Appendix A: Test Administration Documents

Appendix A.1 Guide to State Assessments

Guide to State Assessments

MICHIGAN

Department Education

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→ OVERVIEW

The Michigan Department of Education (MDE) is pleased to continue the Michigan Student Test of Educational Progress (M-STEP), along with the Michigan Merit Exam (MME), MI-Access alternate assessments, WIDA, and the Early Literacy and Mathematics Benchmark Assessments.

The MDE saw continued successes during the 2016-2017 school year. These successes included:

- over 98% of schools administered assessments online
- preliminary reports available in less than 48 hours after a student completed an online test
- final M-STEP reports provided to schools before Labor Day

For Spring 2018, legislators charged MDE to reduce testing time in mathematics and English language arts (ELA) to a combined average of three hours. The MDE made adjustments to M-STEP mathematics

and ELA, and believes the assessment timings will approach this target.

In addition, M-STEP science assessments will be administered in grades 5, 8, and 11 beginning Spring 2018, using the science standards adopted by the State Board of Education in November 2015.

Additional information on each state assessment is provided within this document.

Michigan's assessment system will continue to set national standards for quality and rigor, while measuring how well our students are doing in preparing for careers and college. We look forward to building on our successes and having another great assessment year.

Subscribe to the weekly newsletter <u>Spotlight on Student Assessment and Accountability</u> (www. michigan.gov/mde-spotlight), for timely information on assessment and accountability topics during the 2017-2018 school year.

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→ SPRING 2018 SUMMATIVE ASSESSMENTS

Changes to the **M-STEP** summative assessments for Spring 2018 include:

- removal of all Performance Tasks in ELA and mathematics
- removal of Claim 2 Writing short constructed response items in ELA grades 3, 4, 6, and 7
- addition of one Claim 2 Writing text-dependent analysis (essay) in each grade of ELA
- assessing science in grades 5, 8, and 11 (moving from grades 4 and 7 to grades 5 and 8)
- requiring all eligible grade 5, 8, and 11 students participate in the statewide science field test (in place of an operational science test)

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

- English Language arts (grades 3–8): computeradaptive (CAT) assessment with textdependent analysis (essay) at every grade
- Mathematics (grades 3–8): computer-adaptive (CAT) assessment
- Science Field Test (grades 5 and 8): 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 Field Test: 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 will take the PSAT in 9th and 10th grades, but the assessment results will not be part of Michigan's accountability system for 2018.

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

- English Language Arts
 - Expressing Ideas (grades 3–8 and 11): provided as paper/pencil assessment ONLY for ALL students
 - Accessing Print and Using Language (grades 3–8 and 11): fixed-form online assessment
- Mathematics (grades 3–8 and 11): fixed-form online assessment
- Science (grades 4, 7, and 11): fixed-form online assessment
- Social Studies (grades 5, 8, and 11): fixed-form online assessment

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

- English Language Arts and Mathematics combined administrator booklets with student facing picture cards (grades 3, 5, 6, and 8): paper/pencil test booklet with online answer document
- English Language Arts, Mathematics, and Science combined administrator booklets with student facing picture cards (grades 4, 7, and 11): paper/pencil test booklet with online answer document
- There is no social studies test offered at the state level for P/SI. Therefore, Individualized Education Program (IEP) teams

must determine which locally determined social studies test will be administered for students in grades 5, 8, and 11.

Spring 2018 Testing Windows

The Spring 2018 testing windows for the M-STEP and MI-Access assessments will span seven weeks from April 9 – May 25, 2018.

- The M-STEP online window is divided into two 4-week grade level sub-windows:
 - ◆ Online testing for grades 5, 8, and 11: April 9 – May 4, 2018
 - Online testing for grades 3, 4, 6, and 7:
 April 30 May 25, 2018

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

- M-STEP Paper/pencil testing for grades
 3-11: falls on designated dates within the
 7-week online window (see pages 20-22 of this document)
- The 7-week testing window for MI-Access Alternate Assessment for both online and paper/pencil is April 9 – May 25, 2018.
- 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 5 – March 23, 2018.

M-STEP Statewide Science Field Test -Assessing New Standards

The Michigan Department of Education is conducting a statewide summative science field test in both Spring 2018 and Spring 2019. The science field test, which is based on Michigan's new science academic standards, will be administered to **all** students in grades 5, 8, and 11. The former M-STEP science assessments were

aligned to the now-outdated Grade Level and High School Content Expectations (GLCEs and HSCEs), and have been discontinued as students are receiving instruction in the new science standards. The Spring 2018 and Spring 2019 science field test administrations will count towards the participation requirement in Michigan's state and federal accountability system. While the science field tests will count for participation, since they are not operational assessments, science proficiency will not be calculated. Summary reports based on raw scores will be provided. The new M-STEP science assessment is expected to be operational in Spring 2020.

The new science assessment is structured using item clusters, which are a set of five to eight items with a common stimulus. For the Spring 2018 field test, each student will be administered three item clusters (1 each of Physical Science, Earth Science, and Life Science). The estimated testing time is 30-45 minutes.

The 2018 science pilot will be administered online, with a paper/pencil option for those few students whose disabilities prevent them from testing online. For additional information on the science assessment plan, see the Michigan K-12 Science Standards

Assessment Update Webinar - August 2017 located on the M-STEP web page (www.michigan.gov/mstep) under the Content Specific Information section.

→ TEST SESSION TIMING

Spring 2018 M-STEP tests are untimed and student-paced. Therefore, students **must** be given as much time as they need to complete each session or part of the test. The times listed on the following pages are **estimated** times and are provided for planning purposes. 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 be able to pause and 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
- one 60- and two 30-minute sessions

The net result for schools is the **freedom to schedule** 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 any time normal instruction takes place during the school day (7:00 AM – 4:00 PM) within the four-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 M-STEP and MI-Access ELA test sessions

- 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 20–22 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 session times do **not** include the following:
 - traveling to and from the testing room
 - distributing and collecting test materials
 including test booklets and answer documents
 - completion of the answer document demographic page
 - reviewing test directions with students

→ TESTING IN M-STEP GRADES 3 - 8

The tables shown below and on the following pages provide overall test session timing and information on online and paper/pencil assessments by grade and content area. The goal of the redesigned M-STEP is for an average time of three hours for math and ELA testing. For planning purposes the times estimated below are somewhat longer than the anticipated average.

Spring 2018 Estimated Test Session Timings Grades 3–8						
Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA Computer Adaptive	2:00	2:00	2:00	2:00	2:00	2:00
Math Computer Adaptive	1:30	1:30	1:30	2:00	2:00	2:00
Science Field Test	NA	NA	0:45	NA	NA	0:45
Social Studies Part 1	NA	NA	0:30	NA	NA	0:30
Social Studies Part 2	NA	NA	0:30	NA	NA	0:30
Estimated Total Hours for Spring 2018	3:30	3:30	5:15	4:00	4:00	5:45

Times have been reduced from last year's estimated total hours:

Estimated Total Hours	4:00	5:40	7:40	4:30	6:10	8:10
for Spring 2017	4.00	5.40	7.40	4.30	0.10	8.10

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

English Language Arts (ELA)

4-week testing window 3-week window with designated initial test desi	
• 1 session (1 test ticket) • Computer Adaptive Test – 2 hours • Breaks can be provided during the test session using the software's pause feature • Day 1: Parts 1 and 2 – 1 hour Listening/Claim 3 Reading/Claim 1 • Day 2: Part 3 – 1 hour Writing/Claim 2 Research/Claim 4 • Breaks can be provided at STOP signs in the booklet	

Mathematics

Grade	Online 🖳	Paper/Penoil 🧪
3 – 5	 4-week testing window 1 session (1 test ticket) Computer Adaptive Test (CAT) – 1 hour, 30 minutes Calculators not permitted in grades 3 – 5 Breaks can be provided during test sessions using the software's pause feature 	 3-week window with designated initial test dates and available makeup dates Day 1: Part 1 – 45 minutes Part 2 – 45 minutes Calculators not permitted in grades 3 – 5 Breaks can be provided at STOP signs in test booklet
6 – 8	 4-week testing window 1 sessions (1 test ticket) Computer Adaptive Test (CAT) – 2 hours Grade 6 – embedded basic calculator * Grades 7/8 – embedded scientific calculator * Breaks can be provided during test sessions using the software's pause feature * on designated items 	 3-week window with designated initial test dates and available makeup dates Day 1: Part 1 – 1 hour (no calculator) Part 2 – 1 hour (with calculator) Grade 6 – basic calculator Grades 7/8 – scientific calculator Breaks can be provided at STOP signs in test booklet

Science Field Test

Grade	Online 🖳	Paper/Penoil 🧪
5 and 8	 4-week testing window 1 session (1 test ticket) – 45 minutes Breaks can be provided during the test sessions using the software's pause feature 	 3-week window with designated initial test date and available makeup dates Day 1: 1 Part – 45 minutes Breaks can be provided at STOP signs in test booklet.

Social Studies

Grade	Online 🖳	Paper/Penoil 🥢
5 and 8	 4-week testing window 2 sessions (2 test tickets: Part 1, Part 2) Part 1 - 30 minutes Part 2 - 30 minutes Breaks can be provided during test sessions using the software's pause feature 	 3-week window with designated initial test date and available make-up dates Day 1: Part 1 – 30 minutes Part 2 – 30 minutes Breaks can be provided at STOP signs in test booklet

→ TESTING IN HIGH SCHOOL

In addition to the Michigan Merit Examination (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 2018 accountability.

Spring 2018 Test Session Timings - High School						
Subject	Grade 9	Grade 10	Grade 11			
Science Field Test	NA	NA	0:45			
Social Studies	NA	NA	0:30			
PSAT*	2:40	3:00	NA			
College Entrance*	NA	NA	4:22			
Work Skills*	NA	NA	3:00			
Estimated Total Hours	2:40	3:00	8:37			
* 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
Book collection	5	5
Total (hours, minutes)	2:40	3:00

Note: The PSAT Accommodations Testing window is two weeks for students with certain non-standard accommodations. Only students who are designated on the Non-standard Administration Report (NAR) are eligible to test within the 2-week window. Students approved for testing over two days must be tested on consecutive days.

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 Field Test and Social Studies



Testing times for the MME components are shown below and on the following pages. For detailed

information on online testing windows and paper/pencil testing dates, see the **Spring 2018 Testing Schedule for Online and Paper/Pencil Assessments** on pages 19–22 of this document.

Note: The SAT Accommodations Testing window is two weeks for students with certain non-standard accommodations. Only students who are designated on the Non-standard Administration 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)*	4:22

^{*}does not include pre-administration time

ACT WorkKeys

Tests	Time // (in minutes)
Workplace Documents	55
Applied Math	55
Break*	15
Graphic Literacy	55
Total (hours: minutes)	3:00

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

M-STEP Science Field Test and Social Studies

Grade	Online 🖳	Paper/Penoil 🥢
11	 4-week testing window Science: 1 session (1 test ticket) – 45 minutes Social Studies: 1 session (1 test ticket) – 30 minutes 	 3-week window with designated initial test date and available makeup dates Science: 1 Part – 45 minutes Social Studies: 1 Part – 30 minutes
	Breaks can be provided during test sessions using the software's pause feature	

→ 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 significant cognitive impairment, but who can access resources, strategies, and supports with limited assistance, 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 significant cognitive impairment, who require ongoing support in major life roles, 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 significant cognitive impairment, who require extensive ongoing support through adulthood, and whose instruction is most closely aligned with the "low" range of the Essential Elements Range of Complexity.

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

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 2018. 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:
 - Accessing Print and Using Language
 online and paper/pencil
 - Expressing Ideas (constructed response)

 Administered as paper/pencil
 assessment ONLY to ALL students
 (including students taking the rest of the MI-Access FI assessments online)
- 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 are untimed. Students can complete one part in a single day with the flexibility to have multiple breaks during the day when needed, or to test over multiple days.

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

Students will continue to experience activity-based observation items as well as selected-response items using picture cards or instructional materials. The answer document is the only online component of the P/SI assessments. Primary Assessment Administrators will enter the student scores 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 offered at the state level for P/SI. Therefore, Individualized Education Program (IEP) teams must determine which locally determined social studies test will be administered for students in grades 5, 8, and 11.

Grade 11 MI-Access FI: College Entrance and Work Skills Assessments

- Students taking the grade 11 MI-Access assessments may also take the ACT WorkKeys assessment if the Individualized Education Program (IEP) team determines it is an appropriate assessment.
- If the the IEP team determines that the SAT with Essay is an appropriate assessment for the student, then the ELA and mathematics

scores will be derived from the SAT with Essay and the student will not take MI-Access FI ELA and mathematics tests.

\rightarrow 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. The assessment provides 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 required for K and available in grades 1–12 for students who may not yet be technology-ready or have a disability that requires a paper/pencil test.

Test Session Timing and Sequence

Scheduling online testing sessions:

- The Listening and Reading domains must be administered first in the testing window for students in grades 1-12. Because the assessment is staged-adaptive, scores from a student's performance in these two domains will determine his/her tier (A or B/C) for Writing.
- Students do not need to be separated by tier (A, B, C) during test administration. 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.

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 (Writing is administered in paper/pencil only):
 - ♦ 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. This small group setting 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 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
	students listen to prompts and speak into headsets to record their answers	test Administrator plays pre-recorded speaking prompts on a CD
Smarking.	student responses are automatically sent to DRC for rating and scoring	students speak their responses to Test Administrators
Speaking	up to 30 minutes	test Administrators score student speech during administration
	maximum of 5 students in the testing room	15–35 minutes per student
		administered individually
	 Grades 1–3: students complete the entire Writing test (prompts and responses) on paper Grades 4–12: 	 Tier A, Grade 1: up to 35 minutes students read prompts on a paper test
Writing	 students read prompts on the computer screen 	form • Tier A, Grades 2-12: up to 60 minutes
	 students keyboard or handwrite responses based on Michigan's guidelines— 	 Tier B/C: up to 65 minutes students handwrite responses on a paper test
	keyboarding is the default setting	form
	 keyboarded responses are automatically sent to DRC; handwritten responses will need to be shipped 	test booklets are returned to DRC and scored
	up to 65 minutes	

^{*} 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 <u>WIDA website</u> (www.wida.us) as well as within the Secure WIDA Portal.

WIDA Screener and W-APT

The WIDA Screener and the Kindergarten WIDA ACCESS Placement Test (W-APT) are screening assessments used to identify potential ELs upon enrollment. The WIDA Screener is available in both an online and paper/pencil format for students in grades 1-12. However, students should only take the paper/pencil form of the Screener if they have disabilities requiring use of a paper/pencil form or if they are considered recent arrivers (attended U.S. schools for 12 months or less). The WIDA Screener may take between 35 and 70 minutes depending on the grade level cluster and path administered.

The W-APT is the paper/pencil assessment given to Kindergarteners. Students are assessed on Listening, Reading, Writing, and Speaking. The W-APT is designed to take 10-15 minutes for Listening and Speaking and an additional 10-15 minutes for Reading and Writing.

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

The Early Literacy and Mathematics Benchmark Assessments for grades K, 1, and 2 are administered in fall and spring. These benchmark assessments are completely aligned to Michigan's academic content standards, and are only administered online (no paper/pencil version). Beginning in 2017-2018, the third grade reading law requires that students in grades K, 1, 2, and 3 be given an English language arts (ELA) assessment within the first 30 days of school. The assessment must be from the MDE-approved list of initial assessments to assure students are on target to pass the third grade summative ELA assessment (M-STEP). The MDE-developed Early Literacy Benchmark Assessments are on the approved list of initial assessments.

For 2017-2018, district/schools can choose to administer any assessment from the MDE-approved list of initial assessments located on the Early Literacy and Mathematics web page (www. michigangov/earlylitandmath) under Early Literacy and Mathematics Resources section. The ELA benchmark requirement for students in grades K, 1, and 2 will be fulfilled.

Districts should continue to administer benchmark assessments in mathematics to students in grades K, 1, and 2. MDE provides Early Literacy and Mathematics Benchmark Assessments in the fall and spring, or districts may choose to use a different benchmark assessment tool for mathematics. If a district chooses to administer a benchmark assessment other than the MDE-developed Early Mathematics Benchmark Assessment, it is the district's responsibility to ensure their selected benchmark assessment meets both the definition and criteria of benchmark assessments set by the MDE.

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 <u>Early Literacy</u> and <u>Mathematics web page</u> (www.michigan.gov/earlylitandmath).

Students for whom an IEP team determines that Michigan's Early Literacy and Mathematics Benchmark Assessment are not appropriate are not 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). The 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 2017	September 11 – October 6, 2017			
Spring 2018	April 9 – May 25, 2018			

The fall and spring online administration of the benchmark assessments use the same online delivery engine as the M-STEP assessments. The Fall 2017 testing window for grades K, 1, and 2 was September 11 – October 6, 2017. The Spring 2018 grades K, 1, and 2 tests may be given at any time during the M-STEP testing window (April 9 – May 25, 2018) in order to allow schools maximum flexibility in scheduling. Schools participating in the Early Literacy and Mathematics online assessments must pre-identify their students in the Secure Site using the Pre-ID function. Please keep in mind the following:

- Human Voice Audio (HVA) is the standard way in which mathematics and ELA reading passages, test questions, and appropriate answer options are presented to students in grades K and 1, so headphones will be needed.
- Students in grade 2 will need headphones if Text-to-Speech (TTS) is enabled.

The following tables provide session and timing information for the Spring 2018 Early Literacy and Mathematics Benchmark Assessments.

English Language Arts (ELA)

Grade	Online 🔙 only
K-2	 7-week testing window for grades K, 1, and 2 in Spring 2018 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

Mathematics

Grade	Online 具 only
K-2	 7-week testing window for grades K, 1, and 2 in Spring 2018 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

M-STEP, MI-Access FI, and Early Literacy and Mathematics Benchmark

Resources for Online Testers

The Office of Educational Assessment and Accountability (OEAA) has developed online resources for students taking state assessments at all grade levels. The resources support the idea that children can learn about online technology when teachers and other educators demonstrate the use of technology—classroom viewing of the student video tutorial, classroom viewing of the Online Tools Training (OTTs), followed by interacting with children while each student practices with technology (OTTs).

Student Tutorials

The OEAA has created Student Tutorials. These are student-narrated videos that introduce teachers and students to the online tests and tools contained in the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments. The Student Tutorials are designed to be administered in a group setting, such as the classroom, using a projector or other similar resource. The tutorials can be accessed three different ways:

- <u>eDIRECT</u> (https://mi.drcedirect.com)
 Select All Applications → General Information → Test Tutorials. Click on the icon under the Action column. This takes you to the tutorial page.
- INSIGHT Open INSIGHT and at the bottom of the page select the DRC INSIGHT Online Assessments Tutorials link.
- Chrome (https://wbte.drcedirect.com/MI/portals/mi) You must use the Chrome browser to access the tutorials. Click the yellow link at the bottom of the page: DRC INSIGHT Online Assessments Tutorials. This is the same link used for the online sample item sets.



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.

Online Sample Item Sets and OTTs

Another important set of resources teachers can access are online Sample Item Sets for students in grades K-8. The Sample Item Sets are a select group of test items in ELA, mathematics, science, and social studies that encompass various kinds of technology-enhanced items (drag and drop, hot spots, etc.) and are embedded within the OTTs. The sets provide teachers and students practice in solving grade-level and content-specific test items aligned to Michigan's content standards, and provide practice in navigating the online test delivery system. The OTTs can be accessed two ways:

 <u>Chrome</u> (https://wbte.drcedirect.com/MI/ portals/mi) — You must use the Chrome browser to access the OTTs. Choose the <u>Online Tools Training</u> link located under each assessment.

Students can access the practice sets from home with the Chrome browser.

 INSIGHT — Open INSIGHT and on the lower left side of the page, select the Online Tools Training link under each assessment.

Feedback collected from previous administrations indicates that students and teachers who utilized the OTTs and 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.

Recommended Sequence

The OEAA 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 show the **Online Tools Training (OTTs)** to the entire class (doesn't have to be on the same day). After students have watched the Student Tutorial Video projected by the teacher,

followed by watching the teacher navigate through the OTTs via a projector or other classroom viewing resource, each student should be provided handson practice with the online **Sample Item Sets** contained within the OTTs, ideally using the device they will use during testing.



The OEAA welcomes your feedback on the online resources.

Sample Item Sets for Paper/Penoil Testers

OEAA 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.

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 a practice test implies a test with the same number of items and similar level of difficulty as an actual test.

WIDA ACCESS for ELLs 2.0

Online and Paper/Pencil Testers

A number of resources are available on WIDA's website (www.wida.us) to help educators and students become familiar with the WIDA ACCESS for ELLs 2.0 testing experience for both online and paper/pencil. These resources include Student Handouts, Online Speaking Guidance documents for educators, Online Test Demo, Interactive Sample Items for online testing, Online Test Practice, Paper-Based Sample Items, and Practice Speaking Questions for paper/pencil. Educators are strongly encouraged to review these resources with students.

→ 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 with 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 include 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.

Along with making sure students have 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 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 the mathematics 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 2018 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 given 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 which the student is familiar using during regular classroom instruction. A mismatch of supports offered can cause significant difficulties for students at the time of testing and potentially negatively impact student 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 mathematics assessment. It is inappropriate for districts to make blanket decisions about assessment supports for particular student groups.

Accessibility decisions need to made on an individual basis. For students with disabilities, classroom and assessment decisions must be documented in the IEP.

For more information, review the resouces on the M-STEP web page (www.michigan.gov/mstep) under Student Support and Accommodations.

→ 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 through 2017. The Technology User Guide and other support materials are available on eDIRECT (https://mi.drcedirect.com).

INSIGHT is the secure browser your students 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, WIDA ACCESS for ELLs 2.0, and WIDA Screener Online. INSIGHT will prompt for a one-click update if a newer version is available, or the latest version (8.0) can be mass-deployed.

The Testing Site Manager (TSM) is a local caching server. The latest version is 9.2, and it will update itself from spring 2016 if it was set to auto-update at installation. 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) for students taking WIDA online.

The Device Toolkit on eDirect has been updated and renamed "Central Office Services – Device Toolkit (COS-DTK)." COS-DTK is what connects INSIGHT to your TSM(s). ORG Unit IDs have been simplified this year. ORG Unit IDs from Spring 2016 should auto-update to new ones when INSIGHT loads, and new ORG Unit IDs will be created in the COS-DTK normally.

A wide range of devices are supported for Spring 2018 testing. These include non-touchscreen Windows-, Mac-, Chrome-, and Linux-based computers and laptops, along with iPads and some touchscreen devices. Please check the DRC INSIGHT System Requirements for online testing, located on edirect.com/) under All Applications — General Information — Documents or the Technology User Guide for all supported devices and operating systems.

The Michigan Department of Education (MDE) Spring 2018 testing windows and dates for all summative online and paper/pencil assessments are included in this document.

For Spring 2018, students in grades 3–8 will be taking M-STEP English language arts (ELA) and mathematics (3–8), and science and social studies (5 and 8). Students in grade 9 will take the PSAT $8/9^{TM}$ and students in grade 10 will take the PSAT 10^{TM} .

Grade 11 students will take the Michigan Merit Examination (MME), which has three **required** components:

- SAT™ with Essay college entrance exam (which provides ELA and mathematics results)
- 2. ACT WorkKeys® workskills assessment
- 3. M-STEP science and social studies assessments.

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

Sp	ring	2018	s lest	ting	Sche	dule	e for	Sum	mati	ve A	sses	smei	nts			
								Wee	k Of							
Assessment	2/5 -2/9	2/12 -2/16	2/19 -2/23		3/5 -3/9	3/12 -3/16	3/19 -3/23	3/26 -3/30		4/9 -4/13		4/23 -4/27		5/7 -5/11	5/14 -5/18	5/21 -5/25
M-STEP Grades 5, 8, and 11											4 w	eeks				
M-STEP Grades 3, 4, 6, and 7														4 w	eeks	
MI-Access Alternate Assessments		7 weeks														
College Entrance: SAT with Essay										4/10 only		4/24 only				
Accommodations Testing										4	/10-4/2	.4				
Work Skills: ACT WorkKeys										4/11 only		4/25 only				
Accommodations Testing										4/11-	-4/24	4/25	-5/1			
PSAT*										4/10 or 4/11		4/24 or 4/25				
Accommodations Testing										4,	′10 – 4/	24				
WIDA ACCESS for ELLs 2.0		7 weeks														
WIDA Alternate ACCESS for ELLs		7 weeks														

^{*} 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.

NOTE: Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.

2018 Summative Testing Schedule

for Online and Paper/Pencil Assessments

ONLINE Test Administration Dates*

- M-STEP—Grades 5, 8, and 11: the online tests may be administered on any instructional day
 April 9 May 4, 2018
- M-STEP—Grades 3, 4, 6, and 7: the online tests may be administered on any instructional day
 April 30 May 25, 2018
- MI-Access Alternate Assessments—Grades 3–8 and 11: the online tests may be administered on any instructional day April 9 – May 25, 2018

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 9 May 25, 2018
- M-STEP, SAT, PSAT, and ACT WorkKeys—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 2018					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10 SAT w/Essay	11 ACT WorkKeys	12 SCI/SS	13 Makeup SCI/SS	14
15	16	16 17 18 19 20 Makeup Science/Social Studies				21
22	23	24 Makeup SAT Makeup S	25 Makeup ACT WorkKeys Science/So		27 es	28
29	30	1	2	3	4	5

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

2018 Summative Testing Schedule

for Online and Paper/Pencil Assessments

Paper/Pencil Test Dates — Grades 9 and 10

	April 2018					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
		PSAT	PSAT			
15	16	17	18	19	20	21
22	23	24	25	26	27	28
		Makeup PSAT	Makeup PSAT			
29	30	1	2	3	4	5

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 the initial test dates and the makeup test dates.

Paper/Pencil Test Dates — Grades 5 and 8

	April 2018					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
		ELA Day 1	ELA Day 2	Makeup ELA	Makeup ELA	
15	16 Makeup ELA	17 MATH	18 SCIENCE	19 SOCIAL STUDIES	20 Makeup any content area	21
22	23	24	25	26	27	28
	Makeup - any content area					
29	30	1	2	3	4	5

2018 Summative Testing Schedule

for Online and Paper/Pencil Assessments

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

	May 2018					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1	2	3	4	5
		ELA Day 1	ELA Day 2	Makeup ELA	Makeup ELA	
6	7	8	9	10	11	12
	Makeup ELA	MATH	Makeu	p - ELA and	MATH	
13	14	15	16	17	18	19
		Makeu	ip - ELA ar	d Math		
20	21	22	23	24	25	26
27	28	29	30	31		

Appendix A.2 M-STEP Test Administration Manual



Spring 2018

M-STEP Test

Administration

Manual

(TAM)

Updated April 5, 2018

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How to Use This Manual

Introduction

This manual is intended to help those involved with administering the Michigan Student Test of Educational Progress (M-STEP) assessments understand (1) how the administration process works from beginning to end, (2) key dates when specific assessment activities take place, (3) the roles that school personnel play in the administration process, and (4) how to use available supports and accommodations.

