions may include a picture, chart, or other mathematics-related information. Use that information with what you know to answer the question. Calculators are allowed for this part of the test. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

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

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

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

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

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

Turn to page 18 in your test booklet.

You may begin.

When the students have finished,

[SAY] Stop. This is the end of the M-STEP Mathematics Test, Day 1: Part 2. Please close your test booklet and answer document.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.) Securely store the test materials until you begin Part 2. You will need to distribute new, blank scratch paper before beginning Part 3.

Grade 8, Day 2: Part 3– Performance Task

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

Scientific calculators are allowed for Part 3.

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

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

[SAY] Turn to page 9 in your answer document.

Open your test booklet to page 37.

Read the directions silently as I read them aloud.

[SAY] DIRECTIONS

You will be taking Day 2: Part 3 of the Mathematics M-STEP. This part contains a performance task. Calculators are allowed for this part of the test. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

[SAY] Read the information about your task and provide answers for each of the six problems that follow, referring back to the task information as often as needed. Be sure to write your answers in your answer document with a No. 2 pencil. You must write your answers in the designated areas. Anything written outside the designated areas will not be scored. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**.

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

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

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

[SAY] Make sure you are on page 9 in your answer document.

Turn to page 38 in your test booklet.

You may begin.

When the students have finished,

[SAY] Stop. This is the end of the M-STEP Mathematics Test, Day 2: Part 3. Please close your test booklet and answer document.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Please refer to the "After Testing" chapter on page 33 for specific instructions about assembly and return of materials.

PART 7: General Social Studies Test Administration Information

This *M-STEP Grade 8 Test Administration Directions* document contains grade-specific test administration procedures and valuable tips and instructions. It is important that test administrators review this entire document before administering the social studies test.

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

Student Participation

All students enrolled in grades 5, 8, and 11 are required to participate in the M-STEP Social Studies Summative Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed mathematics alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

Participation of Students with Disabilities and/or English Language Learners

All students, including students with disabilities, English Language learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Please note, there is ample room in the test booklet for problem-solving and note-taking activities. If used, a fresh, blank piece of scratch paper is required for each part of the test.

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/ Pencil Assessment

Test booklets, used answer documents, used scratch paper, and accommodated versions of the test are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may write in their test booklets. If used, scratch paper must be collected upon completion of each part and immediately returned to the building test coordinator for shredding. Any materials or resources not listed above are not allowed unless specified as an assessment accommodation.

Students are **not** allowed to use dictionaries or other reference materials during any part of this test.

Students may not return to any previously completed part of the test.

Test Length

The "Spring 2017 Estimated Test Times" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed**.

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents and scratch paper if used
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions and sample items with students

Part 1 of the test must be administered before Part 2. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

PART 8: Administering the M-STEP Social Studies Summative Assessment

You must follow the Student Data Grid Administration directions and script, on page 5, and have students complete that process before administering this subject-specific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script:

Directions for Part 1: M-STEP Grade 8 Social Studies Test

[SAY] During this test, I can help you understand the directions, but I cannot give you any help on test items or questions. Except for the directions, I cannot define or pronounce words or read any part of the test to you.

First, turn to page 2 in your answer document.

Open your test booklet to page 3.

[SAY] Read the directions silently as I read them aloud.

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions may include a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 1 of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

[SAY] Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

- **A** logging
- **B** trapping
- **C** growing potatoes and apples
- **D** growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 1 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

This is the end of the directions contained in the student test booklet. Continue with,

[SAY] If you do not understand any of these directions, please raise your hand.

Answer any questions the students have regarding the directions.

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

When all or most of the students have completed this part,

[SAY] We are going to stop now. If you have not finished this part of the test, arrangements will be made for you to continue working either in this room or in another room.

Please put all test materials down and close your test booklets. Remain quietly in your seats until all materials are collected.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Test booklets (including accommodated versions) and scratch paper are secure materials that must be carefully monitored. They must be kept in **locked** storage while in classrooms and schools.

When ready to begin the next part of the test, begin with the directions for that part.

Directions for Part 2: M-STEP Grade 8 Social Studies Test

Redistribute all test materials to students, ensuring that each student receives the test booklet and answer document with his or her name on it. If used, fresh scratch paper must be distributed with the second part of the Social Studies test. Remind students not to open their test booklets until told to do so, and to put away cell phones and other electronic devices as well as all other materials, including dictionaries, calculators, and other reference materials that may not be used during this test.

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic devices. This includes cell phones, calculators, digital media players (e.g., iPods®), etc.

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

Make sure you have your own Grade 8 Social Studies test booklet, answer document, and a No. 2 pencil. Please raise your hand if you do not have your own test booklet or answer document.

Make sure that all students have their own test materials.

[SAY] During this test, I can help you understand the directions, but I cannot give you any help on test items or questions. Except for the directions, I cannot define or pronounce words or read any part of the test to you.

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

During this test, you must turn off and put away all electronic devices, including cell phones and media players like iPods®. You may not use a calculator, dictionary, or other reference material on this test. The only items you may have on your desk or table are the materials necessary for the test.

[SAY] You are now going to take Part 2 of the M-STEP Grade 8 Social Studies Test.

Turn to page 2 in your answer document.

Open your test booklet to page 17.

Read the directions silently as I read them aloud.

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions may include a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 2 of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

- **A** logging
- **B** trapping
- **C** growing potatoes and apples
- **D** growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

[SAY] Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 2 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

This is the end of the directions contained in the student test booklet. Continue with,

[SAY] If you do not understand any of these directions, please raise your hand.

Answer any questions the students have regarding the directions.

[SAY] You may turn the page and begin.

When all or most of the students have completed this part,

[SAY] We are going to stop now. If you have not finished this part of the test, arrangements will be made for you to continue working either in this room or in another room.

Please put all test materials down and close your test booklets. Remain quietly in your seats until all materials are collected.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Please refer to the "After Testing" chapter on page 33 for specific instructions about assembly and return of materials.

PART 9: After Testing

Assemble Materials for Return

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

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

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

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

Checklist for Test Administrators

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

3rd
4th
5th
6th
7th
8th

MICHIGAN
Department of Education

M-STEP 2017 Paper/Pencil Summative Assessment Administration Directions

Office of Standards and Assessment (OSA)
Phone: 1-877-560-8378
Website: www.michigan.gov/baa
Email: baa@michigan.gov