This manual is divided into eight sections:

- Important Dates gathers calendarrelated information in one place to help school personnel prepare for, schedule, and administer the tests.
- Overview describes general information that everyone involved in the M-STEP administration process needs to know, including District M-STEP Coordinators, Building M-STEP Coordinators, Test Administrators, Technology Coordinators, and other relevant school personnel.
- District Coordinators covers information specific to fulfilling the role of a District M-STEP Coordinator before, during, and after testing.
- Building Coordinators covers information specific to fulfilling the role of a Building M-STEP Coordinator before, during, and after testing.

- **Test Administrator** covers information specific to fulfilling the role of a Test Administrator. (**NOTE**: This section does not include actual test directions; those can be found on the M-STEP webpage and in the Initial Materials Order [IMO] page in the Secure Site).
- Supports and Accommodations
 discusses the numerous supports and
 accommodations available to students
 when taking the M-STEP tests, as well as
 how and when to use them and where to
 obtain additional information.
- Materials Return Instructions describes in detail how to return secure materials to the M-STEP contractor for scoring, as well as how to handle non-scorable materials.
- **Appendices** include the *M-STEP Calculator Policy*, the *M-STEP Scratch Paper Policy*, the *Incident Reporting Guide*, a direct link to the *eDIRECT User Guide*, the *2018 M-STEP List of Important Dates*, updates to the 2018 M-STEP, and resources for the administration of the assessment.

Everyone involved in M-STEP testing must read the *Important Dates* and *Overview* sections of the manual. They also must read the section (or sections) related specifically to their role(s) in the test administration process. All other sections are optional; however, it is strongly encouraged that educators read the entire manual, if time permits, to better understand how their role fits into the overall administration process. The following table shows which sections of the manual must be read by whom, as well as where to find those sections.

Role	Required Sections	Page
District Coordinator	All sections: Important Dates Overview District Coordinators Building Coordinators Test Administrators Supports and Accommodations Materials Return Instructions	8 12 32 42 55 64
Building Coordinator	 Important Dates Overview Building Coordinators Test Administrators Supports and Accommodations Materials Return Instructions 	8 12 42 55 64
Test Administrator	Important DatesOverviewTest AdministratorsSupports and Accommodations	8 12 55 64

The M-STEP assessments are administered primarily online. However, there are two instances in which they may be administered using paper/pencil versions of the test: (1) when required to meet an individual student's needs, or (2) when a waiver has been applied for by a school and approved by the Michigan Department of Education (MDE). November 21, 2017, was the last date by which schools could apply for Spring 2018 waivers.

Since this manual provides information on both types of test administration (online and paper/pencil), the MDE has developed two icons—a computer to represent online testing and a pencil to represent paper/pencil testing. When a section of the manual applies only to **one mode** of testing, the corresponding icon will appear. Sections without icons pertain to both online and paper/pencil testing.

Icon	Mode
	Paper/Pencil
	Online

Important Dates

Although many of these dates are mentioned elsewhere in the manual, the Michigan Department of Education (MDE) thought it was important to have one place where readers could go to find all of the key dates related to M-STEP testing. Please feel free to print, copy, and distribute these pages to others involved in the testing process.

(NOTE: A complete list of dates encompassing the entire 2018 M-STEP administration cycle can be found in *Appendix E* on page 101.)

Spring 2018 Testing Schedule for Summative Assessments Week Of **Assessment** 2/19 2/26 3/12 3/19 3/26 4/23 5/14 -2/9 -2/16 -2/23 -3/2 -3/9 -3/16 -3/23 -3/30 -4/6 -4/13 -4/20 -4/27 -5/4 -5/11 -5/18 -5/25 M-STEP Grades 5, 8, 4 weeks and 11 4 weeks M-STEP Grades 3, 4, 6, and 7 MI-Access Alternate 7 weeks Assessments 4/24 College Entrance: 4/10 only SAT with Essay only 4/10-4/24 **Accommodations Testing** 4/11 4/25 Work Skills: ACT WorkKeys only only 4/11-4/24 4/25-5/1 **Accommodations Testing** PSAT* or 4/11 or 4/25 4/10 - 4/24 **Accommodations Testing** WIDA ACCESS for ELLs 2.0 7 weeks WIDA Alternate ACCESS 7 weeks for ELLs

NOTE: Paper/Pencil test dates for the M-STEP ELA, mathematics, science, and social studies assessments will occur on designated dates within the testing windows.

^{*} 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 makeun test dates.

Paper/Pencil Test Dates

Grade 11

April 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
		SAT w/Essay	ACT WorkKeys	SCI/SS	Makeup SCI/SS	
15	16	17	18	19	20	21
		Makeup Science/Social Studies				
22	23	24 Makeup SAT Makeup S	25 Makeup ACT WorkKeys Science/So		27 es	28
29	30	1	2	3	4	5

Grades 9 and 10

April 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10 PSAT	11 PSAT	12	13	14
15	16	17	18	19	20	21
22	23	24 Makeup PSAT	25 Makeup PSAT	26	27	28
29	30	1	2	3	4	5

Grades 5 and 8

	April 2018					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
		ELA Day 1	ELA Day 2	Makeup	Makeup	
		Day I	Day 2	ELA	ELA	
15	16	17	18	19	20	21
	Makeup ELA	MATH	SCIENCE	SOCIAL STUDIES	Makeup any content area	
22	23	24	25	26	27	28
	Makeup - any content area					
29	30	1	2	3	4	5

Grades 3, 4, 6, and 7

	May 2018					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1 ELA Day 1	2 ELA Day 2	3 Makeup ELA	4 Makeup ELA	5
6	7 Makeup ELA	8 MATH	9 Makeu	10 p - ELA and	11 MATH	12
13	14	15 Makeu	16 up - ELA ar	17 nd Math	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



	Important Pre-Testing A	ctivities		
M-STEP Pre-ID	Opens: January 8, 2018 Closes for preprinted barcode labels (paper/pencil testers): February 13, 2018			
Window	Online Test Session set-up: Janua	ary 8 – February 26, 2018		
	Remains open for new students th grade-specific test window.	rough the last day of the		
M-STEP Initial Order Window	January 8–February 13, 2018			
M-STEP Additional Order Window	Grades 5, 8 and 11: April 3-April 24, 2018 (Window closes at noon.) Grades 3, 4, 6 and 7: April 24-May 15, 2018 (Window closes at noon.)			
M-STEP Spring Coordinator Live and Taped Training	March 6, 2018 (live, 10-11 AM) The recorded version will be available in eDIRECT on March 7, 2018. (This training relates only to online testing.)			
Spring 2018 M-STEP Test Recorded Presentations	Released in chapters on the M-STEP web page. Watch <i>Spotlight</i> for dates available.			
M-STEP Initial Test Materials Arrive in Districts	Grades 5, 8 and 11: Grades 3, 4, 6 and 7: April 16–18, 2018			

^{*} For grades 5, 8 and 11, schools may request an alternate delivery date of April 2–4, 2018 in the Secure Site Material Order Form. Alternate delivery dates for grades 3, 4, 6 and 7 are April 23–25, 2018. Schools can select alternate delivery dates in the Initial Material Order page of the Secure Site.

Surveys being conducted by the OEAA include: (1) the **Off-site Test Administration Request survey**, which opened on November 6, 2017 for grade/schoolwide testing and remains open for individual students (e.g., homebound, expelled, etc.) through the end of each grade-specific testing window; and (2) the **Alternate INSIGHT Availability Request survey** for schools that provide regular classroom instruction after 4:00 PM, which is open January 15–March 8, 2018.

Materials Return Dates								
Grades Grades Final date to ship without penalty and inclusion in Answer Document Verification Final date to Shipping dates with \$250 late fee charge		Shipping dates with \$250 late fee and \$25 processing fee per Answer Document	Dates after which materials will NOT be scored					
Grades 5, 8 and 11	May 2, 2018	May 3-9, 2018	May 10-16, 2018	May 17, 2018				
Grades 3, 4, 6 and 7	May 23, 2018	May 24-30, 2018	May 31–June 6, 2018	June 7, 2018				



Overview

M-STEP Assessments

The Spring 2018 Michigan Student Test of Educational Progress (M-STEP) includes summative assessments designed to measure student performance relative to the Michigan Academic Standards in English language arts (ELA), mathematics, science, and social studies. Each of these subject—area tests has unique characteristics.

What's New

For 2018: changes to the ELA and Math tests, the required science field test, a new process for Reporting Codes.

English Language Arts

English language arts (ELA) is assessed in grades 3–8. It covers four claims: reading, writing, listening, and research. The assessments are online computer adaptive tests. Paper/pencil tests are also available and are administered over two days.

Listening

Listening is part of the ELA assessment for all students. Students testing online will be required to have headphones to hear the audio presented for this portion of the test. Paper/Pencil Test Administrators will receive a CD and a Listening Script that must be used for the Listening portion of the paper/pencil assessment. Both of these materials are provided to Building M-STEP Coordinators; it is up to them to determine which method (CD or script) will be used in their building. Test administration directions are explicit and must be followed exactly as written.

If stand-alone CD players are not available to play the M-STEP ELA Listening CD for paper/pencil testers, Test Administrators may use the CD player in a classroom computer if the computer is equipped with speakers that enable each student to clearly hear the

passages. If there is any doubt about whether all students can hear each passage properly, the Listening Script should be used instead of the CD. Audio files (CDs) and Listening Scripts cannot be copied and must be returned with secure, non-scorable materials.

Once initial materials orders are placed, the Office of Educational Assessment and Accountability (OEAA) will send CDs and Listening Scripts to schools at a rate of one CD or Listening Script per 20 students. If necessary, additional CDs and scripts may be requested during the Additional Materials Order window. (See Appendix E on page 101 for the M-STEP List of Important Dates.) To determine the need for CDs in a particular building, first distribute the CDs and Listening Scripts within the school. Test Administrators need only one or the other, but not both. CDs and Listening Scripts can also be shared.

Mathematics

Mathematics is assessed in grades 3–8. It covers four claims: concepts and procedures, problem solving, communicating reasoning, and modeling and data analysis. There is one test ticket (instead of two) for online testers, and two parts to be completed in one day for paper/pencil testers.

Calculator Policy

Calculator use varies by grade and assessment type (online or paper/pencil). Therefore, it is important for Test Administrators calculator use.

No Calculators Allowed in Grades 3, 4, and 5

Regardless of the type of test a student is taking (online or paper/pencil), calculators may **not** be used for any item on the mathematics grades 3, 4, and 5 assessments; such use would change the construct of the items, or

what they are intended to measure. All students must abide by this policy, even students whose Individualized Education Programs (IEPs) or Section 504 Plans specify otherwise. The use of a calculator at grades 3, 4, and 5 is considered a nonstandard accommodation, which will render the assessment invalid. If a student in one of these grades uses a calculator, his/her paper/pencil Answer Document should be bubbled "Nonstandard Accommodation" and returned with the scorable materials, and an Incident Report must be submitted. (See Appendix C on page 89.)

• Embedded Calculators Provided for Online Testers in Grades 6, 7, and 8

Students in grades 6, 7, and 8 taking an online test will use the calculator embedded in the online delivery engine. A basic calculator is provided for students in grade 6. (The calculator **only** performs basic functions; students must know order of operations for the M-STEP assessment.) A scientific calculator is provided for students in grades 7 and 8.

Students taking a fixed-form accommodated online version of the mathematics test (i.e., video sign language and stacked Spanish translations) will not be able to use a calculator at all times because the test is divided into two parts: one that does not permit the use of calculators, and one that does permit calculator use. In the first part of the test, the calculator will not be available in the tool bar; it will appear only when the student begins the calculator-permitted part. Students will **not** be allowed to go back and forth between the two parts of the test. (It should be noted that a student may ONLY use a hand-held calculator while taking an online test if it is required by his or her IEP or Section 504 Plan; otherwise, he or she MUST use the embedded online

calculator. A hand-held calculator can only be used on items where the embedded calculator is allowed.)

• Resources Available to Practice Using Embedded Online Calculators

The OEAA has developed resources and tools for online testers to help prepare them for online testing. One of the resources is an online calculator practice tool. It is recommended that online testers visit the practice environment in eDIRECT (https://mi.drcedirect.com). Once there, students can go to General Information → Documents → Document Type: Mini-Modules to see sample mathematics items and familiarize themselves with the tool.

Calculator Use for Paper/Pencil Testers

Students in grades 6, 7, and 8 taking a paper/pencil test will use a hand-held calculator. Students in grade 6 will use a basic calculator, and students in grades 7 and 8 will use a scientific calculator. The test booklets are divided into two parts: Part 1 does **not** allow the use of calculators, but Part 2 does. Once a student starts Part 2, he or she may not return to the non-calculator items in Part 1. If a calculator is used in Part 1, the test needs to be marked as Nonstandard Accommodation. Since external hand-held graphing calculators are programmable, there is potential for a security breach. Therefore, all programmable calculators must be set to TEST mode during testing sessions.

The state's full calculator policy may be found in *Appendix A* on page 86. Coordinators and/or Test Administrators may copy and share it in its entirety with others involved in testing mathematics.



Gridded Responses

In some cases, a grid is used to capture student responses on the paper/pencil mathematics assessments. For a description of response grids and a sample grid that may be duplicated for use with teacher-made tests throughout the school year, go to the M-STEP web page (www.michigan.gov/mstep).

L1 (First Language) Glossaries

Glossaries are available in a number of different languages for use on the paper/pencil mathematics tests. The following languages are available:

- Arabic (which can be ordered during Initial Materials Orders in the OEAA Secure Site or downloaded)
- Cantonese
- Eastern Punjabi
- Ilokano
- Korean
- Mandarin
- Russian
- Spanish (which can be ordered during Initial Materials Orders in the OEAA Secure Site or downloaded)
- Tagalog
- Ukrainian
- Vietnamese
- Western Punjabi

Stacked Spanish

"Stacked Spanish" refers to the presentation of one part of the item in Spanish followed by the same part in English. A stacked Spanish test is available for use on the mathematics online and paper/pencil tests for students who are fluent in Spanish but may need a parallel version to fully demonstrate what they know and are able to do. Spanish-speaking students are presented with both Spanish and English as they work through the test. It is possible that a Spanish-speaking student may not be able to read Spanish; in that case, the stacked Spanish could be used as a Spanish Reader Script by a qualified translator who follows the

Spanish Read-Aloud Guidelines found on the M-STEP web page (www.michigan.gov/mstep). The Spanish mathematics tests for online test takers should be selected in eDIRECT. For paper/pencil testing, the Spanish mathematics test booklet should be ordered as a material from the OEAA Secure Site and marked as a support on the student's mathematics Answer Document. (NOTE: Responses MUST be written/entered in English; those written or entered in Spanish will not be scored.)

M-STEP Multiplication Table

For students in grades four and above who have a need (such as a persistent calculation disability [e.g., dyscalculia]) that is documented in their Individualized Education Program (IEP) or Section 504 Plan, the OEAA has developed the M-STEP Multiplication Table. It can be used for both the online and paper/pencil mathematics tests. The table can be found on the M-STEP web page (www.michigan.gov/mstep).

Science Field Test

For Spring 2018, the new Michigan science standards are being assessed in a statewide field test in grades 5, 8, and 11, with a fixed-form online or paper/pencil test. All eligible students are required to take the Science Field Test for participation purposes.

Social Studies

Social studies is assessed in grades 5, 8 and 11 with a fixed-form online or paper/pencil test.

The Michigan Merit Examination

The Michigan Merit Examination (MME) is administered to students in eleventh grade (and eligible 12th-grade students). In Spring 2018, it consists of the SAT with Essay, ACT WorkKeys™, and M-STEP summative assessments in science and social studies. To learn more about administering the MME, go to the MME web page (www.michigan.gov/mme).

Scratch Paper Guidelines

Scratch paper use varies by test type, grade, and subject area.

Online Mathematics

Scratch paper is allowed in all test sessions and on all test parts. For students in grades 6–8, **blank graph paper**, which can serve as scratch paper, is required and provided in the online material order. Additional blank graph paper can be downloaded from the M-STEP web page (www.michigan.gov/mstep). Testers in grades 6–8 must use **only blank graph paper**.

For grades 3–5, scratch paper can be **blank** ruled, or unruled, or graph paper.

■ Online ELA, Science, and Social Studies

Scratch paper is allowed in all test sessions and on all test parts. For all grades, scratch paper must be **blank** ruled or unruled paper.

Paper/Pencil Mathematics

Scratch paper is allowed in all test sessions and on all test parts. For grades 3–5, this may be **blank ruled**, **or unruled**, **or graph paper**. Students in grades 6–8 may be provided **blank graph paper**; however, students may also use the graphs in their test booklets to solve problems. If needed, blank graph paper can be downloaded from the M-STEP web page (www.michigan.gov/mstep). Testers in grades 6–8 must use **only** blank graph paper.

Paper/Pencil ELA, Science, and Social Studies

For paper/pencil ELA, science, and social studies, scratch paper is allowed in all test sessions and on all test parts. For all grades, scratch paper must be **blank** ruled or unruled

paper. (**NOTE**: There is also adequate space for note taking in the test booklets.)

Scratch Paper is Secure

Used scratch paper is considered a **secure** material regardless of which test it is used for, and, therefore, must be handled like all other secure materials. Fresh scratch paper must be distributed at the start of each test session.

□ Handling Scratch Paper for Online Testers

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

Students must write their names on the scratch paper. When students are provided a break, the scratch paper must be collected and securely stored with test tickets until testing resumes. If the scratch paper is clearly identified with each student's name, then the scratch paper may be redistributed when students resume testing within a test session. If not, fresh scratch paper is required.

Handling Scratch Paper for Paper/Pencil Testers

Fresh scratch paper must be distributed with each "part" of a test and students must write their names on the scratch paper. After students encounter a stop sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets. For the state's full scratch paper policy, see *Appendix B* on page 87.



Supports and Accommodations

The Michigan Supports and Accommodations Manual and the Supports and Accommodations Table present appropriate accommodations, supports, identification processes, classroom considerations, and guidelines for all state assessments. The documents can be found on the M-STEP web page (www.michigan. gov/mstep). The guidance in the documents pertains to general education students, as well as English learners (ELs), students with disabilities (SWDs), and students who are considered ELs and are also identified as SWDs.

Some supports and accommodations for students require that they take paper/pencil versions of the tests. These tests must be specifically requested when ordering materials in the OEAA Secure Site.

Conversely, other supports and accommodations may require that a student take the test online. Identifying individual students requiring supports and/or accommodations who will test online must be done in eDIRECT. Remember that testing students online requires that a Testing Site Manager (TSM) be set up and that INSIGHT, the test engine, be installed.

Please see the *Supports and Accommodations* section on page 64 of this manual for more detailed information.

Resources for Students to Prepare for Testing

A number of resources and tools have been developed to help students gain valuable experience with testing. The resources for online testing may be accessed in the *Accessing Online Tools Training* mini-module available in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications → General Information → Documents. Sample items and Performance Tasks for paper/pencil testers are available on the <u>M-STEP web page</u> (www.michigan.gov/mstep).

Available resources include:

- Grade-level Sample Item Sets
- Sample Essay Prompts
- Calculator Practice
- Online Tools Trainings (OTTs) for general education students
- OTTs for students using supports and accommodations
- Student Tutorials (for use with classrooms of students to provide an overview of what they will practice using the OTTs)

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

The OEAA Secure Site

Many testing functions take place on the <u>OEAA</u>
<u>Secure Site</u> (www.michigan.gov/oeaa-secure), including:

- Pre-identification of students
- Test selection and test session creation
- Ordering of paper/pencil test materials (and accompanying Return Materials Kits)
- Printing of barcode labels for paper/pencil Answer Documents (as necessary)
- Incident reporting
- Reviewing "Accountable Students and Test Verification" functions
- Downloading the L1 (First Language) glossaries for mathematics assessments
- Downloading the ELA listening scripts

If District or Building M-STEP Coordinators do not have a OEAA Secure Site user ID and password (which are required to enter the site), they should contact their district administrator (as assigned by the District Superintendent), who has responsibility for maintaining the site at the district level.

A user must have a Michigan Education Information System (MEIS) Login to log in to the Secure Site system. The Secure Site login screen will contain a link to the "Request MEIS ID" process. If the user has a MEIS ID but does not have access to the OEAA Secure Site, the system will display a screen to request access after logging on. Users requesting district, school administrator, and/or school user access will have the ability to submit a request using the request access screen.

Those who are unfamiliar with the OEAA Secure Site can find training resources on the Secure Site Training page (www.michigan.gov/securesitetraining).

Call Center Contact Information

The Office of Educational Assessment and Accountability (OEAA) has a call center to help answer questions related to M-STEP testing. Agents are available to receive questions at the following toll-free phone number and email address during specific hours.

• Call: 1-877-560-8378

• Email: mde-oeaa@michigan.gov

• 12/1/2017-4/8/2018: 8:00 AM-5:00 PM (M-F)

• 4/9/2018-5/25/2018: 7:00 AM-5:00 PM (M-F)

The following table shows the options related to M-STEP testing that are available for selection when calling the OEAA Call Center.

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

OEAA Communications with Schools and Districts

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

- Spring 2018 Training (live and recorded) and Video Tutorials for online M-STEP Coordinators in <u>eDIRECT</u> (https:// mi.drcedirect.com) (online focus only)
- Spring 2018 M-STEP Test Administration Recorded Presentations (online and paper/ pencil testing information in chapters), available on the M-STEP web page (www. michigan.gov/mstep) – watch the Spotlight for details
- A weekly newsletter called Spotlight. (sign up to receive the newsletter and/or read archived copies on the Spotlight web page (www.michigan.gov/mde-spotlight)
- The M-STEP web page (www.michigan.gov/ mstep)
- eDIRECT (https://mi.drcedirect.com)
- The "Announcement" page on the <u>OEAA</u>
 <u>Secure Site</u> (www.michigan.gov/oeaasecure)
- Presentations at state conferences, including the Michigan School Testing Conference in February

Please check these sources regularly to stay up to date on assessment and accountabilityrelated issues and activities.

The Educational Entity Master (EEM)

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



Overview

Because the EEM serves as the directory for identifying and linking educational entities with other data collection applications, it is imperative that districts and schools keep their information up to date. The OEAA will use that information in various ways throughout the M-STEP testing process.

For the M-STEP administration it is especially important that shipping information, as well as District Coordinator, Building Coordinator, and Technology Coordinator contact information is accurate and up to date. (**NOTE:** Test materials cannot be shipped to a P.O. box.)

The EEM may be accessed on the <u>EEM web</u> <u>page</u> (www.michigan.gov/eem). The EEM may be viewed by anyone, but it can only be updated by the authorized district EEM user. This is usually, but not always, the district student pupil accounting person. The EEM authorized user is listed on the District and School Contact page of the OEAA Secure Site.

M-STEP Roles and Responsibilities

District and school professional staff members play a key role in the fair and equitable administration of state assessments. While districts may adjust the roles and responsibilities to fit their size and organizational structure, all roles must be filled in some way. Each role may be carried out by one individual or split among several individuals. No function or responsibility, however, should be ignored.

There are four roles associated with M-STEP testing: District Coordinators, Building Coordinators, Test Administrators, and Technology Coordinators. Each of the first three roles has a section in this manual dedicated entirely to describing the responsibilities that must be carried out before, during, and after assessment administration. Technology Coordinators have

a separate manual that provides detailed information on how to install and configure the software used for testing. It is called the Technology User Guide and can be found in eDIRECT (https://mi.drcedirect.com).

The District, Building, and Technology Coordinators should all be identified in EEM. (NOTE: While EEM will allow multiple entries for each role, OEAA only uses the most recent entry.)

Following is a brief description of each M-STEP role.

District Coordinators

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

In addition, the person fulfilling this role must be identified in the EEM with current and accurate contact information.

For more detailed information, please see the *District Coordinator* section on page 32 of this manual.

Building Coordinators

Each school building involved with M-STEP testing, including alternative education programs, Shared Educational Entities (EEs), and Specialized Shared Educational Entities (S2E2s), must have a Building M-STEP Coordinator. This person may be the school principal or another professional staff member. The Building M-STEP Coordinator is responsible for arranging training opportunities for Test Administrators and students, making

all testing arrangements, developing test schedules based on the school's resources (i.e., available computers, testing rooms, etc.) and needs, and ensuring the overall integrity of the assessment process.

In addition, the person fulfilling this role must be identified in the EEM with current and accurate contact information. For more detailed information, please see the *Building Coordinator* section on page 42 of this manual.

Test Administrators

Test Administrators are responsible for preparing for and administering the M-STEP tests directly to students. Although there are separate manuals that contain specific test directions, this manual provides an overview of what Test Administrators are expected to do before, during, and after testing. For more detailed information on this role, please see the *Test Administrator* section on page 55 of this manual.

Technology Coordinators

Technology Coordinators (TCs) are responsible for numerous tasks related to the software used for testing (INSIGHT), as well as the Testing Site Manager (TSM) and Central Office (a new option for 2017-2018) – local caching systems that securely cache test content and student responses. TCs must:

- Complete a security compliance form
- Download and install INSIGHT and the TSM (for any devices new to online testing)
- Verify that the latest versions of INSIGHT and the TSM are installed (if the school participated in online testing before, this may require that old programs be uninstalled)
- Configure all devices used for testing in schools to communicate with the TSM (if not already done)

- Provide contact information to District and Building M-STEP Coordinators so they can easily request help in solving any technology issues that arise before, during, or after testing
- Be available during testing to troubleshoot and help Building M-STEP Coordinators and Test Administrators
- Clear the TSM at the end of each testing window (this can be done daily, if desired, but only after testing is finished for the day)

The person fulfilling this role must be identified in the EEM with current and accurate contact information.

Valid, Equitable, and Ethical Assessment

In April 2016, the State Board of Education approved the revised *Assessment Integrity Guide*. This document, which is available on the M-STEP web page (www.michigan.gov/mstep), establishes ground rules for how state-level assessments should be administered. It also includes information on roles and responsibilities, test preparation, administration irregularities, and security.

It is recommended that the Assessment Integrity Guide be downloaded from the web page and read prior to the Spring 2018 assessment cycle, as it contains specific information and directions for individuals based on their assessment responsibilities.

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

- Students' test results are valid and reliable
- The testing context is equitable for all students
- All practices are ethical



OEAA Security Compliance Forms

OEAA Security Compliance Forms are available on the M-STEP web page (www.michigan. gov/mstep) and are also sent to schools and districts with their initial materials shipment. All staff involved in the administration of M-STEP tests must read and sign an OEAA Security Compliance Form asserting that they (1) have read the required assessment materials related to their role in the M-STEP administration process, and (2) understand their role and responsibilities. This includes technology coordinators, district and building test coordinators, test administrators, proctors, and all other staff or volunteers with access to secure test materials or student responses.

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

Students to be Tested

Public schools are required to test all of their students; however, testing for students who are home schooled or who attend non-public schools is optional.

Results from state-mandated assessments are a key component of Michigan's accountability system and are used to help the state fulfill federal requirements for educational accountability.

Following is a detailed description of testing requirements for students in various populations, locations, and unique circumstances.

Student Populations

Students with IEPs and Section 504 Plans

Special education students (also referred to as students with disabilities [SWDs]) must participate in the state's general education or alternate assessments, with or without accommodations as specified by subject area in their Individualized Education Program (IEP). Section 504 students must have accommodations identified in their Section 504 Plan. There may also be students who require designated supports during testing.

To learn more about the supports and accommodations allowed for these populations during M-STEP testing, see the *Michigan Supports and Accommodations Manual* and the *Supports and Accommodations Table* on the M-STEP web page (www.michigan.gov/mstep). There also is a section of this manual dedicated to the topic on page 64.)

English Learners (ELs)

English Learners (ELs) must participate in state assessment programs. ELs who are in their first year in a U.S. school (defined as the first twelve months of enrollment) may not be required to participate in the M-STEP ELA assessment **if** they have taken the WIDA ACCESS Placement Test (W-APT), WIDA Screener, or WIDA ACCESS for ELs. This flexibility is only allowed one time per student. In order to take advantage of the one-time exemption, an issue must be submitted and approved in the OEAA Secure Site during the Verification of Not Tested window.

Student Grade Considerations Students Who Repeat a Grade

Students Who Repeat a Grade Level or Are in Advanced Classes

Students must take the M-STEP test for the grade level in which they are enrolled. If a student takes a test that is in a grade different from the one identified for him/her in the Michigan Student Data System (MSDS), he/she will be considered "Out of Level" and "Not Tested" for accountability purposes. The only opportunity to correct this mismatch is during the time allowed for student record maintenance. (NOTE: Grade 11 students who are repeating 11th grade are not expected to re-test.)

12th Grade Students Not Previously Included in Accountability

Students in 12th grade who were not included in 11th-grade accountability (i.e., they skipped 11th grade) are required to take the complete MME (which includes M-STEP science and social studies).

For additional information on MME eligibility please see the *Who Must/Can Take the MME* document on the MME web page (www.michigan.gov/mme).

Students in Different Locations Home-schooled Students

Home-schooled students are eligible for testing, but they are not required to test. If they opt to participate in testing, they must contact their local public school and arrange for their participation. Home-schooled students must also have a state-assigned unique identification code (UIC) and the correct residency code entered in the MSDS. Students are expected to follow the school-established test schedule (the school is not required to provide makeup testing).

When home-schooled students take the test, their test results will not be included in school and district test results **if** the student is appropriately flagged on the Answer Document (for paper/pencil testers) or in eDIRECT (for online testers). Those entries must match what is entered for the student's student residency code that is submitted in MSDS.

When returning test results to home-schooled students, schools may request a stamped, self-addressed envelope from the parent.

Students Enrolled in Private/Non-public Schools

Private/non-public students are eligible for testing, but they are not required to test. If they opt to participate in testing, they may only take M-STEP tests at their own school, unless the students also take courses at a

public school. In that case, students may take the M-STEP tests in the public school, but they MUST have the correct non-public residency code entered in the MSDS or they will be included on the school's "Expected to Test" list and accountability calculations.

Virtual Schools

Students in online or virtual schools must be tested by those schools at a remote site. Virtual school personnel should plan to work closely with the OEAA to ensure that testing at remote sites is managed in a secure fashion. Students may NOT be tested online in their homes or in any unproctored session. Test sessions must be proctored and may NOT have family or virtual proctors. An off-site test administration request must be submitted and approved. You will need to complete this request form (https://baameap.wufoo.com/forms/offsite-test-administration-request-spring-2018/).

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

All information for students enrolled in SEEs or S2E2s will be based on MSDS enrollment information. All students are expected to test where they are enrolled. SEE schools and the schools that operate S2E2 classroom programs are responsible for handling all assessment and related verification processes in the OEAA Secure Site. These occur during various date windows and should be completed on behalf of the resident districts that the SEE/S2E2 serves. Only SEE schools and the schools that operate S2E2 classroom programs will be able to view and manage the SEE/S2E2 students in the OEAA Secure Site to ensure enrollment and demographics are correct. SEE schools and the schools that operate S2E2 classroom programs are the only entities that can view and submit issues for missing Answer Documents or not-tested students. Student scores will no longer be sent back for school



accountability attribution purposes, however testing arrangements and expectations are still based on enrollment information submitted in the MSDS. A student's Primary Educational Providing Entity (PEPE) school is the school responsible for testing that student.

Seat Time Waivers

Students receiving seat time waivers must be tested on the same dates, using the same guidelines as all other students. Students with seat time waivers should be tested by their PEPE school.

Homebound and Hospitalized Students

Students who are homebound or hospitalized during the testing window must take paper/pencil M-STEP tests. An off-site test administration request must be submitted and approved. You will need to complete this request form (https://baameap.wufoo.com/forms/offsite-test-administration-request-spring-2018/).

Students in Unique Circumstances Suspended Students

Schools must test suspended students. Testing may occur in a separate location, such as an administration building, and may be given at a unique time within the established window. If students are tested off campus, an off-site test request should be filed.

Expelled Students

Schools are not expected to test expelled students unless the expulsion specifies "With Services;" however, MSDS enrollment information must reflect the expulsion status. Students who are expelled "With Services" are still expected to be tested by their PEPE school. Students who are expelled "Without Services" are not expected to be tested by their PEPE school and instead need to have a district exit record submitted for them in

the MSDS using an appropriate "as of" date prior to the SRM deadline for assessment and accountability purposes.

Students in Detention or Juvenile Facilities

A student's enrollment information in the MSDS determines who is responsible for administering the M-STEP. The Primary Education Providing Entity (PEPE) on the as-of date (May 25, 2018) will be the school held accountable for testing the student.

Accountability Considerations

Students Who Move Into a School During Testing

All students moving into a receiving school during the testing window must complete M-STEP tests for the grade level in which they are enrolled. This includes students who move into the school district from outside the state or country. Students moving from one Michigan school to another Michigan school may have completed one or more of the M-STEP tests in their previous school. To determine whether they have, use the following steps. (Do not rely on the student to confirm which tests he/she may or may not have taken.)

Directions for the receiving school:

- Contact the new student's former school principal and confirm which, if any, M-STEP tests the student completed prior to arriving in the receiving school. Students moving from within the state do not need to retake subject-area tests if the sending school confirms that all parts of the test have been completed. Maintain documentation.
- Verify whether the new student has an IEP, Section 504 Plan, or EL instruction documentation that specifies an alternate state assessment or any required supports and/or accommodations.

- If a new student has not started a
 previously scheduled M-STEP test, then
 administer the missed test(s) on a
 regularly scheduled makeup day for either
 paper/pencil or online tests.
- For all paper/pencil or online M-STEP tests scheduled on the day of or after the new student's arrival, administer tests according to the M-STEP schedule using the school-assigned test forms. This applies to any new student, including out-ofstate students, previously home-schooled students, or transferring non-public school students.
- If the new student has started—but not completed—all parts of a previously scheduled M-STEP test, paper/pencil schools must administer one entire test using the school-assigned form. Online schools must assign and administer all sessions of the test.
- Pre-identify the student for M-STEP in the OEAA Secure Site.
- Ensure that the student's MSDS information and entry date into the school are correct.
- Be sure to generate, print, and affix barcode labels for the new student and attach one to each of his/her subject-area Answer Documents (paper/pencil).
- For accountability purposes, it is critical that the "Accountable Students and Test Verification" processes on the OEAA Secure Site are carefully reviewed for these students. Make sure MSDS reflects accurate enrollment and exit dates.

Students Who Move Out of a School During Testing

Students who move out of a sending school during the test window create record-keeping challenges. The following steps should help school administrators ensure that such students do not adversely affect the school's test results and accountability.

Directions for the sending school:

- Do not send any test materials with the student to the new school. The sending school remains responsible for these materials.
- If the student has completed one or more paper/pencil M-STEP tests, return his/her Answer Document(s) with the rest of the school's scorable materials to the scoring vendor.
- If the student has started, but not completed, all parts of one or more subject-area M-STEP online tests, be sure to unassign the student in the OEAA Secure Site. An Incident Report should be filed to request a Do Not Score for the test.
- If the student has started, but not completed, one or more subject-area M-STEP paper/pencil tests, write "**Do Not Score**" prominently across the front page of his/her Answer Document(s) along with the reason, and return the Answer Document(s) in the orange Special Handling Envelope provided by the M-STEP contractor.
- Be prepared to accept a call from the student's new school and to provide information on
 - Which state assessments he/she has not yet taken
 - The status of test completion
 - Any documented accommodations in the student's IEP, Section 504 Plan, or EL instruction documentation
- Ensure that the student is exited from the school on the correct date in the MSDS.

For accountability purposes, it is critical that the "Accountable Students and Test Verification" processes on the <u>OEAA Secure Site</u> are carefully reviewed for these students. Ensure the MSDS reflects accurate enrollment and exit dates. Simply unassigning students from the M-STEP in the Secure Sites does not remove them from accountability calculations.



Unique Identification Codes

Each student in Michigan is assigned a unique identification code (UIC) when he or she enrolls in a public school. Home-schooled, private, and non-public students are also required to have a UIC in order to take state assessments. UICs are used to identify students and report their test results; therefore, it is vital that the codes are correctly applied.

Michigan Merit Examination

The Michigan Merit Examination (MME), which is administered to grade 11 students (and eligible students in grade 12), will consist of: (1) the SAT with Essay, (2) ACT WorkKeys, and (3) M-STEP science and social studies. Information on administering the SAT with Essay and ACT WorkKeys may be found on the MME web page (www.michigan.gov/mme).

Test Administration Windows

Each 2018 online Test Administration window is four weeks long. One week of overlap between the two testing windows allows the total testing time to remain at seven weeks.

The first testing window, for grades 5, 8, and 11, will be open April 9–May 4, 2018 (four full weeks). The second testing window, for grades 3, 4, 6, and 7, will be open April 30–May 25, 2018.

For paper/pencil testers, the test window is three weeks, with specified days for testing in each content area. Please see the *Paper/Pencil Test Dates* calendar on page 9 of this manual.

These windows help reduce the overall footprint that testing has in schools, while providing schools with flexibility to successfully administer the tests. In addition, these test administration windows fall outside the Spring Break holiday for most schools and ensure all testing is completed before Memorial Day.

Computer Adaptive Testing for ELA and Mathematics

The ELA and mathematics M-STEP tests in grades 3-8 will continue to use computer-adaptive testing (CAT). This means that item presentation will vary depending on a student's responses. For example, if a student answers question one correctly, he or she will be presented with a more challenging second question than a student who answers question one incorrectly. In this way, the computer adjusts, or adapts, itself to each student. This is not true of science and social studies; these will be tested using fixed forms (i.e., items will be presented in the same order, regardless of student responses).

Those students who take CATs may notice that when they get to the end of the test, they will receive a congratulatory message and need to click on an "Exit" button. There is no "End Test" button on the CAT as there is for fixed-form online tests.

Closed CaptioningOnly for ELA Listening

Closed captioning is available only for the listening items on the ELA online assessments. It will not be available for any other ELA items or for the mathematics, science, or social studies tests.

■ INSIGHT Availability

INSIGHT—DRC's Online Learning System, which provides a secure online testing environment—will only be available from 7:00 AM to 4:00 PM unless an Alternate INSIGHT Availability Request is submitted and approved by March 8, 2018. The Alternate INSIGHT Availability Request form is available on the M-STEP web page (http://www.michigan.gov/mstep).

Absences and Makeup Testing

All makeup testing **must be completed during the student's designated test window** (based on his/her grade). Being
absent is not a reason for students not to test.

For online students who never started a test, there is no need to create a new test session for makeups. Students can remain in the same test session to which they were originally assigned. (For paper/pencil makeup test dates, see the *Important Dates* section on page 8 of this manual.)

Incident Reporting

Incident reports must be completed by District M-STEP Coordinators. Examples of when Incident Reports must be completed include:

- Requesting a new test (online or paper/ pencil)
- Reporting a student who is resuming testing (paper/pencil only)
- Reporting test irregularities and misadministrations
- Marking a test "Do Not Score"
- Marking a test "Prohibited Behavior"
- Marking a test "Nonstandard Accommodation"

For more detailed information on situations requiring incident reports, see *Appendix C* on page 89 of this manual.

Testing Irregularities

Any irregularities that occur outside the scope of *Appendix C* must be reported to the OEAA Call Center as quickly as possible (1-877-560-8378). The OEAA will work with the school to avoid marking tests "**Do Not Score.**" It is possible that an emergency test(s) will be

required. If it becomes necessary to use an emergency test, there will be no charge for testing irregularities when self-reported by the district. However, a \$50 fee will be charged per scored subject-area test if the irregularity is **not** self-reported.

Examples of test irregularities include, but are not limited to:

- Not removing or covering posters, maps, and other instructional aids in the testing room(s)
- Not allowing a student to complete a test (M-STEP tests are untimed, so time should not be a factor if scheduled properly)
- Security breaches with test materials or Answer Documents
- Allowing students to be unsupervised during testing



Training Tools

The OEAA and its testing contractors have developed a number of resources to help staff prepare for test administration.

Recorded Presentations on the M-STEP Web Page

The following presentation is available in chapters on the M-STEP web page (www.michigan.gov/mstep). Go to Professional Development.

Recorded Presentation	Description	Date Available
M-STEP Online and Paper/ Pencil Test Administration Training	Covers information necessary to correctly administer the online and paper/pencil M-STEP assessments.	available now

Recorded Presentations in eDIRECT

The following presentations are available in <u>eDIRECT</u> (https://mi.drcedirect.com). Click on All Applications \rightarrow General Information \rightarrow Documents \rightarrow Document Type: Training Presentations & FAQs.

Recorded Presentation	Description	Date Available
District and Building Coordinator Training (recorded)	Provides (a) an overview of what's new for Spring 2018, (b) where to find resources, (c) software required for the implementation of online testing, and (d) a Q&A.	March 6, 2018
Technology Coordinator Recorded Presentation	Provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2018 testing. It is <i>optional</i> viewing for District and Building Coordinators.	available now

Manuals

The following manuals are available in $\underline{\mathsf{eDIRECT}}$ (https://mi.drcedirect.com). Click on All Applications \rightarrow General Information \rightarrow Documents).

Manual	Description	Where to find it	Date Available
M-STEP Test Administration Manual (TAM)	This manual (electronic only)	M-STEP web page and eDIRECT	March 2018
M-STEP Online Administration Directions Online test administration directions for Test Administrators (printed booklet and electronic)		eDIRECT and M-STEP web page	Watch the Spotlight for dates available
M-STEP Paper/Pencil Paper/Pencil test administration directions for Test Administrators (printed booklet and electronic)		M-STEP web page	Watch the Spotlight for dates available

■ Mini-tutorials (Online Administration Only)

Mini-tutorials are short videos designed to help District M-STEP Coordinators, Building M-STEP Coordinators, and Test Administrators better understand online testing tasks. They are available in eDIRECT (https://mi.drcedirect.com).

Mini-Tutorial	Description	Where to find it	Role
Accessing Documents in eDIRECT	How to access, sort, and filter documents on the eDIRECT test management website	All Applications → General Informations → Documents → Document Type: Mini-Modules	All
Accessing Online Tools Trainings (OTTs) for Students	How to access OTTs—the student practice tests	All Applications → General Informations → Documents → Document Type: Mini-Modules	All
Searching for Students in eDIRECT	How to find students who have been pre-loaded into eDIRECT	All Applications → General Informations → Documents → Document Type: Mini-Modules	DC, BC
Accommodations: Adding, Editing, and Mass-Assigning	How to add, edit, and mass-assign accommodations to students' tests in eDIRECT	All Applications → General Informations → Documents → Document Type: Mini-Modules	DC, BC
Creating Test Sessions in eDIRECT	How to create and edit test sessions, and print test tickets	All Applications → General Informations → Documents → Document Type: Mini-Modules	DC, BC
Checking Student Test Status	How to check where students are in the testing process at any given time (not started, in progress, or completed)	All Applications → General Informations → Documents → Document Type: Mini-Modules	DC, BC



Training Modules Through Michigan Virtual University

The following training modules are available through Michigan Virtual University at http://bit.ly/MDEAssessmentSecurity.

Training Module	Description	Date Available
Module 1: An Introduction to Test Security	This module covers why test security is important.	1/26/18
Module 2: Getting Ready for Testing	This module covers steps to take before testing, such as staff training and preparing the test environment. These steps will help you avoid common security problems, protecting both your staff and the validity of your test results.	1/26/18
Module 3: Test Administration	This module covers security concerns and considerations during testing. What should test administrators do on-site? What student behaviors should you watch for?	1/26/18
Module 4: Incident Response	This module covers what to do if something goes wrong. Most problems can be prevented with preparation and monitoring, and most can be mitigated with a quick and careful response.	1/26/18

Security

All materials that contain test questions or student responses are considered secure materials and must be handled in a way that maintains their security before, during, and after testing. This includes paper/pencil materials, accommodated materials, used scratch paper, online test tickets, and test rosters. Following is more detailed information related to security that District M-STEP Coordinators, Building M-STEP Coordinators, and Test Administrators must keep in mind when they have secure test materials in their possession.

 Secure materials are bar-coded and recorded on the security checklists accompanying shipments. These materials must be returned to the scoring contractor.
 Schools should expect to account for every secure item provided on the materials list.

- Test tickets used to log students into each online test are considered secure materials and must be treated as such. (Test rosters, which automatically print along with test tickets, are also considered secure.)
- Paper/Pencil Answer Documents are considered secure and must be handled and protected accordingly. All UNUSED ELA and mathematics Answer Documents must be returned to the scoring contractor in a non-scorable box. UNUSED science and social studies Answer Documents can be securely shredded.
- All secure materials must be retained in one secure, locked location within the school. During the test administration window, they must be distributed and collected daily.
- All used scratch paper (including graph paper) must be collected and returned to the Building M-STEP Coordinator immediately after testing, for shredding.

No used scratch or graph paper may be kept in the classroom. Used scratch paper must never be taken from one test session to another.

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

Materials Permitted or Required During Testing

MDE-Approved INSIGHT Tools Poster

The MDE-Approved **INSIGHT Tools** poster is the **ONLY** INSIGHT Tools poster that may be posted during testing. No other Tools poster may be displayed at any time during testing.

Posters must not be within reach of students during testing – the poster is to be displayed in the classroom, but not placed at or on student desks or computers.

Any other use of these posters, or any other INSIGHT Tools poster, is prohibited.

Calculators

For information on the state's calculator policy, see *Appendix A* on page 86 of this manual. Specific directions related to the use of both hand-held (paper/pencil) and embedded (online) calculators are also contained in the grade-level specific Test Administration Directions that are shipped to schools along with their other assessment materials.

Number 2 Pencils

Number 2 pencils are required for paper/pencil testing and are optional for online testing. If a different writing utensil is used on an Answer Document, it will be necessary to transcribe the answers onto a new Answer Document to follow these steps:

- For your protection, have the District or Building M-STEP Coordinator file an Incident Report.
- Affix a new barcode label for the student to a new Answer Document and fill out the student name, date of birth, and the district/school fields.
- Have the student transcribe his/her answers onto the new Answer Document in a one-on-one proctored session.
- Write "Do Not Score" across the front page of the original Answer Document and place it in the orange Special Handling Envelope for return to the contractor.

Number 2 pencils should be made available to online test takers to use with scratch paper or graph paper.

Highlighters

- Highlighters are a universal tool.
- Highlighters are embedded in the online test engine (INSIGHT).
- Highlighters can be provided to paper/ pencil testers and may be used ONLY in the test booklet (never on the student's Answer Document).

If highlighters are used on a paper/pencil student Answer Document, follow these steps:

 For your protection, have the District or Building M-STEP Coordinator file an Incident Report.



- Affix a new barcode label for the student to a new Answer Document and fill out the student name, date of birth, and district/ school fields.
- Have the student transcribe his/her answers onto a new Answer Document in a one-on-one proctored session.
- Write "Do Not Score" across the front page of the original Answer Document and place it in the orange Special Handling Envelope for return to the contractor.

Additional Paper

- Scratch paper is allowed for both the online and paper/pencil tests.
- Graph paper will be provided to online testers in grades 6–8 for the mathematics test. Paper/pencil testers may write on the graphs that are printed in their test booklets.
- The school may choose to provide additional graph paper to paper/pencil testers; however, no formulas, reference materials, or information of any kind can appear on that paper.
- Under no circumstances can used scratch paper, graph paper, or notes be taken from one test session or test part to another.
- All scratch paper and graph paper must be collected immediately after testing, returned to the Building Coordinator, and securely shredded.

For more detailed information on scratch paper, see the *Scratch Paper Guidelines* on page 15 of this manual.

Headphones

- Headphones are required for (1) ELA online listening items, (2) online testers needing text-to-speech accommodations, and (3) students using CDs or DVDs as an accommodation or support for paper/pencil science and social studies.
- Students may use their own headphones or earbuds, but Test Administrators should check them prior to testing to ensure they are working properly.

- CD/DVD players may be used for students using CDs or DVDs as an accommodation or support for paper/pencil science and social studies. CD players may also be used for the listening part of the paper/pencil ELA test. A script of the listening part is also provided if the school prefers to have someone read that part of the ELA test aloud to students.
- Additional information about the use of CDs and DVDs can be found in the Supports and Accommodations section on page 64 of this manual.

Software and Testing Devices

eDIRECT (https://mi.drcedirect.com)

eDIRECT is Data Recognition Corporation's (DRC's) custom-built web application that allows Michigan users to access training materials, download testing software, manage online test sessions, print test tickets, assign and manage online testing accommodations, and monitor testing progress. Each eDIRECT user will receive his/her own login information and password with specific permissions based on his/her role as entered in the OEAA Secure Site. Test administrators do not need access to eDirect. eDIRECT is used in connection with DRC's online test engine, INSIGHT.

INSIGHT and Testing Site Manager

DRC's INSIGHT Online Learning System is software that provides a secure online testing environment. The software is available from eDIRECT and must be installed on each device used for testing. In addition, a testing site manager (TSM) is needed to (1) allow the audio components of the test to function properly, and (2) ensure a smooth and secure testing environment. The TSM also reduces bandwidth consumption and provides backup response storage in the event of network issues. Please see the *Technology User Guide* available in eDIRECT (https://mi.drcedirect.com) for additional details.

Supported Testing Devices

Students may test using the following devices:

- Windows-based desktops or laptops
- Mac-based desktops or laptops
- iPads
- Non-touchscreen Chromebooks, Chromeboxes, and Chromebases
- Android OS and some Android devices

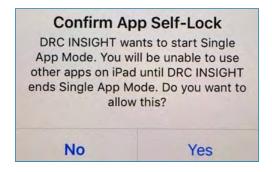
 Select touchscreen devices, including Acer C720P, Lenovo N20P, Dell Chromebook 11, and HP Chromebook 14 G3.

Please refer to the *Technology User Guide* or "DRC INSIGHT System Requirements" available in <u>eDIRECT</u> (https://mi.drcedirect.com) for more detailed information about supported devices and versions.

NOTE about Chromebooks: When testing on Chromebooks, the keyboard must be set to US Keyboard – if it is not, the student will not be able to use quotation marks or apostrophes in text boxes.

- BEFORE testing: select 'Settings' then 'Keyboard Settings' and select US Keyboard
- DURING testing: click anywhere outside of the text box and press CTRL + SHIFT + SPACE BAR to select US Keyboard

NOTE about iPads: When testing on iPads, after logging in to the test, students will receive this message:



The student or Test Administrator should select "Yes" to continue testing. Once Yes has been selected, the test Welcome page will appear.

Testing Devices/Operating Systems Not Supported

Thin Clients (for any test with audio) are **not** supported for Spring 2018 testing. Neither is Windows XP. Please refer to the Technology User Guide for more detailed information on these devices.



District Coordinators

Roles and Responsibilities

District M-STEP Coordinators are responsible for overseeing all testing in their district. Specifically, they are expected to perform the following functions:

- Establish and communicate a district scratch paper policy
- Establish and communicate a district cell phone and personal electronic device policy
- Lead test-related staff training activities and inform Building M-STEP Coordinators about learning opportunities for Test Administrators and students
- Manage Secure Site and eDirect access and permissions.
- Manage the distribution, collection, and storage of OEAA Security Compliance Forms
- Serve as the contact person between the district and the OEAA
- Read and know where to find information related to testing
- Disseminate all correspondence to relevant district and school staff members, as well as parents where and when appropriate
- Coordinate the pre-identification of students, ordering, and distribution of test materials
- Collaborate and communicate regularly with the Technology Coordinator (who is responsible for installing all software needed for testing)
- Ensure the Technology Coordinator has cleared the TSM at the end of each test window
- Ensure all student information is accurate in the Michigan Student Data System (MSDS)

- Ensure all information in the EEM is complete and accurate, such as shipping addresses, test-related roles (District Coordinator/Building Coordinator/ Technology Coordinator), and all contact information (If multiple roles are identified in EEM, only the most recent role is used by OEAA.)
- Serve as backup support for Building M-STEP Coordinators before, during, and after testing
- Initiate and submit Incident Reports as needed
- Investigate and inform the OEAA of any testing irregularities, including prohibited behavior, the use of nonstandard accommodations, and security breaches
- Oversee and ensure the timely return of all secure materials for scoring (see the Materials Return Dates table on page 39 for important shipping dates), as well as the handling of non-scorable test materials
- Verify Accountable Students and Test Verification after testing
- Complete the Accountable Students and Test Verification tasks on the Secure Site when they becomes available

Assigning Roles for District Users

One of the most important tasks that District M-STEP Coordinators must complete is providing key personnel in the assessment process (Technology Coordinators, District Coordinators, and Building Coordinators) with access to eDIRECT. To do that, District Coordinators must first work with their District Administrator (the person in the district who provides others with access to the Secure Site and assigns their role). User information will

then be pulled from the Secure Site and loaded into eDIRECT. (**NOTE**: This is the only method for adding users to the eDIRECT system. Users may **not** be added manually over the phone.)

Technology Coordinators will need access to eDIRECT to download testing software. Building Coordinators will need eDIRECT access to manage online test sessions, assign accommodations, and print test tickets. District Coordinators will need access to it to monitor testing progress and serve as backup support for Building Coordinators. Test Administrators do not need access to the password-protected part of eDIRECT to obtain the materials they need.

A document titled Assigning Roles in the Secure Site for eDIRECT and AMS is available on the Secure Site Training web page (www.michigan.gov/securesitetraining) under the "Quick Reference" section. It is designed to help District M-STEP Coordinators, working in cooperation with their District Administrator, make assignments. Once a user is entered into the Secure Site, it will take approximately two business days before he/she receives an email from eDIRECT with username and password information.

Everyone, including Test Administrators, has access to the "Documents" section of <u>eDIRECT</u> (https://mi.drcedirect.com) as it does not require a login (click on All Applications \rightarrow General Information \rightarrow Documents).

Pre-Identification of Students (Secure Site)

On January 8, 2018, the Office of Educational Assessment and Accountability (OEAA) pre-identified students for M-STEP using the Fall 2017 MSDS General Collection and Student Record Maintenance (SRM) files. A Pre-ID Student Report was then made available to schools on January 8, 2018. It is the

responsibility of the district/school to review the report and take the following actions:

- Ensure that all students in grades 3–8 and 11 are pre-identified in the Pre-ID Student Report from January 8, 2018.
- Remove, or unassign, students who have exited the school or are taking the MI-Access assessment (the state's alternate assessment) (NOTE: Students who are unassigned from testing are not removed from accountability calculations, just from testing. To remove a student from accountability calculations, the student must be exited in the MSDS in the Spring 2018 MSDS General Collection or an SRM collection.)
- Assign any new students to M-STEP testing who have enrolled since the fall MSDS General Collection (student count day).

Barcode labels will be printed and shipped by the contractor for students who were preidentified as M-STEP paper/pencil testers in the Secure Site by 5:00 PM, February 13, 2018. Schools administering the paper/ pencil tests will be required to print barcode labels from the Secure Site for students pre-identified AFTER that date.

Ordering Test Materials

It is up to the district to determine who will handle placing orders for paper/pencil test materials, either the District or the Building M-STEP Coordinator. The same information on ordering materials is included here and in the *Building Coordinator* section on page 42 of this manual, so that both parties have the information necessary to complete the relevant tasks.



Initial Materials Orders

All test materials orders are placed in the <u>Secure Site</u> (www.michigan.gov/oeaa-secure) during a specific time frame. For Spring 2018, Initial Materials Orders began on January 8, 2018 and will conclude on February 13, 2018. The numbers entered in the site dictate which materials in what quantities are shipped to districts/schools for paper/pencil and some accommodated testers.

To ensure that materials are ordered and shipped to the correct location, the person responsible for placing orders must verify on the Initial Order Screen in the Secure Site that both the shipping address and the Coordinator's name are correct. If the information is incorrect, it must be updated in the EEM by the authorized district EEM user (usually the Student Pupil Accounting person) by no later than 5:00 PM on February 13, 2018.

Instructions for Initial Materials Orders can be found on the training page of the <u>Secure Site</u> (www.michigan.gov/securesitetraining). Click on "Initial Materials Order" under the "Material Orders" section.

Additional Materials Orders

During the Additional Materials Order window, schools and districts can order extra materials if necessary. For Spring 2018, these windows are as follows:

- April 3-24 for grades 5, 8 and 11
- April 24–May 15 for grades 3, 4, 6 and 7

The AMO windows **close at noon** (not 5 PM) on the last day of the window.

Supports and Accommodations

Some supports and accommodations for students require that they take paper/pencil versions of the tests. **These tests must be specifically requested when ordering materials in the Secure Site** (www.michigan.gov/oeaa-secure).

Conversely, other supports and accommodations may require that a student take the test online. Identifying the supports and/or accommodations that an individual student needs to test online must be done in eDIRECT.

Training Requirements and Resources

District M-STEP Coordinators should review and become familiar with all sections of this manual. They also should make others in the district aware of the many training tools that are available to help Building M-STEP Coordinators, Test Administrators, and students prepare for testing.

Training Opportunities for Staff

The following training presentations are provided to assist testing personnel:

- District and Building Coordinator Training
 - Live on March 6, 2018, from 10:00 to 11:00 AM
 - Recorded version available March 7,
 2018 in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Training Presentations and FAQs.
 - District/Building Coordinator PowerPoint available March 7, 2018 in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Training Presentations and FAQs.
- Spring 2018 M-STEP Test Administration Recorded Presentations (online and paper/ pencil testing information in chapters) available on the M-STEP web page (www.michigan.gov/mstep)

- Recorded Technology Coordinator
 Training available in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications
 → General Information → Documents → Document Type: Training Presentations and FAQs.
- 2018 Supports and Accommodations Refresher Webinar available on the M-STEP web page (www.michigan.gov/mstep) under "Students Supports and Accommodations":
 - PowerPoint for Refresher Webinar Presentation
 - Supplemental Slides for New Test Coordinators (not included in video)

Online Student Tutorials

Online Student Tutorials are designed to be viewed with students in a classroom environment to provide an overview of the INSIGHT testing engine and tools. It is a companion activity that prepares students for the Online Tools Training (OTTs). The tutorials are **not** a substitute for the hands-on practice that the OTTs provide. The tutorials are available in two places:

- In <u>eDIRECT</u> (https://mi.drcedirect.com), go to All Applications → General Information → Tutorials (a login is **not** needed)
- By opening the INSIGHT testing engine and selecting the tutorial link at the bottom of the screen.

■ Online Tools Training (OTT) for Students

Online Tools Trainings (OTTs) give students opportunities to see what different test items look like and to practice using the online testing tools. You **must use the Google CHROME web browser** to access the OTTs and practice before testing software is installed

at 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 url address into a CHROME web browser.)

OTT resources include:

- All ELA, math, science, and social studies OTTs
- Calculator practice module
- Masking accommodation
- Color choices/contrasting color/reverse contrast accommodations
- Stacked Spanish translation accommodation (for mathematics)
- Text-to-speech (TTS) accommodation
- Video Sign Language (VSL) accommodation

Although it is the responsibility of the Building Coordinator to schedule opportunities for students to practice using the OTTs, District Coordinators need to spread the word about their availability and importance. Providing students with ample practice opportunities will ensure they are familiar with the test content, item types, navigation strategies, and system tools on test day. See the *Building Coordinator* section on page 42 for more information about accessing OTTs.

■ Loading Students in eDIRECT

Students **cannot** be loaded directly into eDIRECT. Instead, follow the procedures established to pre-identify students in the Secure Site. Then, once they are entered there, it will take about one business day for them to be loaded into eDIRECT.



Assigning/Editing Sessions

While Building M-STEP Coordinators are primarily responsible for assigning students to test sessions, District Coordinators may be called on to provide backup. Therefore, the following information (which is repeated in the *Building Coordinator* section on page 42 of this manual) will be helpful.

- Schools administering assessments online can group students into online sessions on the Secure Site, from January 8, 2018– February 26, 2018. This is true for all students, whether they were pre-identified by the district/school or by the OEAA.
- Assignments to online sessions must be completed by 5:00 PM on February 26, 2018. Instructions for completing this task can be found on the Secure Site Training web page (www.michigan.gov/securesitetraining). Click on "Spring 2018 Online Sessions" located under the "Quick Reference" section.
- After the February 26, 2018 deadline, pre-identified students will be pulled in their online session groups from the Secure Site and automatically entered into eDIRECT. Beginning March 9, 2018, schools will need to place new students into a session directly in eDIRECT. Pre-identified students will continue to be pulled twice a day starting March 8, 2018.

Resumed Testing

Resumed testing only applies to students tested with paper/pencil. Online students who do not complete testing in the scheduled testing time may continue testing at a later time or date with their test ticket.

For test security reasons, paper/pencil students are expected to complete all testing on the designated day unless they are a) absent, or b) provided the multiple-day testing designated support, which allows for

intentional scheduling for some students who use additional supports. The paper/pencil tests have been restructured to allow ample time for all students to complete required testing in one day. It is incumbent upon the Building Coordinator to consider the needs of all students, including those who might require additional time, when building test schedules. OEAA recommends testing begin as early as feasible in the school day to accommodate students who need additional time.

Students may resume testing in the following situations:

- Student goes home sick
- Student is removed from school by a parent or guardian for an appointment

When this happens, the following must be done:

- Flag the last item answered; the student may not go back to previously answered questions
- Resume testing on a makeup day in a one-on-one proctored session

Reporting Decisions

District M-STEP Coordinators need to make two important decisions that will impact the reporting of results.

Research I and II Fields

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

In the past, school districts have used the optional research fields to answer such questions as:

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

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

- Codes for research fields may be developed at the district or school level and assigned a different number from one to ten.
- Districts may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the Answer Document or entered into the Secure Site through the end of Tested Roster.

If research codes are used, District M-STEP Coordinators need to inform Building Coordinators and Test Administrators so they can be entered either on the students' Answer Documents or added in the Secure Site before the end of Tested Roster.

Reporting Codes

Reporting codes (optional) allow districts and schools to receive reports organized by class or group designation(s). It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful. If these codes are used, District M-STEP Coordinators must inform Building M-STEP Coordinators.

The Mass Updates Assessments document on the <u>Secure Site Training</u> page (www.michigan. gov/securesitetraining) explains how to assign Reporting Codes to a group of students. The *Reporting Code Labels* document also on the <u>Secure Site Training</u> page explains how to create a label for reporting codes. In 2018, there are no Reporting Code Sheets and paper/pencil Answer Documents no longer have a Reporting Code bubble box.

Reporting codes **must** be added in the Secure Site before the end of Tested Roster.

End-of-Test Window Activities

There are a number of tasks that must be completed at the end of each test window. Although District M-STEP Coordinators may not complete the tasks themselves, they are responsible for making sure that others do.

Returning Test Materials

Either the District or Building M-STEP Coordinator needs to return test materials to the M-STEP scoring contractor **at the end of each test window**. Detailed directions for this task are included in the *Materials Return Instructions* section on page 78 of this manual. (See the table on the following page for return deadlines.)

Clearing the TSM

Once a testing session starts caching responses on the TSM, it will continue doing so until the student logs out. It is not necessary to manually push student responses while students are testing—there is also no harm. However, if a student cannot log back into a test because responses are waiting on the TSM, it is simplest to send all pending responses to DRC at the end of each online testing window.



Important Pre-Testing Activities		
M-STEP Pre-ID	Opens: January 8, 2018 Closes for preprinted barcode labels (paper/pencil testers): February 13, 2018	
Window	Closes for online test session pull:	• •
	Remains open for new students th grade-specific test window.	rough the last day of the
M-STEP Initial Order Window	January 8–February 13, 2018	
M-STEP Additional Order Window	Grades 5, 8 and 11: April 3-April 24, 2018 (Window closes at noon.) Grades 3, 4, 6 and 7: April 24-May 15, 2018 (Window closes at noon.)	
M-STEP Spring Coordinator Live and Taped Training	March 6, 2018 (live, 10-11 AM) The recorded version will be available in eDIRECT on March 7, 2018. (This training relates only to online testing.)	
Spring 2018 M-STEP Test Recorded Presentations	Released in chapters on the M-STEP web page. Watch the <i>Spotlight</i> for dates available.	
M-STEP Initial Test Materials Arrive in Districts	Grades 5, 8 and 11: March 26–28, 2018* Grades 3, 4, 6 and 7: April 16–18, 2018	

^{*} For grades 5, 8 and 11, schools may request an alternate delivery date of April 2–4, 2018 in the Secure Site Material Order Form. Alternate delivery dates for grades 3, 4, 6 and 7 are April 23–25, 2018. Schools can select alternate delivery dates in the Initial Material Order page of the Secure Site.

Surveys being conducted by the OEAA include: (1) the **Off-site Test Administration Request survey**, which opened on November 6, 2017 for grade/schoolwide testing and remains open for individual students (e.g., homebound, expelled, etc.) through the end of each grade-specific testing window; and (2) the **Alternate INSIGHT Availability Request survey** for schools that provide regular classroom instruction after 4:00 PM, which is open January 15–March 8, 2018.

	Materials Return Dates			
Grades	Final date to ship without penalty and inclusion in Answer Document Verification	Shipping dates with \$250 late fee charge	Shipping dates with \$250 late fee and \$25 processing fee per Answer Document	Dates after which materials will NOT be scored
Grades 5, 8 and 11	May 2, 2018	May 3-9, 2018	May 10-16, 2018	May 17, 2018
Grades 3, 4, 6 and 7	May 23, 2018	May 24–30, 2018	May 31–June 6, 2018	June 7, 2018

■ District Coordinator Online Checklist

A single-page checklist is provided on the following page to help District Coordinators manage the many tasks that must be completed for M-STEP online testing. The checklist can be also be downloaded from eDIRECT (https://mi.drcedirect.com). Click on All Applications \rightarrow General Information \rightarrow Documents.





Spring 2018 Online Assessments

District Coordinator Checklist of REQUIRED ONLINE TASKS AND ACTIVITIES



2018 M-STEP Test Windows	
Grades 5, 8 and 11	April 9–May 4
Grades 3, 4, 6 and 7	April 30-May 25

eDIRECT: https://mi.drcedirect.com

Access reference documents in eDIRECT: Select All Applications \rightarrow General Information \rightarrow Documents \rightarrow filter for M-STEP documents.

District Coordinator Checklist:

This checklist is intended to be used *in conjunction* with the **M-STEP Test Administration Manual**, which is found in eDIRECT. **All steps below are required for successful implementation**.

√	Task
	 Watch the District/Building Coordinator Online Training (Live March 6, 2018) or a recording of the training (posted by March 7, 2018) in eDIRECT under All Applications → General Information → Documents → Document type: Training Presentations & FAQs and at www.michigan.gov/mstep.
	 Review and become familiar with the Assessment Integrity Guide, the Michigan Supports and Accommodations Manual, the M-STEP Test Administration Manual (TAM), and paper/pencil or online Test Administration Directions posted online at www.michigan.gov/mstep Read the entire M-STEP Online Administration Directions. (There are separate directions for paper/pencil.)
	3. Ensure all Building M-STEP Coordinators have been trained and that all students taking online assessments have opportunities to practice using training materials.
	 Coordinate student use of Online Tools Trainings (OTTs) and the M-STEP Tutorial.
	 Assign Secure Site access and permission to Technology Coordinators and Building M-STEP Coordinators. Building Coordinators will manage the Student Roster on eDIRECT and update incorrect/missing information in the Secure Site. Technology Coordinators will access documentation and software downloads from eDIRECT.
	 Oversee the scheduling, creation, and editing of Test Sessions by Building M-STEP Coordinators in eDIRECT.

✓	Task
	7. Oversee the printing, sorting, and distribution of Student Test Login Tickets to Test Administrators.
	8. Monitor testing and support Technology Coordinators, Building M-STEP Coordinators, and Test Administrators during the testing window.
	9. Monitor testing and support Test Administrators during testing window (daily).
	10. Report all test administration irregularities and submit Incident Reports, as needed.
	11. Order and oversee all emergency tests.
	12. Assist with the ordering, distributing, security, and return of all test materials, as needed.
	13. Post-Test Housekeeping—Ensure that all test tickets, test rosters, scratch paper, and graph paper have been collected and destroyed; verify that student statuses show "completed" for each student (eDIRECT: Student Management → Student Status); monitor makeup sessions for students as needed.

Questions Regarding eDIRECT, INSIGHT, or the above steps?

- Consult the M-STEP Test Administration Manual and the eDirect User Guide
- Call the OEAA Call Center: 1-877-560-8378 (choose option 2)



Building Coordinators

Roles and Responsibilities

Building M-STEP Coordinator responsibilities include, but are not limited to, the following:

- Distribute and discuss district cell phone and personal electronic device policy with Test Administrators
- Distribute and discuss district scratch paper policy with Test Administrators
- Serve as the contact person between the school and the District M-STEP Coordinator
- Read and become familiar with the information in this manual, the Assessment Integrity Guide, Test Directions, and the Supports and Accommodations Table prior to testing
- Carry out building-level duties related to the distribution, security, and collection of test materials
- Schedule and conduct training of Test Administrators (online and paper/pencil)
- Schedule and coordinate student test practice, including viewing the Student Tutorials and use of Online Tools Trainings (OTTs)
- Ensure student data in the Michigan Student Data System (MSDS) is completed and up to date
- Work with the District M-STEP Coordinator to order and distribute paper/pencil and accommodated test materials
- Ensure students are assigned to online test sessions
- Assign the appropriate accommodations to students in eDIRECT (online)
- Schedule and coordinate testing during each testing window
- Ensure that rooms used for testing do not contain any visual materials that would provide students with clues or answers to questions

- Print and distribute student test tickets before each test
- Control test ticket, test roster, test booklet, and Answer Document security
- Collect tickets, test rosters, scratch paper, and glossaries, for destruction after each test session
- Ensure that each Answer Document has
 (1) a barcode label, and (2) the necessary
 information printed on the front page (a
 \$10 fee may be assessed for each Answer
 Document returned without a label)
- Mark paper/pencil tests "Do Not Score" on the Answer Document as necessary
- Report any incidents promptly to the District M-STEP Coordinator so that he/she may file an Incident Report
- Ensure the Technology Coordinator has cleared the TSM at the end of each testing window (This can be done on a daily basis if desired, but only AFTER all students are finished testing for the day.)
- Return materials as directed after each test window is complete
- Complete Accountable Students and Test Verification activities as directed

Pre-Identification of Students (Secure Site)

On January 8, 2018, the Office of Educational Assessment and Accountability (OEAA) preidentified students for the M-STEP using the Fall 2017 MSDS General Collection and Student Record Maintenance (SRM) files. A Pre-ID Student Report was made available to schools on January 8, 2018. It is the responsibility of the district/school to review the report and take the following actions:

 Ensure that all students in grades 3–8 and 11 are pre-identified in the Pre-ID Student Report from January 8, 2018 Remove, or unassign, students who have exited the school or are taking the MI-Access assessment (the state's alternate assessment).

(NOTE: Students who are unassigned from testing are **not** removed from accountability calculations, just from testing. To remove a student from accountability calculations, the student must be exited in the MSDS in the Spring 2018 MSDS General Collection or an SRM collection.)

 Assign any new students to M-STEP testing who have enrolled since the fall MSDS General Collection (student count day)

Barcode labels will be printed and shipped by the contractor for students who were pre-identified as M-STEP paper/pencil testers in the Secure Site by 5:00 PM, February 13, 2018. Schools administering the paper/pencil tests will be required to print barcode labels from the Secure Site for students pre-identified after that date.

Ordering Test Materials

It is up to the district to determine who will handle placing orders for paper/pencil and accommodated test materials, either the District or the Building M-STEP Coordinator. The same information on ordering materials is included here and in the *District Coordinator* section on page 32 of this manual so that both parties have the information necessary to complete the relevant tasks.

Initial Materials Orders

All test materials orders are placed in the <u>Secure Site</u> (www.michigan.gov/oeaa-secure) during a specific time frame. For Spring 2018, Initial Materials Orders began on January 8, 2018 and will conclude on February 13, 2018. The numbers entered in the site dictate which materials in what quantities are shipped to

districts/schools for paper/pencil and some accommodated testers.

To ensure that materials are ordered and shipped to the correct location, the person responsible for placing orders must verify on the Initial Order Screen in the Secure Site that both the shipping address and the coordinator's name are correct. If the information is incorrect, it must be updated in the Educational Entity Master (EEM) by the authorized district EEM user (usually the Student Pupil Accounting person) by no later than 5:00 PM on February 13, 2018.

Instructions for Initial Materials Orders can be found on the <u>Secure Site training web page</u> (www.michigan.gov/securesitetraining). Click on "Initial Materials Order" under the "Quick References" section.

Additional Materials Orders

During the Additional Materials Order window, schools and districts can order extra materials if necessary. For Spring 2018, these windows are as follows:

- April 3–24 for grades 5, 8 and 11
- April 24-May 15 for grades 3, 4, 6, and 7

Supports and Accommodations

Some supports and accommodations for students require that they take paper/pencil versions of the tests. **These tests must be specifically requested when ordering materials in the Secure Site** (www.michigan.gov/oeaa-secure).

Conversely, other supports and accommodations may require that a student take the test online. Identifying the supports and/or accommodations that an individual student needs to test online must be done in eDIRECT.

Training Requirements and Resources

Building M-STEP Coordinators should review and become familiar with all sections of this manual. They also should make others in the district aware of the many training tools that are available to help Test Administrators and students prepare for testing.

Training Opportunities for Staff

The following training presentations are provided to assist testing personnel:

- District and Building Coordinator Training
 - Live on March 6, 2018, from 10:00 to 11:00 AM
 - Recorded version available March 7,
 2018 in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Training Presentations and FAQs.
 - District/Building Coordinator PowerPoint available March 7, 2018 in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Training Presentations and FAQs.
- Spring 2018 M-STEP Test Administration Recorded Presentations (online and paper/ pencil testing information in chapters) available on the M-STEP web page (www.michigan.gov/mstep)
- Recorded Technology Coordinator
 Training available in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications
 → General Information → Documents → Document Type: Training Presentations and FAQs.
- 2018 Supports and Accommodations Refresher Webinar available on the M-STEP web page (www.michigan.gov/mstep) under "Students Supports and Accommodations":

- PowerPoint for Refresher Webinar Presentation
- Supplemental Slides for New Test Coordinators (not included in video)

■ Online Student Tutorials

Online Student Tutorials are designed to be viewed with students in a classroom environment to provide an overview of the INSIGHT testing engine and tools. It is a companion activity that prepares students for the Online Tools Trainings (OTTs). The tutorials are **not** a substitute for the hands-on practice that the OTTs provide. The tutorials are available in two places:

- In <u>eDIRECT</u> (https://mi.drcedirect.com), go to All Applications → General Information → Tutorials (a login is **not** needed)
- By opening the INSIGHT testing engine and selecting the tutorial link at the bottom of the screen.

Online Tools Training (OTT) for Students

Online Tools Trainings (OTTs) give students opportunities to see what different test items look like and to practice using the online testing tools. You **must use the Google CHROME web browser** to access the OTTs and practice before testing software is installed at 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 url address into a CHROME web browser.)

OTT resources include:

- All ELA, math, science, and social studies OTTs
- Calculator practice module
- Masking accommodation
- Color choices/contrasting color/reverse contrast accommodations

- Stacked Spanish translation accommodation (for mathematics)
- Text-to-speech (TTS) accommodation
- Video Sign Language (VSL) accommodation

Building M-STEP Coordinators are responsible for scheduling opportunities for students to practice using the OTTs. The more opportunities they have to practice, the more familiar they will be with the item types, navigation strategies, and system tools on test day.

Loading Students in eDIRECT

Students **cannot** be loaded directly into eDIRECT. To add students in eDIRECT, follow the procedures established to pre-identify students in the Secure Site. Once that has been completed, students will be imported into eDIRECT about one business day later.

■ Assigning/Editing Sessions

Building M-STEP Coordinators are responsible for assigning students to test sessions; however, District Coordinators may be called upon to provide backup. For that reason, the following information is included in this section and in the *District Coordinator* section of this manual on page 32. Be sure to clarify who will perform this important function for the school in Spring 2018.

- Schools administering assessments online will need to group students into online sessions on the Secure Site. This is true for all students, whether they were preidentified by the district/school or by the Office of Assessment and Accountability (OEAA).
- Assignments to online sessions must be completed by 5:00 PM on February 26, 2018. Instructions for completing this task can be found on the <u>Secure Site Training</u> web page (http://www.michigan.gov/

- securesitetraining). Click on "Spring 2018 Online Sessions" located under the "Quick Reference" section.
- After the February 26, 2018 deadline, pre-identified students will be pulled in their online session groups from the Secure Site and automatically entered into eDIRECT. Beginning March 9, 2018, schools will need to place new students into a session directly in eDIRECT. Pre-identified students will continue to be pulled twice a day starting March 8.

For detailed information on adding and editing test sessions, refer to the *Test Sessions—*Adding, Editing, Printing Test Tickets guide and mini-module found in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications →

General Information → Documents.

■ Assigning Supports and Accommodations

The Spring 2018 M-STEP online assessments offer two kinds of supports and accommodations—embedded and non-embedded. Embedded supports and accommodations are those that are integrated into the online testing system. They are referred to as "online" accommodations in eDIRECT.

(**NOTE:** The system does not clearly identify which options are designated supports and which are accommodations. This information can be found in the *Supports and Accommodations Table* on the M-STEP web page [www.michigan.gov/mstep]).

These supports and accommodations need to be turned on by the Building M-STEP Coordinator in eDIRECT *before* the student's test ticket is generated. Non-embedded supports and accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student. In eDIRECT,

accommodations that are not available in the test engine are called "standard" accommodations. These eDIRECT "standard" accommodations are **not** the same as the state definitions of standard and nonstandard accommodations. Please refer to the *Supports and Accommodations Table* for more information on the state definitions of standard and nonstandard accommodations.

For detailed information on assigning accommodations, refer to the Accommodations—Adding, Editing, Mass-assigning Guide and mini-module found in eDIRECT (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Mini-Modules.

Test Ticket Printing

Each student will require a test ticket for every online test session. (Building Coordinators may want to print test tickets for each session on a different color paper to reduce potential confusion about which test tickets to use when.) Each test ticket has a username and a unique password.

The following tests have two parts and will require two test tickets:

Social studies (grades 5 and 8)

The following tests have one part and will require one test ticket:

- ELA (grade 3-8)
- Mathematics (grade 3–8)
- Science (grade 5, 8, and 11)
- Social studies (grade 11)

Refer to the following chart to determine the number of test tickets required for each grade.

Test Tickets by Grade		
Grade	Total Number of Tickets	Non-Accommodated Assessments (# of tickets)
3	2	ELA (1), math (1),
4	2	ELA (1), math (1),
5	5	ELA (1), math (1), science (1), social studies (2)
6	2	ELA (1), math (1)
7	2	ELA (1), math (1),
8	5	ELA (1), math (1), science (1), social studies (2)
11	2	science (1), social studies (1)

A test roster will print with each set of test tickets. If a roster is not desired, it is possible to print only the tickets by adjusting the print settings to leave off the first 1–2 pages of the document. (Both the test tickets and test roster are secure materials.)

Sample Test Tickets

Each test ticket will have a **unique password**. Following are examples of test tickets for a two-part test.

M-STEP Spring 2018 Test Ticket

G 5 Social Studies - Part 1

Test Session: Smith

Student Name: Anderson, Abigail A

Date of Birth: 11/11/2008

State Student ID (UIC): 1234567890

District Student ID: 9483722 Username: AAnderson1 Password: 234K79HQ Accommodation(s): MSK

M-STEP Spring 2018 Test Ticket G 5 Social Studies - Part 2

Test Session: Smith

Student Name: Anderson, Abigail A

Date of Birth: 11/11/2008

State Student ID (UIC): 1234567890

District Student ID: 9483722 Username: AAnderson1 Password: 158F72BE Accommodation(s): MSK

For detailed information on printing test tickets, refer to the *Test Sessions—Adding, Editing, Printing Test Tickets* guide and mini-module found in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Mini-Modules.

Creating Testing Schedules

Before testing begins, Building M-STEP Coordinators should develop a testing schedule for the school. To that end, the OEAA has prepared estimates of the time it expects each test component to take, as shown in the tables below. (**NOTE:** The overall time is the same for

both online and paper/pencil tests, although the latter tests have different test sessions/ parts.)

Spring 2018 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. 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. Schools should also consider the ages and needs of their students and schedule intentionally planned breaks as appropriate.

Estimated test session times do **not** include the following:

- Traveling to and from the testing room
- Distributing and collecting test tickets, test booklets, Answer Documents, scratch paper, and when allowed, calculators
- Signing into the test session
- Reviewing online or paper/pencil test directions or sample items with students
- Completing the first page (demographic page) of the Answer Document

Spring 2018 Estimated Test Session Timings, Grades 3–8							
Subject	Grade	Grade	Grade	Grade	Grade	Grade	
	3	4	5	6	7	8	
ELA Computer Adaptive	2:00	2:00	2:00	2:00	2:00	2:00	
Math Computer Adaptive	1:30	1:30	1:30	2:00	2:00	2:00	
Science Field Test	NA	NA	0:45	NA	NA	0:45	
Social Studies Part 1	NA	NA	0:30	NA	NA	0:30	
Social Studies Part 2	NA	NA	0:30	NA	NA	0:30	
Estimated Total Hours for Spring 2018	3:30	3:30	5:15	4:00	4:00	5:45	

NOTE: Times are in **hours:minutes**. For example, **1:30** equals **1 hour and 30 minutes**.

Spring 2018 Estimated Test Session Timings, High School					
Subject	Grade 9	Grade 10	Grade 11		
Science Field Test	NA	NA	0:45		
Social Studies	NA	NA	0:30		
Estimated Total Hours for Spring 2018			1:15		

NOTE: Times are in **hours:minutes**. For example, **1:30** equals **1 hour and 30 minutes**.

Managing Student Test Tickets

Test tickets and rosters are secure materials. Once printed, they should be kept in a secure location until the test session is scheduled to begin. Test Administrators are instructed to distribute test tickets just prior to student login, and to collect test tickets after all students have logged in and begun testing.

Only one test ticket should be distributed at a time; students should not have access to any test ticket other than the test the student is currently taking.

After a testing session is complete, the Test Administrator should return all test tickets (and rosters, if printed) to the Building M-STEP Coordinator for:

- Destruction (if all students have finished the test), or
- Secure storage (**if** students have not completed the test)

If a student must take a break from testing and the break exceeds 20 minutes, a test ticket will be required to resume testing. If a student does not finish a single assessment on the same day in which it was started, the Test Administrator should collect the student's test ticket and store it in a secure place for

redistribution on the next testing day. All test tickets must be destroyed once the test is complete.

□ Testing Status

If Building M-STEP Coordinators need to check a student's testing status, they can do so in eDIRECT. For information about how to access the student test status, refer to the Checking Student Test Status mini-module in eDIRECT (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Mini-Modules. The following table defines the status notations that are used.

Status	Description
Not Started	Student has not started this test
In Progress	Student began this test but has not finished
Completed	Student completed and submitted the test or clicked "End Test"

Testing Irregularities

If any irregularities occur before, during, or after testing, report them to the District M-STEP Coordinator as soon as possible. (See

Appendix C for examples of what is considered an irregularity and what follow-up may be required.)

If the irregularity occurs with a paper/pencil tester, the Building M-STEP Coordinator will need to mark the student's Answer Document "Do Not Score." If, however, the irregularity occurs with an online tester, the Building Coordinator must work with the District Coordinator to complete an Incident Report. Once the report is filed, the OEAA will enter "Do Not Score" codes in eDIRECT.

Resumed Testing

Resumed testing only applies to students tested with paper/pencil. Online students who do not complete testing in the scheduled testing time may continue testing at a later time or date during the test window with their test ticket.

For test security reasons, paper/pencil students are expected to complete all testing on the designated day unless they are absent or provided the multiple-day testing designated support, which allows for intentional scheduling for some students who use additional supports. The paper/pencil tests have been restructured to allow ample time for all students to complete required testing in one day. It is incumbent upon the Building Coordinator to consider the needs of all students, including those who might require additional time, when building test schedules. OEAA recommends testing begin as early as feasible in the school day to accommodate students who need additional time.

Students may resume testing in the following situations:

- Student goes home sick
- Student is removed from school by a parent or guardian for an appointment

When this happens, the following must be done:

- Flag the last item answered; the student may not go back to previously answered questions
- Resume testing on a makeup day in a one-on-one proctored session

Video Surveillance Cameras

If a school has surveillance video cameras in the computer lab(s), or any other room it will use for testing, it can create a security issue. However, in the interest of student and staff safety, the use of surveillance cameras during testing is allowed. Cameras should be directed at equipment and test materials in such a way that they do not compromise any test items or student responses. Then, once testing is complete, any tapes made during test sessions must be deleted as soon as possible. The video taping of any test session or material cannot be archived.

Reporting Decisions

In some instances, Building M-STEP Coordinators may be called on to make two important decisions **before** testing that will impact the reporting of results.

Research I and II Fields

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

In the past, school districts have used the optional research fields to answer such questions as:

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

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

- Codes for research fields may be developed at the district or school level and assigned a different number from one to ten.
- Districts may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the Answer Document or entered into the Secure Site through the end of Tested Roster.

If research codes are used, District M-STEP Coordinators need to inform Building Coordinators and Test Administrators so they can be entered either on the students' Answer Documents or added in the Secure Site before the end of Tested Roster.

Reporting Codes

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

The Mass Updates Assessments document on the <u>Secure Site Training</u> page (www.michigan. gov/securesitetraining) explains how to assign Reporting Codes to a group of students. The *Reporting Code Labels* document also on the <u>Secure Site Training</u> page explains how to create a label for reporting codes. In 2018, there are no Reporting Code Sheets and paper/pencil Answer Documents no longer have a Reporting Code bubble box.

Reporting codes **must** be added in the Secure Site before the end of Tested Roster.

End-of-Test Window Activities

There are a number of tasks that must be completed at the end of each testing window. Although Building M-STEP Coordinators may not carry out the tasks themselves, they are responsible for working with others to make sure they are completed.

Returning Test Materials

Either the District or Building M-STEP Coordinator needs to return test materials to the M-STEP scoring contractor **at the end of each test window**. (See the table on page 11 of this manual for return deadlines.) Detailed directions for this task are included in the *Return Materials Instructions* section on page 78.

Clearing the TSM

Once a testing session starts caching responses on the TSM, it will continue doing so until the student logs out. It is not necessary to manually push student responses while students are testing-there is also no harm. However, if a student cannot log back into a test because responses are waiting on the TSM, it is simplest to send all pending responses to DRC.

Building M-STEP Coordinators should work with District M-STEP Coordinators to remind Technology Coordinators that the TSM needs to be cleared of any stored responses at the end of each online testing window. If Technology Coordinators choose to, they may clear the TSM on a daily basis. Usually the TSM would only need to be cleared at the end of the day after all testing has been completed, however if students are having problems logging into tests, the TSM may be cleared more frequently.

Important Dates

2018 Online Assessment Windows		
	Grades 5, 8 & 11	Grades 3, 4, 6 & 7
	April 9–May 4	April 30-May 25

2018 Paper/Pencil Assessment Administration Dates					
Subject Area	ubject Area Grades 5 & 8 Grade 11 Grades 3, 4, 6 & 7				
ELA Day 1	April 10	NA	May 1		
ELA Day 2	April 11	NA	May 2		
Makeup: ELA Only	April 12, 13, & 16	NA	May 3, 4, & 7		
Mathematics	April 17	NA	May 8		
Makeup: ELA and Mathematics	April 20 & 23-27		May 9-11 & 14-18		
Science	April 18	April 12	NA		
Social Studies	April 19	April 12	NA		
Makeup: Science and Social Studies	April 20 & 23-27	April 16-20 & 23-27	NA		

Important Pre-Testing Activities		
M-STEP Pre-ID Window	Opens: January 8, 2018 Closes for preprinted barcode labels (paper/pencil testers): February 13, 2018	
	Closes for online test session pull: February 26, 2018 Remains open for new students through the last day of the grade-specific test window.	
M-STEP Initial Order Window	January 8–February 13, 2018	
M-STEP Additional Order Window	Grades 5, 8 and 11: April 3–April 24, 2018 (Window closes at noon.) Grades 3, 4, 6 and 7: April 24–May 15, 2018 (Window closes at noon.)	
M-STEP Spring Coordinator Live and Taped Training	March 6, 2018 (live, 10-11 AM) The recorded version will be available in eDIRECT on March 7, 2018. (This training relates only to online testing.)	

Important Pre-Testing Activities		
Spring 2018 M-STEP Test Recorded Presentations	Released in chapters on the M-STEP web page starting by early March.	
M-STEP Initial Test Materials Arrive in Districts	Grades 5, 8 and 11: March 26-28, 2018*	Grades 3, 4, 6 and 7: April 16-18, 2018

^{*} For grades 5, 8 and 11, schools may request an alternate delivery date of April 2–4, 2018 in the Secure Site Material Order Form. Alternate delivery dates for grades 3, 4, 6 and 7 are April 23–25, 2018. Schools can select alternate delivery dates in the Initial Material Order page of the Secure Site.

Surveys being conducted by the OEAA include: (1) the **Off-site Test Administration Request survey**, which opened on November 6, 2017 for grade/schoolwide testing and remains open for individual students (e.g., homebound, expelled, etc.) through the end of each grade-specific testing window; and (2) the **Alternate INSIGHT Availability Request survey** for schools that provide regular classroom instruction after 4:00 PM, which is open January 15–March 8, 2018.

Materials Return Dates				
Grades inclusion with \$25		Shipping dates with \$250 late fee charge	Shipping dates with \$250 late fee and \$25 processing fee per Answer Document	Dates after which materials will NOT be scored
Grades 5, 8 and 11	May 2, 2018	May 3-9, 2018	May 10-16, 2018	May 17, 2018
Grades 3, 4, 6 and 7	May 23, 2018	May 24-30, 2018	May 31-June 6, 2018	June 7, 2018

Building Coordinator Online Checklist

A checklist is provided on the following pages to guide Building Coordinators in carrying out the tasks associated with online M-STEP testing. The checklist can also be downloaded from $\underline{\text{eDIRECT}}$ (https://mi.drcedirect.com). Go to All Applications \rightarrow General Information \rightarrow Documents.



Spring 2018 Online Assessments

Building Coordinator Checklist of REQUIRED ONLINE TASKS AND ACTIVITIES



2018 M-STEP Test Windows	
Grades 5, 8, and 11	April 9–May 4
Grades 3, 4, 6 and 7	April 30-May 25

eDIRECT: https://mi.drcedirect.com

Access reference documents in eDIRECT: Select All Applications \rightarrow General Information \rightarrow filter for M-STEP documents.

Building Coordinator Checklist:

This checklist is intended to be used *in conjunction* with the **M-STEP Test Administration Manual**, which is found in eDIRECT. **All steps below are required for successful implementation**.

✓	Task
	 Watch the District/Building Coordinator Online Training (Live March 6, 2018) or a recording of the training (posted by March 7, 2018) in eDIRECT under All Applications → General Information → Documents → Document type: Training Presentations & FAQs and at www.michigan.gov/mstep.
	 Review the M-STEP Test Administration Manual (TAM) (access in eDIRECT documents or at www.michigan.gov/mstep).
	3. Ensure all Test Administrators read the <i>M-STEP Online Administration Directions</i> (printed and in eDIRECT documents) and/or the <i>M-STEP Paper/Pencil Administration Directions</i> (printed and in eDIRECT documents). These can also be found on the M-STEP web page (www.michigan.gov/mstep).
	4. Coordinate and verify Test Engine (INSIGHT) and Testing Site Manager (TSM) set up with the Technology Coordinator (test that the system is properly installed by accessing OTTs).
	 Coordinate the student use of Online Tools Trainings (OTTs) and the M-STEP Tutorial.
	6. Manage the Student Roster in eDIRECT. Update incorrect/missing information in the Secure Site. (If you don't have access to the Secure Site, see the District M-STEP Coordinator for assistance.)

✓	Task
	Schedule the Test Sessions and Create or Edit Test Sessions in eDIRECT, if necessary.
	8. Review the Supports and Accommodations Table and Assessment Integrity Guide .
	 Assign appropriate accommodations to students who need them (must be done before generating login tickets).
	10. Print/sort/distribute student Test Login Tickets to Test Administrators (daily).
	11. Monitor testing and support Test Administrators during test window (daily).
	12. Post-Test Housekeeping —collect/destroy all login tickets, test rosters, reference documents, graph paper, and scratch paper; verify that student statuses show "completed" for each student (eDIRECT: Test Setup → Student Status); schedule makeup sessions for students as needed (daily); coordinate the return of all test materials.

Questions Regarding eDIRECT, INSIGHT, or the above steps?

- Consult the M-STEP Test Administration Manual and the eDirect User Guide.
- Consult the District Coordinator.

Test Administrators

Roles and Responsibilities

Test Administrators are responsible for helping to prepare for test administration and for administering the M-STEP tests directly to students. That includes carrying out the following tasks:

- Discuss and enforce cell phone and personal electronic device policy with all students
- Arrange the testing environment (making sure that each student has a testing device and that all posters, formulas, maps, etc. that could cue the students have been covered or removed)
- Distribute test tickets provided by the Building M-STEP Coordinator to students testing online
- Distribute paper/pencil test materials (if used)
- Read and explicitly follow all test directions
- Collect test tickets immediately after login and deliver them to the Building M-STEP Coordinator after each test session
- Monitor students during testing
- Report incidents promptly to the Building M-STEP Coordinator
- Collect scratch paper and graph paper (if used) at the end of each test session and deliver to the Building M-STEP Coordinator
- Ensure that students using 1:1 testing devices (such as iPads or Chromebooks that go home with students) have completely exited from the testing system before leaving the testing room
- Ensure that each Answer Document used for paper/pencil testing has a barcode label affixed to it and the correct information is printed on the front page (a \$10 fee may be assessed for each Answer Document returned for scoring without a label)

Test Administrator Resources

Test Administrators may be administering online tests, paper/pencil versions of the test, or both. Therefore, the Office of Assessment and Accountability (OEAA) and its testing contractor have developed a number of resources and tools designed to help Test Administrators better navigate the administration process, including:

- The M-STEP Paper/Pencil Test
 Administration Directions (available in print form and online on the M-STEP web page (www.michigan.gov/mstep), and
- The M-STEP Online Test Directions (also available in printed form and online at the above address)

Other resources and tools (presentations, mini-tutorials, and manuals) are described in detail in the *Overview* section, beginning on page 12 of this manual.

Managing Test Sessions

□ Test Tickets

Each student will require a test ticket for every test session, and each test ticket will have a unique username and password. Examples of test tickets for a two-part test are shown on the next page.

Building M-STEP Coordinators will provide test tickets to Test Administrators prior to the start of each test. The test tickets (and corresponding test rosters) are secure materials. They should be kept in a secure location until they are needed. Students should have their test tickets to log into a test, but not for any other reason.

It is good practice to count the number of test tickets at the start of a test session and again at the end of a test session to ensure that no test tickets are left behind. All test tickets should be returned to the Building M-STEP Coordinator at the conclusion of each testing session.



Sample Test Tickets

M-STEP Spring 2018 Test Ticket

G 5 Social Studies - Part 1

Test Session: Smith

Student Name: Anderson, Abigail A

Date of Birth: 11/11/2008

State Student ID (UIC): 1234567890

District Student ID: 9483722 Username: AAnderson1 Password: 234K79HQ Accommodation(s): MSK

M-STEP Spring 2018 Test Ticket

G 5 Social Studies - Part 2

Test Session: Smith

Student Name: Anderson, Abigail A

Date of Birth: 11/11/2008

State Student ID (UIC): 1234567890

District Student ID: 9483722 Username: AAnderson1 Password: 158F72BE Accommodation(s): MSK

Breaks During Testing

Breaks ARE allowed during M-STEP testing (online and paper/pencil). During online test sessions, breaks can be provided using the software's "Pause" feature (do **not** click "Review/End Test"—that will cause the student's responses to be submitted). Tests can be paused for up to 20 minutes. If the 20-minute limit expires, the student will need his/her test ticket to log back in.

Paper/pencil testers are allowed to take breaks any time a stop sign appears in their test booklets. (These signs appear at the end of each test part, which will be noted in the test directions.) If one or more students leave the room, the Test Administrator must collect their Answer Documents (and if used, scratch paper), put them inside the students' test booklets, and give them back to the students when they return. Students may not return to an earlier part of their test booklet after a break is taken.

■ Verifying Supports and Accommodations on Test Tickets

Students with supports and accommodations will have some of those supports and accommodations displayed at the bottom of their test ticket (see the bold text at the bottom of the sample test ticket below).

M-STEP Spring 2018 Test Ticket

G 5 Social Studies - Part 1

Test Session: Smith

Student Name: Anderson, Abigail A

Date of Birth: 11/11/2008

State Student ID (UIC): 1234567890

District Student ID: 9483722 Username: AAnderson1 Password: 537B91RK Accommodation(s): MSK

Embedded online supports and accommodations are abbreviated on the test tickets as follows:

Embedded Online Supports/ Accommodations	Test Ticket Abbreviation
Closed Captioning	CCAPTION
Color Choices	CC
Contrasting Color	СТС
Masking	MSK
Reverse Contrast	RC
Stacked Translation (Spanish mathematics only)	ST
Text-to-Speech (items only)	TTS
Text-to-Speech (items and passages)	TTSPASSAGE
Video Sign Language	VSL

Non-embedded supports and accommodations do not display on test tickets.

Some accommodations will require Test Administrators to turn them on once the student has launched INSIGHT. Refer to the M-STEP Online Test Directions for more information on turning on accommodations. This document is available in eDIRECT (https://mi.drcedirect.com) and on the M-STEP web page (www.michigan.gov/mstep).

■ Moving Online Testers to a Different Testing Device or Room

There are two main reasons why it would be necessary to move an online tester from one computer to another during testing:

- There are technology issues with the computer software or hardware that make it difficult and/or impossible for the student to continue testing on that computer.
- 2. The student requires additional time to complete the test and another location would be more suitable.

If a student needs to move from one computer to another after testing has begun, follow these steps:

- Click on the "Pause" button and then click the "Exit" button (**Do not** click "End Test").
- 2. Collect the student's test ticket, and if used, scratch paper, to bring to the new testing computer.
- 3. Escort the student to the new location (or computer).
- 4. Launch the testing software.
- 5. Hand the test ticket back to the student.
- 6. Observe the student entering his/her username and password.
- 7. The student will be required to view and click through the test directions.

- 8. The student will click "Start Test" and will be taken to the same question where he/ she left off prior to pausing.
- 9. Collect the student's test ticket.
- 10. Continue to monitor the test session with the normal security procedures.

The testing software expects a student to start and finish a test session (not necessarily all testing, but that test ticket) on the same TSM. If your school uses more than one TSM, the test session will likely be locked if the student moves to a computer on a different TSM. Please work with the Technology Coordinator to identify any testing device-to-TSM relationships or contact DRC to have the test unlocked.

Moving Paper/Pencil Testers to a Different Room

Sometimes paper/pencil testers have to be moved to a different location during testing. This usually happens when one student takes longer than other students to complete the test. If this happens, put the student's Answer Document, and if used, scratch paper, inside his/her test booklet and move the student to a quiet location that is void of cluing materials (maps, equations, posters, etc.). The student must be accompanied by a Test Administrator or proctor until he/she finishes testing.

Test Directions

Detailed test directions are included in the M-STEP Online Test Directions and the M-STEP Paper/Pencil Test Administration Directions. Electronic copies of the M-STEP Online Test Directions and the Paper/Pencil Test Administration Directions can be downloaded from the M-STEP website or edirect.com (https://mi.drcedirect.com). Printed copies of test directions are also included in the Initial Material Orders.



Test Administrators must have a printed copy of the test directions for the test being administered. Directions must be read and followed explicitly.

Ensuring Test Directions are read for each test administered

MDE has received requests to administer more than one test at a time for mixed-age and/ or mixed-content groups of students while reading directions for one test. For example:

- "Can we administer the 3rd and 4th grade mathematics M-STEP at the same time, reading the directions from one of the tests to all students?"
- "Can students be given test tickets for more than one test so they can move from one test to the next?"
- "Can students taking different tests be tested in the same room?"

The answer to all of these questions is based on the requirement stated above:

Directions must be read and followed explicitly.

Test Administrators **cannot** read directions for one grade of the Mathematics test and presume that those directions will cover students taking a different grade of the Mathematics test. There are slight, but important, differences in the directions for different grade and/or content area tests.

If the Test Administrator is able to ensure that Test Directions are read to students for each test, while not disrupting testing of any other students, then testing in more than one grade or content area is allowable.

Per the Assessment Integrity Guide, the content area and grade are already required on the Seating Chart for each test session. When testing more than one grade or content in a single test session, each assessment being

administered to each student must be clearly documented in the Seating Chart. In addition, a notation must be made on the Seating Chart describing the steps taken to ensure all students are provided a quiet, distraction-free testing environment while administering more than one assessment in the same room.

If students have already heard the Test Directions and are resuming testing in a makeup or extended session, then multiple grades and content areas are allowed – because they have already heard Test Directions read aloud.

■ Issues Specific to Online Testers

While reading test directions to online testers, it is very common for them to click ahead. Some students may reach the "Begin Test" button before you direct students to begin. In some cases, the student may even start taking the test. When the student realizes he or she has gone too far, there is a tendency to click "End Test" to get out of the test. If this happens, the test will become locked and it cannot be unlocked. This will result in the submission of a test with no responses. Therefore, before you begin reading the test directions, it may be helpful to remind students not to click ahead. If they do click the "Begin Test" button early, they should select the "Pause" button and wait for your directions.

Ending a Test Session

■ Online Testers

When students have completed their test, they should click "End Test" or "Exit" if taking a CAT. Students taking fixed form tests will see the review screen after clicking "End Test." Students should review any flags they selected on any items, and ensure they have answered all questions. After viewing the review screen,

students will click "End Test." The next screen will give students an opportunity to return to the review screen or Submit the test. Clicking "Submit" ends the test and takes the student to the INSIGHT sign-in screen.

When taking a CAT test, students will work until they click "Next" on an item and receive a "Congratulations!" screen indicating they have completed the test. Students select "Exit" and return to the INSIGHT sign-in screen. At that point, the Test Administrator should see the desktop or home screen of the device.

If students are testing on devices they carry with them (commonly called 1:1 devices), Test Administrators need to check the devices to make sure the desktop or home screen is showing before students leave the testing room. This is the only way to be sure that students are not still logged into the testing software. (See the M-STEP Online Test Directions for more detailed information on ending online tests.)

☐ Internet Connectivity

Online testing requires a reliable connection to the internet. If a student's computer loses contact with the TSM or DRC during computer adaptive testing or if response caching is not enabled, testing will be paused while INSIGHT attempts to reconnect. If INSIGHT cannot reconnect, the student will be logged out of the test. The student can log back in once the connection is restored, usually immediately. If student responses were being cached, responses may need to be pushed from the TSM to DRC, either manually or by an automatic process.

The connection is checked every 45 seconds or whenever an answer is selected. At most the one answer is lost to a lost connection (or up to 45 seconds of an essay). Testing resumes at the point where the connection was lost. Where available, wired connections usually have fewer disconnect "blips" than wireless connections. Work with the Building Coordinator and Technology Coordinator to resolve connectivity and other computer issues.

Paper/Pencil Testers

All parts of the M-STEP test are untimed and student-paced. Therefore, students must be given as much time as needed during the same continuous session on the test date to complete each part of the test. If a test session time slot has ended but there are a few students who need more time to finish, their test materials may be collected and they may be escorted immediately to a different supervised location where they may complete their test.

For all other students who have finished testing, collect their test materials individually (do **not** have them pass their materials to the ends of rows or aisles). Verify that each student has returned both his/her Answer Document and test booklet; then, return the secure materials to the Building M-STEP Coordinator. (See the M-STEP Paper/Pencil Test Administration Directions for more detailed information on ending paper/pencil tests.)



Important Dates

2018 Online Assessment Windows		
	Grades 5, 8 & 11	Grades 3, 4, 6 & 7
	April 9–May 4	April 30–May 25

2018 Pap	2018 Paper/Pencil Assessment Administration Dates			
Subject Area	Grades 5 & 8 Grade 11 Grades 3, 4, 6 & 7			
ELA Day 1	April 10	NA	May 1	
ELA Day 2	April 11	NA	May 2	
Makeup: ELA Only	April 12, 13, & 16	NA	May 3, 4, & 7	
Mathematics	April 17	NA	May 8	
Makeup: ELA and Mathematics	April 20 & 23-27		May 9-11 & 14-18	
Science	April 18	April 12	NA	
Social Studies	April 19	April 12	NA	
Makeup: Science and Social Studies	April 20 & 23-27	April 16-20 & 23-27	NA	

Important Pre-Testing Activities		
M-STEP Pre-ID	Opens: January 8, 2018 Closes for preprinted barcode labels (paper/pencil testers): February 13, 2018	
Window	Closes for online test session pull: February 26, 2018	
	Remains open for new students through the last day of the grade-specific test window.	
M-STEP Initial Order Window	January 8–February 13, 2018	
M-STEP Additional Order Window	Grades 5, 8 and 11: April 3-April 24, 2018 (Window closes at noon.) Grades 3, 4, 6 and 7: April 24-May 15, 2018 (Window closes at noon.)	
M-STEP Spring Coordinator Live and Taped Training	March 6, 2018 (live, 10-11 AM) The recorded version will be available in eDIRECT on March 7, 2018. (This training relates only to online testing.)	

Important Pre-Testing Activities				
Spring 2018 M-STEP Test Recorded Presentations	Released in chapters on the M-STEP web page starting by early March.			
		Grades 3, 4, 6 and 7: April 16-18, 2018		

^{*} For grades 5, 8 and 11, schools may request an alternate delivery date of April 2–4, 2018 in the Secure Site Material Order Form. Alternate delivery dates for grades 3, 4, 6 and 7 are April 23–25, 2018. Schools can select alternate delivery dates in the Initial Material Order page of the Secure Site.

Surveys being conducted by the OEAA include: (1) the **Off-site Test Administration Request survey**, which opened on November 6, 2017 for grade/schoolwide testing and remains open for individual students (e.g., homebound, expelled, etc.) through the end of each grade-specific testing window; and (2) the **Alternate INSIGHT Availability Request survey** for schools that provide regular classroom instruction after 4:00 PM, which is open January 15–March 8, 2018.

Materials Return Dates								
		Shipping dates with \$250 late fee charge	Shipping dates with \$250 late fee and \$25 processing fee per Answer Document	Dates after which materials will NOT be scored				
Grades 5, 8 and 11	May 2, 2018	May 3-9, 2018	May 10-16, 2018	May 17, 2018				
Grades 3, 4, 6 and 7	May 23, 2018	May 24-30, 2018	May 31–June 6, 2018	June 7, 2018				

Test Administrator Online Checklist

The checklist on the following pages of this manual is designed to help Test Administrators with the tasks associated with online M-STEP testing. The checklist may also be downloaded from $\underline{\mathsf{eDIRECT}}$ (https://mi.drcedirect.com). Go to All Applications \rightarrow General Information \rightarrow Documents.

In addition, the *Important Dates* tables "Important Dates" on page 60 will help Test Administrators keep track of the dates by which important test-related activities must be completed.





Spring 2018 Online Assessments Test Administrator Checklist of REQUIRED ONLINE TASKS AND ACTIVITIES



2018 M-STEP Test Windows				
Grades 5, 8, and 11 April 9–May 4				
Grades 3, 4, 6 and 7	April 30-May 25			

eDIRECT: https://mi.drcedirect.com

Access Reference Documents in eDIRECT: Select All Applications \rightarrow General Information \rightarrow Documents \rightarrow filter for "All" administration documents.

Test Administrator Checklist:

This checklist is intended to be used *in conjunction* with the **M-STEP Test Administrator Manual** and the **M-STEP Online Administration Directions**, both of which can be found in eDIRECT. **All steps below are required for successful implementation**.

1	Task				
	Before Testing				
	 Ensure INSIGHT software is installed on all testing devices and that you know how to launch it on those devices. 				
	2. Ensure students have practiced using the OTT/Sample Item Sets.				
	3. Ensure you and your students have viewed the M-STEP tutorial available on eDIRECT and/or the INSIGHT engine.				
	4. Review all applicable sections of the M-STEP Test Administration Manual (TAM).				
	 Read the entire M-STEP Online Administration Directions. (There are separate directions for paper/pencil.) 				
	6. Clearly understand the scheduled testing time, including breaks.				
	 Prepare the classroom for testing (see the M-STEP Online Administration Directions for more information). 				
	8. Obtain a student test ticket for each student who will be testing.				
	9. Count the test tickets you will be using for this test session.				

✓	Task				
	During Testing				
	Distribute test materials (headphones, if applicable, scratch paper, graph paper, test tickets).				
	2. Read Test Directions aloud to students (use the M-STEP Online Test Directions).				
	3. If testing on an iPad, make sure the volume rocker buttons are enabled.				
	4. Collect test tickets after students have signed in. Retain tickets for students who need to log in again.				
	5. Monitor students during testing.				
	After Testing				
	Collect/Return to Building M-STEP Coordinator all test tickets, test rosters, scratch paper, and graph paper to be securely stored or destroyed.				
	2. For students testing on 1:1 devices (devices that leave the testing room), be sure you can see the desktop/home screen of the device before the student leaves. (This ensures they are not still logged into the test.)				

Questions Regarding the above steps?

• Consult with the Building M-STEP Coordinator



Supports and Accommodations

What Are Supports and Accommodations?

Generally speaking, supports and accommodations are tools, resources, and strategies that allow all students equitable access to the content measured on the state's standardized assessments.

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

- 1. Universal tools, which are available to **all** students,
- 2. Designated supports, which are based on individual student need (including EL supports), as determined by an adult or team, and
- Accommodations which are specifically documented in a student's Individualized Education Program (IEP) or Section 504 Plan.

This section of the manual provides detailed information specifically related to the latter two categories—designated supports and accommodations. It should be noted that what is considered a *support* for one content area and/or one grade may be considered an *accommodation* for another content area or grade, so it is imperative to approach the provision of supports and accommodations from a student-centered perspective. (Do not assume that what applies to one student in one grade taking a particular contentarea test will apply across the board to all students.)

For more detailed information on supports and accommodations (as well as universal tools), refer to the *Michigan Supports and Accommodations Manual* and the *Supports and Accommodations Table*, which are available on the M-STEP webpage (www.michigan.gov/mstep).

Ordering Accommodated Materials

Some supports and accommodations for students require that they take paper/pencil versions of the tests. **These tests must be specifically requested when ordering materials in the Secure Site** (www. michigan.gov/oeaa-secure).

Conversely, other supports and accommodations may require that a student take the test online. Some supports and/or accommodations that an individual student needs to test online must be identified and enabled in eDIRECT.

If a student requires a Reader Script, an audio CD, or a video DVD, a special accommodations kit must be ordered for that student. **These kits only contain one paper/pencil test booklet**. Therefore, when more than one student will use the same Reader Script, CD, or DVD (e.g., when student will be testing in small groups), additional paper/pencil test booklets must be ordered (the order screen will request the number of students expected to test with each kit, so be sure to enter the correct number.)

Supports and Accommodations Tracking Sheet

The OEAA has developed an **optional**Supports and Accommodations Tracking
Sheet to help District and Building M-STEP
Coordinators ensure that the correct
designated supports and accommodations are
ordered and available for individual students
at the time of testing. The sheet is intended
only for organizational purposes; it should
not replace or usurp team-level decisions
or documented needs in a student's IEP or
Section 504 Plan. The sheet is available on the
M-STEP web page (www.michigan.gov/mstep).

■ Embedded and Non-embedded Supports and Accommodations

The Spring 2018 M-STEP **online** assessments offer two kinds of supports and accommodations—embedded and non-embedded. Embedded supports and accommodations are those that are integrated into the online testing system. They are referred to as "online" accommodations in eDIRECT. These accommodations need to be turned on, or enabled, by the Building M-STEP Coordinator in eDIRECT **before** a student's test ticket is generated.

Non-embedded accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student. These are referred to as "standard" accommodations in eDIRECT. They can be checked before or after a student tests. (This eDIRECT designation should **not** be confused with the state's designation regarding which supports and accommodations are considered standard and nonstandard for accountability purposes.)

A Supports and Accommodations companion document can be found on page 76 of this manual. By using the numbers in that document, schools can identify which supports listed in eDIRECT (or on the paper/pencil Answer Document) match those within the Supports and Accommodations Table located on the M-STEP web page (www.michigan.gov/mstep).

■ Turning On Supports and Accommodations

For detailed information related to turning on embedded accommodations, refer to the mini-module called *Accommodations—Adding*, *Editing*, *Mass-assigning Guide*, which can be found in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Mini-Modules.

■ Verifying Test Tickets

Test Administrators can verify a student's embedded online supports and accommodations by reviewing his/her test ticket(s).

M-STEP Spring 2018 Test Ticket G 5 Social Studies - Part 1

Test Session: Smith

Student Name: Anderson, Abigail A

Date of Birth: 11/11/2008

State Student ID (UIC): 1234567890

District Student ID: 9483722 Username: AAnderson1 Password: 234K79HQ Accommodation(s): MSK

The table shows how embedded online supports and accommodations are abbreviated on the test tickets.

Embedded Online Supports/ Accommodations	Test Ticket Abbreviation
Closed Captioning	CCAPTION
Color Choices	СС
Contrasting Color	СТС
Masking	MSK
Reverse Contrast	RC
Stacked Translation (Spanish mathematics only)	ST
Text-to-Speech (items only)	TTS
Text-to-Speech (items and passages)	TTSPASSAGE
Video Sign Language	VSL

Non-embedded supports and accommodations do not display on test tickets.



Where to Find More Information on Supports and Accommodations

Essential supports and accommodations information can be found on the M-STEP web page (www.michigan.gov/mstep), including the:

- Michigan Supports and Accommodations Manual
- Supports and Accommodations Table
- Recommended Qualifications and Guidelines for Use of Translators and Language Interpreters for the M-STEP and MI-Access Assessments
- M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance
- M-STEP, MI-Access, and WIDA Scribing Protocol
- M-STEP Math Spanish Read-Aloud Guidelines
- M-STEP Math and English Language Arts (ELA) Read-Aloud Guidelines

Webinars on supports and accommodations were held in the fall of 2017. Recorded versions of the webinars and accompanying materials are available on the M-STEP web page (www.michigan.gov/mstep). Scroll down to Professional Development.

Nonstandard Accommodations

Any student who receives a nonstandard accommodation will **not** count as being assessed. The Building M-STEP Coordinator should mark either the student's paper/pencil Answer Document as "Nonstandard," or, if the student is testing online, enter that code in eDIRECT. Coordinators are required to file an Incident Report. Please contact the OEAA Call Center (at 1-877-560-8378) for assistance, if needed.

Following are two examples of why some accommodations are considered nonstandard.

- The M-STEP grade 3–5 ELA tests are intended to measure how well a student can read through decoding. Therefore, if the reading passages are read aloud to a student, it becomes a listening test and not a reading test. In this way, the construct of the test (or what it is designed to measure) is changed.
- Using a calculator on any portion of the M-STEP mathematics tests where calculators are not permitted is considered a nonstandard accommodation because the items are intended to measure a student's ability to make the calculations himself/ herself (for example, adding or subtracting two numbers). If a calculator is used on these items, it changes the construct of what is being measured.

Filling Out Supports and Accommodations Information on Answer Documents

When Test Administrators are working with paper/pencil testers to complete the demographic portion of their Answer Documents, they will need to make sure that information related to supports and accommodations is correctly recorded. The supports and accommodations information varies by Braille content area.

ELA Standard Supports and Accommodations

- Directions Read in Native Language
- Braille (Form 88)
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)



- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- Other

Mathematics Standard Supports and Accommodations

- Directions Read in Native Language
- Oral Translation in Native Language
- Braille (Form 88)
- Spanish Booklet
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- Abacus
- L1 Glossary
- Other

Science and Social Studies Standard Supports and Accommodations

- English DVD
- Spanish DVD
- Arabic DVD
- Reader Script
- Oral Translation in Native Language
- Braille (Form 88)
- Enlarged Print

- Audio CD
- Multiple-Day Testing
- Other

Using Audio CD Versions of the Tests

(Use Form 1 test booklet only.)

- Audio CDs are ONLY available for the M-STEP science and social studies assessments.
- The audio CD versions of the M-STEP tests are created from a Form 1 test booklet.
- Students using an audio CD must have a printed copy of a Form 1 test booklet to use during testing. Be sure to grid "Form 1" on the students' Answer Documents as noted in the test directions.
- This version of the test (designated support) will be shipped with one Form 1 test booklet. Be sure to order additional accommodated forms (Form 1) if using an audio CD with multiple students by accurately indicating the number of students to be tested with the CD on the materials order page in the Secure Site (www.michigan.gov/oeaa-secure)
- The District/Building M-STEP Coordinator may order additional audio CDs.

The following instructions should be used when administering audio CD versions of the tests:

- Audio CDs are intended to be used by one student or by small groups of no more than five students.
- Individual students may use their audio CD in a small group setting only when the computer or CD player has headphones and the student has personal control over the equipment.



- Students should be able to use the equipment independently since this designated support should be used routinely in the classroom. Students may be assisted in playing the audio CD but may not be given any help with answering test items. Students who use audio CDs (based on individual need) must use a standard Spring 2018 Answer Document. Student responses can be recorded in a number of different ways. Students may
 - Grid their own Answer Documents
 - Mark their answers in their test booklets and have a Test Administrator, proctor, or test accommodations provider transcribe them onto their Answer Documents
 - Dictate responses to a scribe or into a tape recorder and have a Test Administrator, proctor, or test accommodations provider grid the Answer Documents (Please refer to the Scribing Protocol, which can be found on the M-STEP webpage under the "Student Supports and Accommodations" section.)
 - Braille their responses and have a
 Test Administrator, proctor, or test
 accommodations provider transcribe the
 answers onto the Answer Documents
- For students using an audio CD as a designated support, it is important to grid the "Audio CD" circle on the students' Answer Document(s).
- Make sure a barcode label is placed on the front of each student's Answer Document where indicated.

Using Video DVD Versions of the Tests

(Use Form 1 test booklet only.)

Video DVDs are available only for the M-STEP science and social studies tests, and provide an enhancement to the audio CD versions.

Students are able to use the video display as an additional cue when determining where they should be in a test booklet while they are taking a test.

- DVDs are designed to be used with a television and a DVD player. This equipment will produce the highest quality results.
- Students using a DVD must have a printed copy of a Form 1 test booklet to use during testing. Be sure to indicate "Form 1" on each student's Answer Document as noted in the test directions.
- This version of the test will be shipped with one Form 1 test booklet. Be sure to order additional accommodated forms (Form 1) if using a DVD with multiple students by accurately indicating the number of students to be tested with the DVD on the materials order page in the <u>Secure Site</u> (www.michigan.gov/oeaa-secure).
- The District/Building M-STEP Coordinator may order additional video DVDs.
- Video DVDs for science and social studies are available in Spanish, Arabic, and English. (They are **not** available at all for ELA and mathematics.)

The following instructions should be followed when administering video DVD versions of the tests:

- Tests are to be administered to students either individually or in small groups (up to five students) in a setting where the video will not disturb other students.
- The Test Administrator will need to make sure the appropriate video language circle is filled in on each student's Answer Document.
- Students who use videos (based on individual need) must use a standard Spring 2018 Answer Document. Responses can be recorded in a number of ways.

Students may:

- Grid their own Answer Documents
- Mark answers in their test booklets and have a Test Administrator, proctor, or test accommodations provider transcribe the answers onto the Answer Documents
- Dictate responses to a scribe or into a tape recorder and have a Test Administrator, proctor, or test accommodations provider grid the Answer Documents (Please refer to the Scribing Protocol, which can be found on the M-STEP webpage under the "Student Supports and Accommodations" section.)
- Each test question is marked on the DVD. This helps students return to the appropriate place, if needed, during test administration.
- For students using DVDs as a designated support, mark the appropriate DVD bubble on their Answer Document.
- Make sure a barcode label is placed on the front of each student's Answer Document where indicated.

Reading Directions and Track/Chapter Numbers— Audio CDs and Video DVDs

Audio CDs and video DVDs are formatted so that the track number in Part 1 of each test corresponds to the test questions for each test part. Test Administrators and accommodations providers should be aware of the following:

 Directions on the CDs and DVDs are attached to a test question. For example, the initial directions for Social Studies, Part 1 will be part of Track or Chapter 1. This means that a student who returns to test question 1 will hear the directions again. This is a drawback, but it is the only way that tracks/chapters can be aligned with the actual test question numbers.

- Test Administrators or accommodation providers must read aloud the directions exactly as written to the student(s) so that students may ask questions before beginning the test. Students will hear the directions a second time on the CD or DVD because the directions are attached to test question tracks.
- Tracks/chapters for Part 2 (if applicable) of the DVDs may begin with Track or Chapter 1 again. This may not correspond to the test question numbers. Students may need to search for the test question numbers by paging back and forth rather than using the menu function offered in the software.

Using Reader Scripts

The use of Reader Scripts (scripted versions of the M-STEP test) standardizes the way in which tests are read aloud to students. Reader Scripts are ONLY offered for M-STEP science and social studies and they are considered a designated support. (See the "Read-Aloud Guidelines" on page 73 for information on readers for ELA and mathematics.)

Reader Scripts may be administered one-onone or in small groups of up to five students. Students will use a **Form 1 test booklet** while the test administrator reads aloud from the Reader Script.(**NOTE:** For social studies only, a Form 2 Reader Script and Test Booklet are required for emergency testing.) The ordering process for Reader Scripts is similar to the process used for ordering video DVDs.

For students using a Reader Script as an accommodation, it is important to **fill in the** "Reader Script" circle on their Answer Document. Also make sure a barcode label is placed on the front of each student's Answer Document where indicated.





Using Oral Translations for Native Language

(Use Form 1 test booklet only.)

For science and social studies, translations for native languages must use the Reader Script. If administering a Social Studies Form 2 (emergency) test, the Form 2 Reader Script must be used.

Using Enlarged Print Versions of the Test

(Use Form 1 test booklet only.)

- Use of the enlarged print version of the assessment is a standard accommodation (1) for students with disabilities who need that accommodation as defined in their IEP, or (2) for general education students with Section 504 Plans.
- Form 1 is used as the basis for the enlarged print version of the test.
- Students who use an enlarged print version
 of the test must record their answers
 in their test booklet and have them
 transferred by a Test Administrator,
 proctor, or accommodations provider
 onto a regular Answer Document.
 Spelling, punctuation, indentation, etc.,
 must be transcribed exactly as it appears
 in the student's original response.
- Once student responses have been transcribed onto a regular Answer Document, the student's test booklet can be returned in a secure, non-scorable box.
- If students use an enlarged print version of the test, it is important to fill in the "Enlarged Print" circle on their Answer Document.
- Make sure a barcode label is placed on the front of the transcribed Answer Document where indicated.

Using Braille Versions of the Test

Using Braille versions of the assessment is a standard accommodation (1) for students with disabilities who need this accommodation as defined in their IEP, or (2) for general education students with Section 504 Plans.

- The use of a Braillewriter is permissible.
 If a student uses a Braillewriter as an assessment accommodation, a Test
 Administrator, proctor, or accommodations provider must transcribe the student's responses onto a regular Answer
 Document that is returned along with other secure, scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it appears in the student's original response.
- Each Braille version of a subject-area M-STEP test will be a unique test form (Form 88).
- Each grade-level/subject-area Braille accommodated kit will include a companion Assessment Administrator Booklet for Braille. This booklet is provided so that Test Administrators/accommodations providers can see how the original test items were modified for the student. It also allows them to follow along with the student, even if they do not read Braille.
- A *Print to Braille Correspondence* document is available on the <u>M-STEP web page</u> (www. michigan.gov/mstep).
- If students use a Braille version of the test or a Braillewriter, it is important to **bubble** "Form 88" on their Answer Document.
- The Answer Document to be used for Braille is included in the Braille kit.
- Make sure a barcode label is affixed to the front of the student's transcribed Answer Document where indicated.

Directions for Other Common Supports and Accommodations

Scribes and Tape Recorders

(Use the test booklet form assigned to the student.)

Dictating responses to a scribe or into a tape recorder is a standard support or accommodation for students who need that support or accommodation as defined in their IEP or Section 504 Plan, or for students who have rapid onset of a medical disability.

- Scribes should review the Scribing Protocol_ found on the M-STEP web page (www. michigan.gov/mstep) to make sure they are doing their job correctly.
- If a student uses a tape recorder or scribe as a designated support or assessment accommodation, a Test Administrator, proctor, or accommodations provider must transcribe the student's response onto a regular Answer Document that is returned along with other scorable materials.
- For students using a tape recorder as a designated support or accommodation, it is important to grid the "Other" circle on each student's Answer Document and indicate the administered accommodation.
- For students using a scribe as a designated support or accommodation, grid the "Scribe" circle on each student's Answer Documents and indicate the administered support.
- Make sure a barcode label is affixed to the front of the Answer Document where indicated.

Word Processors

(Use the test booklet form assigned to the student.)

The use of word processors for constructedresponse items is a standard accommodation for students who need that support or accommodation as defined in their IEP or Section 504 Plan, or for students who have rapid onset of a medical disability.

Because the ELA tests assess the student's use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored to ensure that spelling, dictionary, thesaurus, and grammatical software are not activated. Auto-correct may not be used, either.

- Fill in the "Other" circle on the student's Answer Document and indicate that the student used a word processor as an accommodation.
- If the spell check, dictionary, thesaurus, and grammatical software were not deactivated, the "Nonstandard Accommodations" circle must be gridded.
- If a student uses a word processor or another accommodation to record multiple-choice answers, these must be transferred onto a regular Answer Document by the student, Test Administrator, proctor, or accommodations provider. (See the Michigan Supports and Accommodations Manual and the Supports and Accommodations Table on the M-STEP web page). Word-processed constructed-response answers do not need to be transcribed onto an Answer Document by school staff.



Each word-processed page must be printed and identified with the following student information:

- Student barcode label from the Secure Site
- Subject area and item number
- Current test year (for example, Spring 2018)

OR

- Student name, UIC, and birth date
- School code and district code
- Current test year, grade, subject area, and item number
- Word-processed page(s) must be inserted into the student's Answer
 Document that has all required student identification information completed.
 Do not staple or otherwise attach wordprocessed pages to the Answer Document.
- Word-processed pages returned without a completed student Answer Document cannot be scored.
- Make sure a barcode label is placed on the front of the Answer Document where indicated.
- All Answer Documents containing wordprocessed pages must be shipped in the orange Special Handling Envelope.

Additional or Adapted Paper as an Accommodation

(Use the test booklet form assigned to the student.)

 The use of additional paper is permitted for students who need that accommodation due to large handwriting. The need must be documented in the student's IEP or Section 504 Plan.

- When additional paper is used, the student should only be allowed to write the equivalent of what could be written (with average-sized handwriting) in the original space provided in the test booklet.
- Each additional piece of paper must be identified with the following information:
 - Student barcode label from the Secure Site
 - Subject area and item number
 - Current test year (for example, Spring 2018)
 - OR
 - Student name, UIC, and birth date
 - School code and district code
 - Current test year, grade, subject area, and item number
- It is important to grid the "Other" circle on the student's Answer Document and indicate the administered accommodation.
- The additional paper must be inserted into the student's Answer Document that has all required student identification information completed. Do not staple or otherwise attach additional paper to the Answer Document.
- Additional paper that is returned without a completed student Answer Document cannot be scored.
- All Answer Documents containing additional paper must be shipped in the orange
 Special Handling Envelope.

Extended Time/Multiple Day

- All M-STEP tests are untimed and studentpaced.
- If an online tester requires more than one day to complete any single section of an online test, his/her test may be paused and exited at any point. The student will be able to log back into his/her test at any subsequent point within the testing window to complete the session. It is important that the student's test be paused and exited and not submitted.
- Students taking a paper/pencil test, with a multiple-day designated support will use the form of the test assigned to their school.
- As with any support, educators must provide ONLY those supports the student needs. Significant research indicates that providing students with unnecessary or unneeded tools or supports may negatively impact their test scores.
- Students who qualify for testing beyond the initial test dates will have until the last day of the grade-specific testing window to finish testing.
- Students may not begin a subject-area test before the first date the subject-area test is scheduled for all students.
- If extended time is used for a paper/pencil test, it is important to grid the "Multiple-Day Testing" circle on the student Answer Document(s).

Closed Captioning for ELA Listening

Closed captioning is only available for the listening items on the ELA online assessments. It will not be available for any other ELA items or for the mathematics, science, or social studies tests.

Read-Aloud Guidelines for ELA and Mathematics

The use of human readers is allowed across all grades as a **designated support** for M-STEP mathematics and non-passage parts of the ELA assessments. Human readers are also allowable for ELA reading passages as a **documented accommodation** in grades 6–8 (but not for grades 3–5). This accommodation is appropriate for only a very small number of students. For information on documentation requirements and decision-making criteria related to using human readers, go to the M-STEP web page (www.michigan.gov/mstep).

The M-STEP online ELA and mathematics assessments have a text-to-speech designated support option. Students who do not have access to this support or who take a paper/pencil test may utilize the Read-Aloud designated support. Designated supports are options available to all students who may need additional support to access the test content.

The Read-Aloud support is administered with a human reader who provides an oral presentation of the assessment text to an eligible student. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The reader must be trained and qualified and must follow the M-STEP Read-Aloud Guidelines available on the M-STEP web page (www.michigan.gov/mstep).



Scribing Protocol

The Scribing Protocol for the M-STEP, MI-ACCESS, SAT, ACT, and WIDA Assessments can be found on the M-STEP web page (www. michigan.gov/mstep). The protocol outlines the required procedures a scribe must follow. A scribe is an adult who writes down exactly what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access and can respond to test content. Scribes are allowed as a documented accommodation for ELA writing, and as a designated support for science, social studies, mathematics, and ELA non-writing items.

Scribes may also be necessary for testing students with "sudden or rapid onset" conditions, such as broken arms or wrists. Save any documentation, such as doctor's notes, when using a scribe for "sudden or rapid onset" conditions.

Word-to-Word Bilingual Dictionaries

The M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance provides a recommended list of non-electronic word-to-word bilingual dictionaries and glossaries that can be used during M-STEP testing. It can be found on the M-STEP web page (www.michigan.gov/mstep).

Returning Accommodated Materials and Answer Documents

- Audio CDs, video DVDs, enlarged print, and Braille versions of the test, as well as Reader Scripts, are **secure** materials that **must be returned** at the end of each test window. No copies of these materials may be made, downloaded, or retained. Make sure that all secure materials are included in return shipments.
- If a paper/pencil tester has word processed or additional pages, those pages must be inserted in the student's Answer Document and returned in the orange Special Handling Envelope in order to be scored. All other Answer Documents may be returned together in the secure, scorable materials boxes. (See the Materials Return Instructions section on page 78 of this manual for more detailed information.)

Other Reminders for Test Administrators and Accommodations Providers

- The Supports and Accommodations Table can serve as a guide for providing supports and accommodations. The Supports and Accommodations Table can be found on the M-STEP webpage (www.michigan.gov/mstep) under the "Student Supports and Accommodations" section.
- All M-STEP test supports and accommodations must be clearly defined by subject area in the testing section of each student's IEP, Section 504 Plan, or EL instructional record.

- New students with IEPs, Section 504
 Plans, and EL services that move from one Michigan school to another must be identified quickly so that supports and accommodations from the previous school can be implemented.
- Plan ahead. The OEAA recommends that schools/districts maintain a spreadsheet of students with each student's needed supports and accommodations by subject area. A template can be found on the M-STEP web page (www.michigan.gov/ mstep).
- Ensure that each student is taking the correct test (M-STEP or MI-Access) for each subject area. Students who mistakenly take the wrong test(s) may have to take an emergency test to gain a valid score. An Incident Report must be filed.
- Audio CDs, video DVDs, Reader Scripts, and Read-Aloud Guidelines must be used when test content is to be read aloud as a designated support or accommodation.
- An M-STEP test administered with an incorrect accommodation based upon the IEP is considered invalid. The student must take a new (emergency) test to gain a valid score. An Incident Report must be filed.
- Paper/pencil testers must take the entire test in the same form of the test. Do not split form numbers within tests or parts of tests. Please be sure to administer all parts of the tests.

- When students with supports and accommodations use audio CDs, video DVDs, and Reader Scripts in small groups of up to five students, extra Form 1 test booklets may be needed. When ordering, be sure to specify the number of students using each accommodation kit.
- Some supports and accommodations, such as using a scribe, do not require Form 1 test booklets. Use the form assigned to the student.
- Do not begin a subject-area test before the initial test date. Students who are absent on the initial test day may begin testing on the makeup date for the missed subject area.
- Students may refuse to use a support or accommodation. If this happens, try to resolve the situation with the students' parents/guardians immediately. Document any change approved by parents/ guardians.
- Audio CDs, Reader Scripts, or DVDs may not be used with Braille kits.
- Standard Answer Documents are used with the enlarged print and Braille versions of the M-STEP tests.
- Braille and enlarged print kits are ordered by student on the Material Order page.





Supports and Accommodations Companion Document

Spring 2018 Online Supports and Accommodations

By using the numbers associated with each support or accommodation, schools can identify which supports listed in eDIRECT match those within the <u>Supports and Accommodations Table</u>. Please also refer to the <u>Supports and Accommodations Guidance Document</u> for more information related to these supports' administrative practices. Because there are variations between grades and content areas for allowable supports, schools must refer back to the supports and accommodations table for detailed information. Both documents can be found on the <u>M-STEP web page</u> (www.michigan.gov/mstep) in the **Student Supports and Accommodations section**.

The following supports and accommodations must be turned on in eDIRECT <u>before</u> Tickets are printed:

	Online Supports and Accommodations			
15	Color Choice (CC)			
16	Contrasting Color (CTC)			
14	Masking (MSK)			
9	Spanish Translation (stacked) (ST)			
31	Text-to-Speech – Items and Passages (TTSPASSAGE)			
6	Text-to-Speech – Items Only (TTS)			
26	Video Sign Language (test content) (VSL)			
33	Closed Captioning (CCAPTION)			

Use of the following supports and accommodations must be tracked by subject in eDIRECT

Online Supports and Accommodations				
1	Administered individually/ small group	18	Scribe (Non-Writing items)	
4	Noise Buffers	30	Scribe (Writing items)	
5	Oral Translated Test Directions	22	OSA Multiplication Tables (grades 4 and above)	
8	Read Aloud (Human Reader)	23	Abacus	
11	Bilingual word-to-word dictionary	24	Non-Embedded Calculator (Accommodation ONLY for use on calculator items)	
12	Auditory Amplification	25	Administrator Sign Test Directions in ASL	
13	Visual Aids	26	Administrator Sign Test Content in ASL	
14	Masking	27	Alt communication devices	



$\mathcal{N}_{\text{--}Stop}$ Supports and Accommodations Companion Document

Spring 2018 Paper/Pencil Supports and Accommodations

By using the numbers associated with each support or accommodation, schools can identify which supports listed on the Student Answer Document match those within the <u>Supports and Accommodations Table</u>. Please also refer to the <u>Supports and Accommodations Guidance Document</u> for more information related to these supports' administrative practices. Because there are variations between grades and content areas for allowable supports, schools must refer back to the supports and accommodations table for detailed information. Both documents can be found on the <u>M-STEP web page</u> (www.michigan.gov/mstep) in the **Student Supports and Accommodations section**.

Use of the following supports and accommodations must be marked on the Student Answer Document:

	Accommodation		Math	Science	Social Studies
5	Directions Read in Native Language		V		
5/35	Oral Translation in Native Language		V	~	✓
9	Spanish Booklet		~		
21	Enlarged Print*	>	V	V	✓
19	Multiple-Day Testing	>	V	V	✓
35	Audio CD*			~	✓
36	English DVD*			~	✓
36	Spanish DVD*			~	✓
36	Arabic DVD*			~	✓
34	Reader Script (science and social studies)			/ *	/ **
27	Alternate Response		~		
25/26	American Sign Language (ASL)	>	~		
4	Noise Buffers	>	~		
8/31	Read-Aloud (must see Supports/Accommodations Table for specifics)	~	~		
18/30	Scribe	~	~		
27	Speech-to-Text	V	~		
23	Abacus		~		
10	L1 Glossary		~		
	Other	V	~	~	✓
	Nonstandard Accommodation/Support	V	~	~	V

^{*}Must use Form 1 test booklet.

^{**}For Social Studies only, there is a Reader Script available for both the Form 1 test booklet and the Form 2 (Emergency Form) test booklet.



Materials Return Instructions

All test materials must be managed in a specific way **after each test window closes**. This includes used and unused test booklets (standard, Braille, and enlarged print), used and unused Answer Documents (student-completed and adult-transcribed), CDs, DVDs, word-processed pages, scratch paper, graph paper, Listening Scripts, Listening CDs, Reader Scripts, and so forth. The table below shows what to do with each material once testing is complete.

How to Process Secure M-STEP Test Materials After Testing

Secure Test Materials	Return to M-STEP Contractor	Schools Keep	Schools Destroy
Used Answer Documents (all content areas)	Scorable box(es)		
Unused ELA and Mathematics Answer Documents	√ *		
☐ Student Test Tickets and Test Rosters			✓
Used Orange Special Handling Envelope(s) with contents	Scorable box(es)		
✓ Used and Unused Test Booklets (grades 3–8 & 11)	√ *		
Accommodated Versions of the Test (Reader Scripts, Braille, enlarged print, audio CD, video DVD, translated versions, etc.)	√ *		
ELA Listening CDs	√ *		
ELA Listening Scripts	√ *		
L1 (First language) Glossaries (mathematics)			✓
Used scratch paper (including graph paper)			✓

^{*}Can be returned with the scorable materials, or in a separate box as directed in Instructions for Packing Non-scorable Materials for Return on "Instructions for Packing Non-scorable Materials for Return" on page 82 of this manual.

How to Process Non-Secure M-STEP Test Materials After Testing

Non-Secure Test Materials	Return to M-STEP Contractor	Schools Keep	Schools Destroy
Unused science and social studies Answer Documents			✓
Unused Orange Special Handling Envelopes			✓
Test Administration Manuals		Optional	
Test Administration Directions		Optional	
Signed OEAA Security Compliance Forms		Store at District for 3 years	
Seating charts		Store at District for 3 years	

Return Tools

The M-STEP contractor has provided districts/ schools with a number of tools for returning materials, including:

- Orange Special Handling Envelopes
- FedEx Express Airbills for shipping
- **Blue scorable stickers** for the outside of boxes containing scorable materials

Districts and schools are encouraged to complete and return test materials as early as possible following each grade-specific testing window. (See the "Important Dates" on page 8 of this manual for window dates.) The M-STEP scoring contractor can then begin to scan and score student responses immediately. Fees are assessed for the late return of scorable materials.

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

Return Shipping Schedule

The "Materials Return Dates" on page 11 of this manual shows the dates by which Answer Documents must be returned for each testing window. It also shows the late fees and penalties that will be applied when materials are not returned promptly. Materials must be returned within three business days of the close of each testing window to avoid penalty. Answer Documents returned after May 17, 2018 (for the grades 5, 8, and 11 window) and after June 7, 2018 (for the grades 3, 4, 6, 8 window) will not be scored.

Security Compliance Forms and **Seating Charts**

Building M-STEP Coordinators need to give their school's signed OEAA Security Compliance Forms and seating charts to the District M-STEP Coordinator, who will keep them on file for a minimum of **three years**. Do not return these documents to the M-STEP contractor.

Preparing Answer Documents for Return

The Orange Special Handling Envelope

The orange Special Handling Envelope(s) is used for the following materials:

 Damaged Answer Documents that are not biohazards.

Contaminated Answer Document responses should be transcribed onto a new Answer Document and the contaminated Answer Document **must** be securely destroyed.

- Schools must submit an Incident Report when transcribing any Answer Document. (See Appendix C: M-STEP Incident Reporting Guide.)
- Print and affix a bar code label to the new Answer Document and return with the scorable materials
- Used Answer Documents that the school has invalidated by printing "Do Not Score" prominently on the front page.
- All word-processed pages and additional paper with complete student information inserted in each student's Answer Document, for students who required these accommodations.

Set aside the completed orange Special Handling Envelope(s) with its contents. The envelope(s) will need to be placed at the top of Box 1 prior to sealing the box and shipping it.

Organizing Answer Documents for Verification

Follow these steps for preparing M-STEP Answer Documents for return to the M-STEP contractor **at the end of each testing window**.

First, organize the Answer Documents into stacks for each grade level and subject being tested in your school. (For example, 5th grade will have discrete Answer Document stacks for mathematics, ELA, science, and social studies at the end of the grade 5 and 8 window. Eighth grade will have discrete Answer Document stacks for the same content areas.)

If there are students who used an enlarged print or Braille version of the test, they must have a Test Administrator transcribe their responses onto a regular Answer Document. Transcribed Answer Documents may be returned along with the other used Answer Documents.

Reviewing/Verifying Answer Documents

Once the Answer Documents are separated into stacks, review them using the following steps. Be sure to conduct this review for **each** stack of Answer Documents at the end of each grade-specific testing window.

Initial Checks/Verifications

For each stack, verify that:

- All Answer Documents are for the same grade level and same subject area
- All Answer Documents are for M-STEP (not MI-Access, ACT WorkKeys, or SAT)
- Only No. 2 pencils have been used
- No correction fluid, crayons, markers, highlighters, or colored pencils have been used
- Any sticky notes, paper clips, rubber bands, staples, glue, or other extraneous materials from inside and outside the Answer Documents have been removed
- All used Answer Documents for the grades tested in the particular test window will go into the scorable boxes
- All unused ELA and mathematics Answer
 Documents will be returned, along with
 the secure test booklets, in either a
 scorable materials box or in a box affixed
 with a FedEx label and shipped back to the
 M-STEP Scoring Contractor. A non-scorable
 label is no longer needed in order to return
 nonscorable materials.
- All verified unused science and social studies Answer Documents should be shredded, immediately following shipment of all other M-STEP materials

Individual Answer Document Checks

Once all the Answer Documents are in stacks but **before** packing them into scorable boxes, review each individual Answer Document to ensure that:

- The student information has been completed at the top of the Answer Document (student's legal name, teacher name, school name, district or PSA)
- The Student Birth Date field has been filled in accurately

- The Assessment Date and Test Form Number fields have been filled in accurately
- The Applicable School Use Only bubbles are correctly completed
- Each Answer Document has an undamaged barcode label adhered carefully within the designated frame (A \$10 fee may be assessed for every Answer Document returned for scoring without a barcode label.)
- The student name and school name on each barcode label matches the student information at the top of the Answer Document

It is **not** permitted to inspect Answer Documents for completion or to review student responses at this time. Test Administrators are responsible for ensuring that students have completed testing prior to collecting the materials from students and returning them to the Building M-STEP Coordinator.

Packing Scorable and Non-scorable Materials for Return

Either the district M-STEP coordinator or the school M-STEP coordinator may return materials for scoring through FedEx Express shipping. Regardless of which coordinator is returning materials, the packing instructions are the same. Please follow the instructions below when packing scorable materials.

It is **vital** that used Answer Documents be returned in boxes marked with a blue scorable label. Failure to return Answer Documents properly can jeopardize a school's accountability calculations.

Instructions for Packing Scorable Materials for Return

- Organize used Answer Documents by grade and then by subject area for the appropriate test window.
- Pack used Answer Documents in boxes using cushioning materials, if needed, to keep them secure. Schools should use the same boxes in which the materials originally arrived to ship the materials to M-STEP Scoring Services (the M-STEP scoring contractor). If these boxes are not available, use sturdy boxes to return the materials. Do not use boxes in which copy paper is packed.
- When returning multiple boxes of scorable materials, please place the completed orange Special Handling Envelope (if used) at the top of the contents of the first box prior to sealing the box.
- 4. **NOTE:** Used Answer Documents and other secure materials, (e.g., test booklets) may be returned in the same box when **only one box** is being returned. When returning all materials in the same box, please place the scorable materials, and Special Handling Envelope on top and separate the scorable materials from the nonscorable materials with a sheet of paper. **Place a blue Scorable label on the top of the box.**
- 5. Remove or black out any old shipping labels on boxes, including the original shipping barcode, and seal the boxes with plastic shipping tape. Place three strips of tape on the top of each box and three strips of tape on the bottom of each box.

- Affix a blue Scorable label to the top of all boxes containing used Answer Documents.
- 7. In addition to the **blue Scorable label**, affix a FedEx Express Airbill to the first box of your scorable materials boxes. The FedEx Express driver will produce additional multiple piece shipment labels and affix to them to the remaining boxes of scorable materials.

Only one box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way, as this may affect FedEx processing and delay your shipment.

Instructions for Packing Non-scorable Materials for Return

- 1. Pack all used and unused test booklets, all unused ELA and mathematics Answer Documents, and any accommodated materials in the boxes using cushioning materials to keep them secure. All CDs, DVDs, Reader Scripts, ELA Listening CDs, ELA Listening Scripts, Enlarged Print, and/or Braille materials must be returned. Please pack CDs and DVDs at the top of the box(es). It is preferable to use the same boxes that the materials originally came in to ship the materials to M-STEP Scoring Services (the M-STEP scoring contractor).
- Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with plastic shipping tape. Place three strips of tape on the top of the boxes and three strips of tape on the bottom of the boxes. (Boxes that contain only nonscorable materials no longer need a nonscorable label.)

Only one box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way as this may affect FedEx processing and delay the shipment.

Reminder: Materials must be returned within three business days of the close of each testing window to avoid penalty. Answer Documents returned after May 17, 2018 (for the grades 5, 8, and 11 window) and after June 7, 2018 (for the grades 3, 4, 6, 8 window) will not be scored.

Instructions for Returning All Materials via FedEx Express

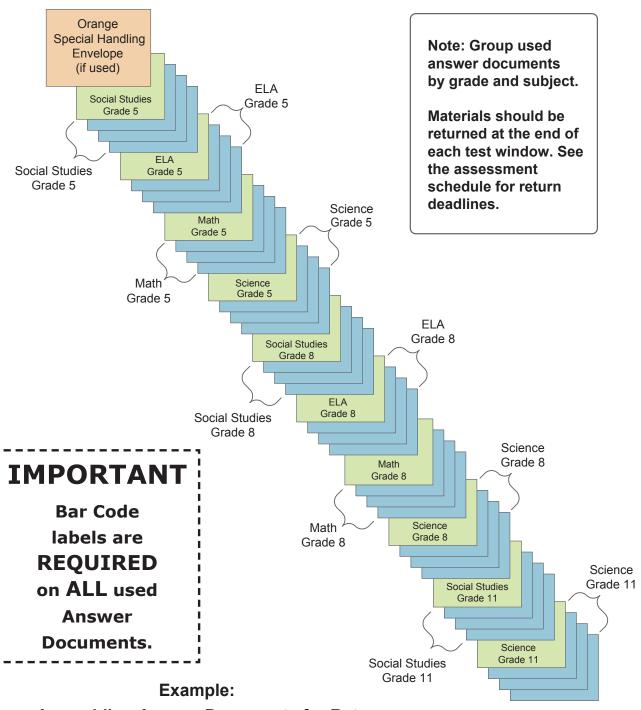
- Place the boxes where the FedEx driver normally delivers or picks up packages.
- To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt ("Welcome to FedEx. In a few words, please tell me what you're calling about."), you can press 9 or say, "Premiere Customer Service Program."
- 3. When prompted, enter 999 999 933 as the nine-digit FedEx account number. You should be transferred to a specialized Premier Customer Service Representative. If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative. A Premier Customer Service Representative will be able to answer more M-STEP-specific questions than a regular Customer Service Representative, should you have any, but either will be able to help you schedule your M-STEP pickup if you specify that you need to schedule a **FedEx Express pickup** for the M-STEP project.
- 4. Please have the following information available when you call:

- Your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system; otherwise, this information will need to be provided)
- The pickup date
- The total number of boxes you are returning
- The average box weight (you can use 30 pounds per box)
- If you do not have enough Scorable labels and/or FedEx Express Airbills, contact your district M-STEP coordinator, who can order them on the Additional Materials Order page and select "ship to district."
- Any remaining Scorable labels and FedEx Express Airbills can be used later for other testing windows if needed. After returning all of your materials for this project, destroy any remaining FedEx Express Airbills, as these are year-specific.

Important: Keep the sender's copy of the FedEx Express Airbill for each package so that you can easily track your packages. If requested, the FedEx Express driver will supply small adhesive tracking labels. These labels will match the multiple-piece shipment labels on your packages.

Materials Return Dates								
Grades	Final date to ship without penalty and inclusion in Answer Document Verification	Shipping dates with \$250 late fee charge	Shipping dates with \$250 late fee and \$25 processing fee per Answer Document	Dates after which materials will NOT be scored				
Grades 5, 8 and 11	May 2, 2018	May 3-9, 2018	May 10-16, 2018	May 17, 2018				
Grades 3, 4, 6 and 7	May 23, 2018	May 24–30, 2018	May 31–June 6, 2018	June 7, 2018				

Diagram for Packing Scorable Materials



Assembling Answer Documents for Return After the Grades 5, 8, and 11 Testing Window

Appendix A

M-STEP Calculator Policy

Online and Paper/Pencil Testers

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

Online Testers

Students in grades 6, 7, and 8 will use the calculator embedded within the online delivery engine. The calculator will appear in the toolbar when items allow its use; it will not appear when items do not allow its use.

There are two types of embedded online calculators:

- Grade 6—basic calculator
- Grades 7 and 8—scientific calculator

The Office of Assessment and Accountability (OEAA) has developed resources for online testers to help prepare them for online testing. One of the resources is an online calculator practice tool. It is recommended that online testers visit the practice environment to see sample items and familiarize themselves with the online calculator tool. To practice using the M-STEP online calculators, go to the OTT portal (https://wbte.drcedirect.com/MI/portals/mi/) using the **Google Chrome web browser**.

Paper/Pencil Testers

Students in grades 6, 7, and 8 will use a hand-held calculator. The test booklets are divided into three parts. Part 1 of the paper/pencil mathematics assessment is considered non-calculator, and students must not have a

calculator within reach. Part 2 of the paper/pencil mathematics assessment allows the use of a calculator. Once students start Part 2, they are not allowed to return to the non-calculator items in Part 1. Since external handheld graphing calculators are programmable, there is a potential of a security breach. All programmable calculators must be set to TEST mode during the testing session.

Types of hand-held calculators:

- Grade 6 basic
- Grades 7 and 8 scientific

Important Notes

Alignment

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

Fairness

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

Managing Online Testers and External Hand-held Calculators

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

Appendix B

M-STEP Scratch Paper Policy

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

ONLINE TESTERS: MATHEMATICS

- Scratch paper is allowed in all test sessions and test parts. For students in grades 6–8, blank graph paper, which can serve as the scratch paper, is required and is provided in the online initial material order. The grades 3–5 tests do not include items that require graph paper. Additional graph paper can be downloaded from the M-STEP web page (www.michigan.gov/mstep). Grades 6–8 must use only blank graph paper.
- For grades 3–5 scratch paper can be **blank** ruled, unruled, or graph paper.
- Fresh scratch paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for log-in, then a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.
- Students must write their names on the scratch paper. When students are provided a break, the scratch paper must be securely collected and securely stored with test tickets until testing resumes. If the scratch paper is clearly identified with each student's name, then the scratch paper may be redistributed when students resume testing within a test session. If not, fresh scratch paper is required.

ONLINE TESTERS: ENGLISH LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES

- Scratch paper is allowed in all test sessions and test parts. For all grades this must be blank ruled or unruled paper.
- Fresh scratch paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for log in, then a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.
- Students must write their names on the scratch paper. When students are provided a break, the scratch paper must be securely collected and securely stored with test tickets until testing resumes. If the scratch paper is clearly identified with each student's name, then the scratch paper may be redistributed when students resume testing within a test session. If not, fresh scratch paper is required.

PAPER/PENCIL TESTERS: MATHEMATICS

- Scratch paper is allowed in all test sessions and test parts. For students in grades 6–8, blank graph paper, which can serve as the scratch paper, is required and is provided in the online initial material order. The grades 3–5 tests do not include items that require graph paper. Additional graph paper can be downloaded from the M-STEP web page (www.michigan.gov/mstep). Grades 6–8 must use only blank graph paper.
- For grades 3–5 scratch paper can be **blank** ruled, unruled, or graph paper.

(**NOTE:** Ample room is provided in the test booklets for note taking and problem solving activities.)



- Fresh scratch paper must be distributed before each part of a test and students must write their names on the scratch paper. After students encounter a stop sign in the test booklets, scratch paper must be securely collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.
- In order to prevent the use of an inappropriate writing utensil on the Answer Document, students should only have access to number 2 pencils during paper/ pencil testing.

PAPER/PENCIL TESTERS: ENGLISH LANGUAGE ARTS

- Scratch paper is allowed in all test sessions and test parts. For all grades this must be blank ruled or unruled paper. (NOTE: Ample room is provided in the test booklets for note taking and problem solving activities.)
- Fresh scratch paper must be distributed before each part of a test and students must write their names on the scratch paper. After students encounter a stop sign in the test booklets, scratch paper must be securely collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.
- In order to prevent the use of an inappropriate writing utensil on the Answer Document, students should only have access to number 2 pencils during paper/ pencil testing.

PAPER/PENCIL TESTERS: SCIENCE AND SOCIAL STUDIES

- Scratch paper is allowed in all test sessions and test parts. For all grades this must be blank ruled or unruled paper. (NOTE: Ample room is provided in the test booklets for note taking and problem solving activities.)
- Fresh scratch paper must be distributed with each "part" of a test and students must write their names on the scratch paper. After students encounter a stop sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.
- In order to prevent the use of an inappropriate writing utensil on the Answer Document, students should only have access to number 2 pencils during paper/ pencil testing.





M-STEP Incident Reporting Guide

If any testing irregularities occur before, during, or after testing, the District M-STEP Coordinator must report them to the Office of Educational Assessment and Accountability (OEAA) as soon as possible. This table identifies the incident categories and subcategories that are used in the Secure Site Incident Reporting tool and sample scenarios for each category or sub-category.

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

Scenario Student accidentally ends/ at at submits test without answering all Ol	O at a l	Response for Online Testers Online Testers If 5 or fewer questions have been answered, contact the Call Center at 1-877-560-8378 Ind all Option 2.	Response for Paper/Pencil Testers	Incident Report Required/ Optional Online: Required if more than 5 item
questions.		If more than 5 questions have been answered, an Incident Report is required.		Paper/ Pencil: N/A
		Pause and Exit test (do not End	Collect test materials and flag last question answered.	Online:
Student becomes ill and goes home before finishing a test.		test). Resume testing with the original test ticket in a makeup session.	Resume testing in an individual one-on-one proctored makeup session. Students are not allowed to return to previously answered questions.	Paper/ Pencil: Required

(Test Not Completed incident category continues on the next page.)



	Incident	Incident Category: Test Not Completed	pleted	
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional
Student was removed from school by parent/ guardian	Student is removed from class by parent or guardian during the test administration.	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.	Collect test materials and flag last question answered. Resume testing in an individual one-on-one proctored makeup session. Students are not allowed to return to previously answered questions.	Online: No Incident Report Necessary Paper/ Pencil: Required
Student moved from school	Student transfers or moves from school with an incomplete content area test. NOTE: Be prepared to accept a phone call from student's receiving school requesting information on test completion and needed accommodations or designated supports.	N/A	Mark the Answer Document Do Not Score and return in the Special Handling Envelope.	Online: Required Paper/ Pencil: Required
Do Not Score requested	Student transfers or moves from school with an incomplete content area test. NOTE: Be prepared to accept phone call from receiving school requesting information on test completion and accommodations or designated supports.	Submit incident report with request for test to be marked Do Not	N/A	Online: Required Paper/ Pencil: N/A

(Test Not Completed incident category continues on the next page.)



	Incident Report Required/ Optional	Online: No Incident Report necessary Paper/ Pencil: Required		
pleted	Response for Paper/Pencil Testers	With proper planning and scheduling, this should be avoided. • Schedule all testing early in the day to allow students to complete required testing. Schedule must allow for students who require additional time. • Consider the multiple day testing designated support—this is allowable as intentional scheduling for some students who use additional supports. • Exceptions for individual students will be considered on a case-bycase basis. The required Incident Report must demonstrate student was provided ample time to complete the test.		
Incident Category: Test Not Completed	Response for Online Testers	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session. (Schools should consider the ages and needs of their students and schedule intentionally planned breaks as appropriate.)		
Incident	Scenario	Student does not complete testing by the end of the school day. NOTE: Testing must be completed by the end of the grade-level testing window. There are no exceptions.		
	Incident Sub-Category	Student does not complete test by end of day		



	Incident Report Required/ Optional	Online: Required Paper/ Pencil: Required	Online: Required Paper/ Pencil: Required
ort Issue	Response for Paper/Pencil Testers	Test misadministration. Submit an Incident Report. Emergency test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians. Original Answer Document must be marked Do Not Score and returned in the orange Special Handling Envelope.	Mark the student's test as Nonstandard Accommodation on the Answer Document and return with scorable materials. The student's test is invalidated. Inform the parent or guardian. Submit an Incident Report— working with the OEAA, in some cases students may be able to retest with the appropriate accommodation—if the student's parents and school agree it is in the best interest of the student. Perform an internal investigation as needed and keep the resulting documentation on file as Nonstandard Accommodations may be appealed during the Answer Document Verification window.
Incident Category: mmodation/Designated Support Issue	Response for Online Testers	Test misadministration. Submit an Incident Report. New test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians.	Mark the student's test as Nonstandard Accommodation on the Test Codes screen in eDIRECT. The student's test is invalidated. Inform parents or guardians. Submit an Incident Report— working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student's parents and school agree it is in the best interest of the student. Perform an internal investigation as needed and keep the resulting documentation on file as Nonstandard Accommodations may be appealed during the Answer Document Verification window.
Accommod	Scenario	Student is not provided appropriate designated support or accommodations.	Nonstandard accommodation provided. See the "Nonstandard Accommodations" information on page 66 of this manual.
	Incident Sub-Category	Designated support/ required accommodation not provided	Nonstandard designated support/ accommodation provided

	Incident	ident Category: Misadministration	ation	
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional
Wrong test administered	Student is administered the incorrect test (for example, an M-STEP test instead of a MI-Access test).	Inform parents or guardians. Students must be assigned to the correct test in the Secure Site and the appropriate test must be given. Submit an Incident Report—the test will be marked Do Not Score .	Inform parents or guardians. Mark the Answer Document with Do Not Score and return in the orange Special Handling Envelope. Student must be given the correct test—material orders should be ordered on the Secure Site using the normal additional material order process.	Online: Required Paper/ Pencil: Required
Wrong test ticket used	Student is issued wrong test ticket and begins the test.	Stop the test as soon as the error is identified. Pause and Exit the test (do not End the test) Submit an Incident Report.	N/A	Online: Required Paper/ Pencil: N/A
Part missed or not administered*	Student is not administered one part of a test.	If it is identified within the testing window for the grade, administer the test. If it is past the testing window for the grade, submit an Incident Report. The test may not be administered.	If it is identified on the day of the administration or within the makeup window for the subject and grade, administer the test. If it is not identified on the test day or within the makeup window for the subject and grade, submit an Incident Report. Important reminder: this is for a Part missed in the test. It is not permitted to inspect Answer Documents for completion or to review student responses at this time.	Online: Optional Paper/ Pencil: Optional

(Misadministration incident category continues on the next page.)



	Incident Report Required/ Optional	Online: N/A Paper/ Pencil: Required (except when replacing barcode labels)	Online: N/A Paper/ Pencil: Required	Online: Required Paper/ Pencil: Required
ration	Response for Paper/Pencil Testers	If the wrong Answer Document is the correct grade and test, but has a wrong barcode label, then a new correct barcode label, then a new correct barcode label should be printed and affixed. An Incident Report is not required. If the Answer Document is the wrong grade and/or content, then mark the wrong Answer Document(s) used with Do Not Score and return in the orange Special Handling Envelope. Submit an Incident Report. (See "Answer document transcription required/suggested" Incident Sub-Category on page 99 of this manual.)	Mark student's Answer Document Do Not Score and return in the orange Special Handling Envelope. Submit an Incident Report.	Varies
cident Category: Misadministration	Response for Online Testers	N/A	N/A	Varies
Incident	Scenario	Student uses wrong Answer Document when testing.	Test is administered outside of scheduled testing window, or a paper/pencil test is administered in a day that is not assigned for the content/part or not administered during scheduled makeup dates.	Other misadministration not previously listed.
	Incident Sub-Category	Wrong Answer Document used	Test not administered on scheduled day/time	Other

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

	Incident Report Required/ Optional	Online: Required Paper/ Pencil: Required		
havior	Response for Paper/Pencil Testers	Mark the student's test as Student Prohibited Behavior on the Answer Document. The student's test is invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window.		
dent Category: Prohibited Behavior	Response for Online Testers	Mark the student's test as Prohibited Behavior on the Test Codes Screen in eDIRECT. The student's test is invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window.		
Incident	Scenario	Taking photos of test items, use of social media during testing.		
	Incident Sub-Category	Electronics/ social media		

(Prohibited Behavior incident category continues on the next page.)



	Incident Report Required/ Optional	Online: Required Paper/ Pencil: Required
havior	Response for Paper/Pencil Testers	Students engaged in disruptive or egregious behavior must be removed from the testing room. Where feasible, students should be redirected and allowed to continue testing. Students engaged in prohibited behavior need not be removed from the testing room unless they are affecting other students. Mark the student's test as Student Prohibited Behavior on the Answer Document. The student's test is invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window.
dent Category: Prohibited Behavior	Response for Online Testers	Students engaged in disruptive or egregious behavior must be removed from the testing room. Where feasible, students should be redirected and allowed to continue testing. Students engaged in prohibited behavior need not be removed from the testing room unless they are affecting other students. Mark the student's test as Prohibited Behavior on the Test Codes Screen in eDIRECT. The student's test is invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report.
Incident	Scenario	Disruptive behaviors impacting testing session/completion, cheating, use of calculator (mathematics) or dictionary/ thesaurus (ELA) during nonpermitted section of the test. NOTE: The use of non-permitted tools results in test invalidation.
	Incident Sub-Category	Other

	Incident Category:	Incident Category: Technical Problems with Online Testing	h Online Testing	
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional
Repeated	Student(s) has repeated disconnections during testing session.	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.		Online: Optional Paper/ Pencil: N/A
disconnections	Entire classroom has repeated disconnections during testing session.	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	¥ /2	Online: Optional Paper/ Pencil: N/A
INSIGHT freezing, crashing, or not advancing	INSIGHT stops working and the student(s) cannot continue testing.	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/ Pencil: N/A
TSM error	TSM Connection Error—Could Not Register TSM	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/ Pencil: N/A

(Technical Problems with Online Testing incident category continues on the next page.)



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

	IR Required/ Optional	Online: N/A Paper/ Pencil: Required	Online: N/A Paper/ Pencil: Required
Incident Category: Materials	Response for Paper/Pencil Testers	Student must transcribe all responses exactly as recorded from the original Answer Document to a fresh Answer Document in a one-on-one proctored section. Print and affix a bar code label to the new Answer Document and return with the scorable materials Original Answer Document must be marked Do Not Score Rand returned in the orange Special Handling Envelope.	Student must transcribe all responses exactly as recorded from the original Answer Document in a one-on-one proctored session. Print and affix a bar code label to the new Answer Document and return with the scorable materials. Original Answer Document must be marked Do Not Score and be returned in the Orange Special Handling Envelope. NOTE: Biohazards should not be returned.
Incident Ca	Response for Online Testers	N/A	N/A
	Scenario	Students write in the wrong section of an assessment; wrong Answer Document used; a writing utensil other than a number 2 pencil is used on an Answer Document.	Answer Document becomes damaged in such a way that will impact scanning—ripped, torn, etc; is defective upon arrival, or is lost during test administration.
	Incident Sub-Category	Answer Document transcription required/ suggested	Damaged, defective, or lost

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



Appendix D

eDIRECT User Guide

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

The guide is divided into three main sections:

- Working with eDIRECT describes how to access and log into eDIRECT, as well as some of its more common menu functions and options,
- Test Setup describes the test setup options for editing student information and test sessions, and
- Checking Student Testing Status describes the options for monitoring student testing status in eDIRECT.

Access the full guide in <u>eDIRECT</u> (https://mi.drcedirect.com). Go to All Applications → General Information → Documents → Document Type: Manuals and Directions.





2018 M-STEP List of Important Dates

Start	End	Task/Activity	Mode
10/23/17	11/21/17	Online waiver window – request waiver to administer paper/pencil by 5:00 PM	PP
11/06/17	01/12/18	Off-site Test Administration Requests (for building or district-wide requests)	Both
01/08/18	02/13/18	Pre-identification of students for barcode labels by 5:00 PM	PP
01/08/18	02/13/18	Initial Material Order window (all grades) by 5:00 PM	PP
01/08/18	02/26/18	Online test session setup in the Secure Site by 5:00 PM	OL
01/08/18	05/25/18	Pre-identification of students by 5:00 PM	Both
01/15/18	05/22/18	Off-site Test Administration Request (for individual students such as homebound or expelled with service students)	PP
01/15/18	03/08/18	Alternate Insight Availability Request	OL
03/06/18	03/06/18	Online District and Building Coordinator Training – eDIRECT & Test Setup – watch Spotlight for details	OL
03/09/18	05/25/18	eDIRECT available for online test administrative tasks	OL
03/26/18	03/28/18	Grades 5, 8, and 11 materials arrive in schools – alternate delivery date not requested	Both
04/02/18	04/04/18	Grades 5, 8, and 11 materials arrive in schools – alternate delivery date requested	Both
04/03/18	04/24/18	Grades 5, 8, and 11 Additional Material Order (closes at noon)	PP
04/09/18	05/04/18	Grades 5, 8, and 11 Online Test Administration	OL
04/10/18	04/10/18	Grades 5 and 8 ELA Day 1 Paper/Pencil Test Day	PP
04/11/18	04/11/18	Grades 5 and 8 ELA Day 2 Paper/Pencil Test Day	PP
04/11/18	TBD	Preliminary Reports (within 48 hours of online test completion)	OL
04/12/18	04/12/18	Grade 11 Science and Social Studies Test Day	PP
04/12/18	04/16/18	Grade 5 and 8 ELA Makeup	PP





Start	End	Task/Activity	Mode
04/13/18	04/27/18	Grade 11 Science and Social Studies Makeup	PP
04/16/18	04/18/18	Grades 3, 4, 6, and 7 materials arrive in schools	Both
04/17/18	04/17/18	Grades 5 and 8 Mathematics Paper/Pencil Test Day	PP
04/18/18	04/18/18	Grades 5 and 8 Science Paper/Pencil Test Day	PP
04/19/18	04/19/18	Grades 5 and 8 Social Studies Paper/Pencil Test Day	PP
04/20/18	04/27/18	Grades 5 and 8 Makeup any content area	PP
04/23/18	04/25/18	Grades 3, 4, 6, and 7 materials arrive in schools – alternate delivery date requested	Both
04/24/18	05/15/18	Grades 3, 4, 6, and 7 Additional Material Order (closes at noon)	PP
04/30/18	05/25/18	Grades 3, 4, 6, and 7 Online Test Administration	OL
05/01/18	05/01/18	Grades 3, 4, 6, and 7 ELA Day 1 Paper/Pencil Test Day	PP
05/02/18	05/02/18	Grades 3, 4, 6, and 7 ELA Day 2 Paper/Pencil Test Day	PP
05/02/18	05/02/18	Grades 5, 8, and 11 Return of Materials Deadline	PP
05/03/18	05/07/18	Grades 3, 4, 6, and 7 ELA Makeup Days	PP
05/08/18	05/08/18	Grades 3, 4, 6, and 7 Mathematics Paper/Pencil Test Day	PP
05/09/18	05/18/18	Grades 3, 4, 6, and 7 Makeup any content area	PP
05/23/18	05/23/18	Grades 3, 4, 6, and 7 Return of Materials Deadline	PP
June 2018		Verification of Enrollment – watch the Spotlight for details	Both
June 2018		Verification of Answer Documents – watch the Spotlight for details	Both
June 2018		Verification of Not Tested – watch the Spotlight for details	Both
TBD		Final Reports	Both

Appendix F

Changes to the M-STEP Summative Assessments for Spring 2018

- Removal of all Performance Tasks in ELA and mathematics
- Removal of Claim 2 Writing short constructed response items in ELA grades 3, 4, 6, and 7
- Addition of one Claim 2 Writing text-dependent analysis (essay) in each grade of ELA
- Assessing science in grades 5, 8, and 11 (moving from grades 4 and 7 to grades 5 and 8)
- Requiring all eligible grade 5, 8, and 11 students to participate in the statewide science field test (in place of an operational science test)

2018 M-STEP Summative Tests for Grades 3–8

- ELA (grades 3-8): computer-adaptive (CAT) assessment with text-dependent analysis (essay) at every grade
- Mathematics (grades 3–8): computer-adaptive (CAT) assessment
- Science field test (grades 5, 8, and 11): fixed-form online assessment
- Social studies (grades 5, 8 and 11): fixed-form online assessment

M-STEP Statewide Science Field Test—Assessing New Standards

The Michigan Department of Education is conducting a statewide summative science field test in both Spring 2018 and Spring 2019. The science field test, which is based on Michigan's new science academic standards, will be administered to all students in grades 5, 8, and 11. The former M-STEP science assessments were aligned to the nowoutdated Grade Level and High School Content Expectations (GLCEs and HSCEs), and have been discontinued as students are receiving instruction in the new science standards. The Spring 2018 and Spring 2019 science field test administrations will count towards the participation requirement in Michigan's state and federal accountability system. While the science field tests will count for participation, since they are not operational assessments, science proficiency will not be calculated. Summary reports based on raw scores will be provided. The new M-STEP science assessment is expected to be operational in Spring 2020.

The new science assessment is structured using item clusters, which are a set of five to eight items with a common stimulus. For the Spring 2018 field test, each student will be administered three item clusters (1 each of Physical Science, Earth Science, and Life Science). The estimated testing time is 30-45 minutes.

The 2018 science field test will be administered online, with a paper/pencil option for those few students whose disabilities prevent them from testing online. For additional information on the science assessment plan, see the Michigan K-12 Science Standards Assessment Update Webinar - August 2017 located on the M-STEP web page (www.michigan.gov/mstep) under the "Content Specific Information" section.



Appendix G

M-STEP Administration Resources

This appendix lists the resources available to help Assessment Coordinators with pre-administration, during-administration, and after-administration tasks for M-STEP. There are additional resources available on these webpages for other tasks.

M-STEP Webpage (www.michigan.gov/mstep)

• Current Assessment Administration

- Off-Site Test Administration Request
- Guide to State Assessments
- 2018 M-STEP List of Important Dates
- MDE-Approved INSIGHT Tools Poster
- Assessment Integrity Guide
- Graph Paper, Grades 6-8
- Scratch Paper Policy
- Security Compliance Form
- Test Directions

Student Supports and Accommodations

- Frequently Asked Questions
- Read-Aloud Guidelines
- Student Supports and Accommodations Table
- 2018 M-STEP Accommodations Worksheets by Grade
- M-STEP Multiplication Table
- Scribing Protocol

• Content Specific Information

- Sample Text-Dependent Analysis (TDA) Essay Prompts
- ELA Test Overview
- ELA and Mathematics Crosswalk Documents: Claims, Targets, and Standards
- Online Practice for M-STEP ELA,
 Math, Science, and Social Studies
- Michigan Academic Standards

Professional Development

- Assessment Security Training Registration
- ELA Navigating the Computer Adaptive Test
- Mathematics Navigating the Computer Adaptive Test
- Test Administration Training Videos and PowerPoints
- Student Supports and Accommodations
 Webinar Links and PowerPoints
- New Administrator and Coordinator Primer

DRC eDIRECT (https://mi.drcedirect.com)

- Documents (From Michigan's eDIRECT page, go to All Applications → General Information → Documents)
 - Technology User Guide
 - eDIRECT User Guide
 - Accommodations: Adding, Editing, and Mass-Assigning
 - Checking Student Test Status
 - Creating Test Sessions in eDIRECT

- Test Tutorials (From Michigan's eDIRECT page, go to All Applications → General Information → Test Tutorials)
 - Michigan Online Assessment Student Tutorials (for students to use before testing to become familiar with the M-STEP online test).

MDE Secure Site Training (www.michigan.gov/securesitetraining)

This includes documents that provide directions for pre-identification of students, all material ordering, Incident Reporting, Accountability-related tasks, and accessing student data score files and the Dynamic Score Reporting Site.

Security

- Create a New User
- How do I get access to eDIRECT?
- Manage Access Requests
- Request Access to the Secure Site
- Secure Site Roles and Assessment Descriptions

• Pre-Identification of Students

- Early Roster
- Creating Online Sessions
- Mass Update Assessments
- MSDS Copy
- One Student at a Time/Student Search
- Pre-ID File Upload
- Pre-ID Student Report
- Pre-Identification for State Assessments Overview
- Reporting Code Labels

Material Ordering

- Additional Material Orders
- Initial Material Orders

• Miscellaneous Secure Site Functions

- District and School Contacts
- Incident Reporting
- Online Waiver Request



Appendix H

Change Log

02/08/18: Page 60 – Grade 5, 8, and 11 online assessment window date corrected to read: April 9–May 4

04/05/18: Page 31 – "NOTE about Chromebooks" added to explain that quotation marks and apostrophes do not work if the keyboard is set to US International Keyboard, and explains how to select US Keyboard. "NOTE about iPads" added to explain message received when opening INSIGHT in iPads.

04/05/18: Page 58 Added "Ensuring Test Directions are read for each test administered" to clarify requirements for administering multiple grade and/or content area tests during one test session.



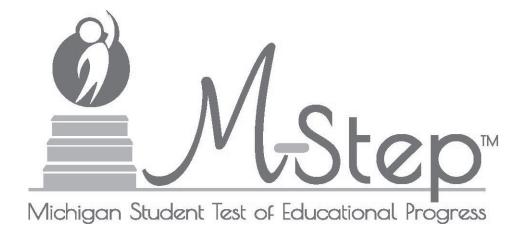
M-STEP Test Administration Manual (TAM)

Office of Educational Assessment and Accountability (OEAA)

Phone: 1-877-560-8378

Website: www.michigan.gov/mstep Email: mde-oeaa@michigan.gov

Appendix A.3 M-STEP Test Administration Directions – Grade 5 Online



M-STEP Online Test Directions Grade 5

Michigan Student Test of Educational Progress

Spring 2018

Michigan Department of Education
Office of Educational Assessment and Accountability

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INTRODUCTION

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
- ➤ 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
- Social Studies
- > Social Studies with Text-to-Speech (TTS) enabled
- Science Field Test
- Science Field Test with Text-to-Speech (TTS) enabled

KEY

Icons	Descriptions
SAY:	Speak the words in the gray box.
ZTIP! Z	This is a tip to help with a smooth testing experience.
	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	Pencil (optional—needed if scratch paper is used)
administered	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. <u>Do not display</u> vocabulary words and/or definitions, examples of problems or answers, or tips on ho 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	One
Math	One
Social Studies	Two
Science Field Test	One

☐ 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.

how



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.



CHROMEBOOK: If your students are testing on a 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.

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 <i>allowed</i> for ELA, Social Studies, the Science Field Test, 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 17 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. Any electronic devices must be powered off and stored away from the students' work area at all times during a test session.
- 4. All tools may not be available for every assessment.

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.



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.



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:



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

If headphones are needed, read the following section:



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



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 2018 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



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



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, and a picture for Early Literacy and Mathematics. 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.



When all students are ready,



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?



Pause to assist students if necessary.

TEST DIRECTIONS—WELCOME SCREEN

When all students are ready,



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.



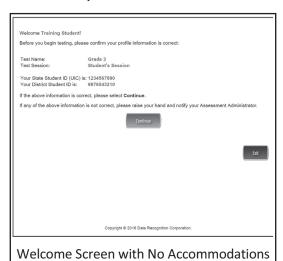
If a student receives an "invalid login," select the "back" button in the bottom left corner of the sign-in screen. Select Test Sign In below the M-STEP icon (be sure you are **not** selecting below the MI-Access or K-2 icons) and try again. Verify correct Username and Password have been entered.

When all students are ready,



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.



When all students are ready,



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

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



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.





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

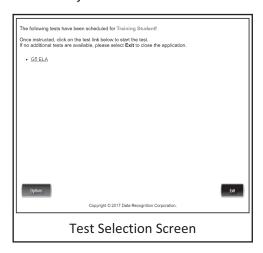
Pause to assist students as necessary.

When students are ready,



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.



When all students are ready,



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



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



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.

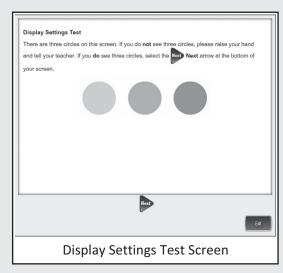
Instruct students to wait for you to go on. Pause to assist any students who do not hear the voice. When students are ready,

(Read Aloud for ALL ASSESSMENTS)



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.



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.

Note: For students taking the Math Accommodated Stacked Spanish (ST) form, the Spanish test directions will appear first, followed by the English version.



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.



You should now be on the Test Security screen.

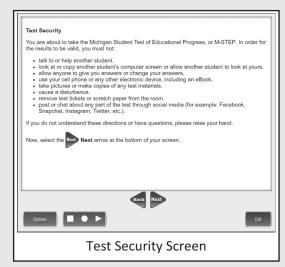
You are about to take the Michigan Student Test of Educational Progress, or M-STEP. In order for the results to be valid, you must not:

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

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

Pause for questions.





TEST DIRECTIONS—INTRODUCTION

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



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.



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)	Use Pages 18 to 23
	 English Language Arts Computer Adaptive Test (CAT) with Text-to-Speech (TTS) enabled 	
ELA Accommodated Forms	English Language Arts—Video Sign Language (VSL) and Closed Captioning (CCAPTION) fixed form	Use Pages 24 to 29
Math CAT	> Math Computer Adaptive Test (CAT)	Use Pages 30 to 35
	 Math Computer Adaptive Test (CAT) with Text-to-Speech (TTS) enabled 	
Math Accommodated Forms	Math—Stacked Spanish (ST) fixed form	Use Pages 36 to 41
	Math—Video Sign Language (VSL) fixed form	
Social Studies	Social Studies	Use Pages 42 to 47
	Social Studies with Text-to-Speech (TTS) enabled	
Science Field Test	> Science Field Test	Use Page 48 to 53
	 Science Field Test with Text-to-Speech (TTS) enabled 	

TEST DIRECTIONS FOR GRADE 5 ELA CAT ASSESSMENT

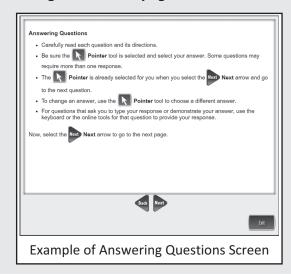
ANSWERING QUESTIONS—ELA CAT

Be sure you have completed the directions on pages 7–16 before you start this section.



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.



NAVIGATION—ELA CAT

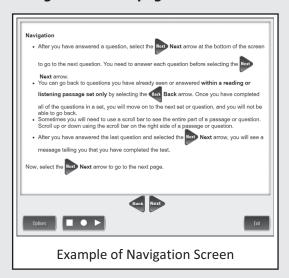
Check monitors to confirm that all students are on the Navigation page.



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.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- 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.



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

TOOLS—ELA CAT



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.

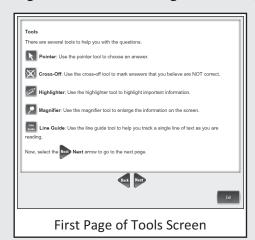
Now, select the Next arrow to go to the next page.

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.

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





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.



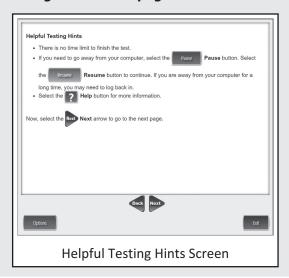
Now, select the Next arrow to go to the next page.

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



You should now be on the Helpful Testing Hints screen.

- There is no time limit to finish the test.
- 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 a long time, you may need to log back in.
- Select the Help button for more information.



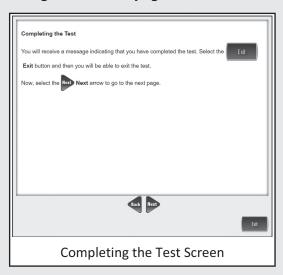
COMPLETING THE TEST—ELA CAT

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



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.





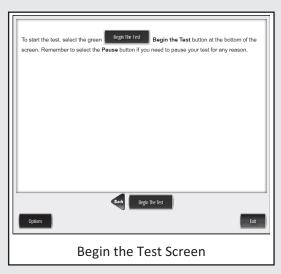
Are there any questions about the test directions?

Answer all questions.

When all students are ready,



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.



You may begin.



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

Turn to page 54 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 5 ELA ACCOMMODATED ASSESSMENTS

ANSWERING QUESTIONS—ELA ACCOMMODATED

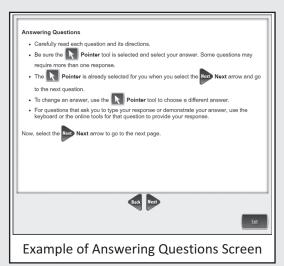
ELA Accommodated forms include: Video Sign Language (VSL) and Closed Captioning (CCAPTION).

Be sure you have completed the directions on pages 7–16 before you start this section.



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.



NAVIGATION—ELA ACCOMMODATED

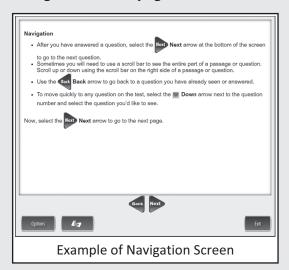
Check monitors to confirm that all students are on the Navigation page.



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.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- 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.



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

TOOLS—ELA ACCOMMODATED



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.

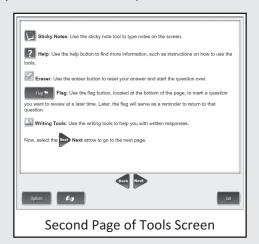
Help: Use the help button to find more information, such as instructions on how to use the tools.

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

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.





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.



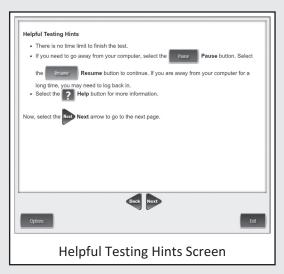
Now, select the Next arrow to go to the next page.

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



You should now be on the Helpful Testing Hints screen.

- There is no time limit to finish the test.
- 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 a long time, you may need to log back in.
- Select the Help button for more information.



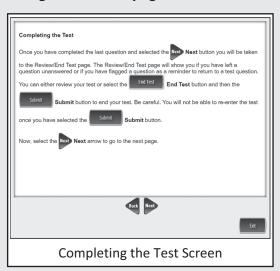
COMPLETING THE TEST—ELA ACCOMMODATED

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



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.





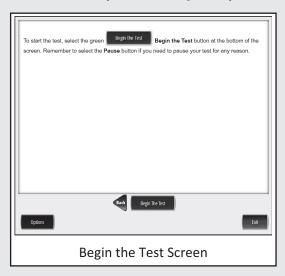
Are there any questions about the test directions?

Answer all questions.

When all students are ready,



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.



You may begin.

Turn to page 54 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 5 MATH CAT

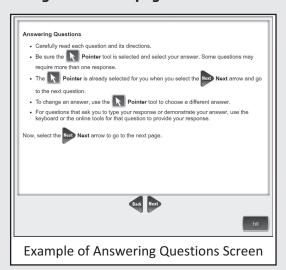
ANSWERING QUESTIONS—MATH CAT

Be sure you have completed the directions on pages 7–16 before you start this section.



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.



NAVIGATION—MATH CAT

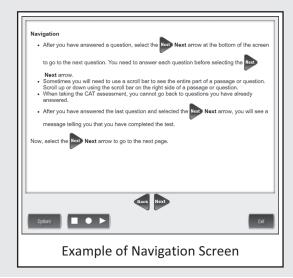
Check monitors to confirm that all students are on the Navigation page.



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.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- 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.



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

TOOLS—MATH CAT



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.





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.



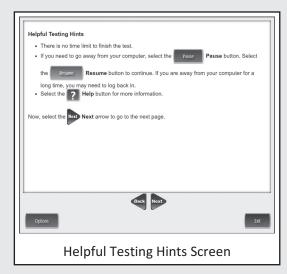
Now, select the Next arrow to go to the next page.

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



You should now be on the Helpful Testing Hints screen.

- There is no time limit to finish the test.
- 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 a long time, you may need to log back in.
- Select the Help button for more information.



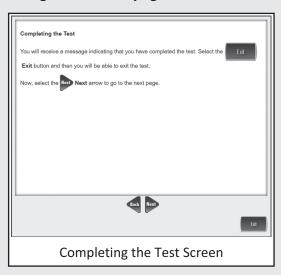
COMPLETING THE TEST—MATH CAT

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



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.





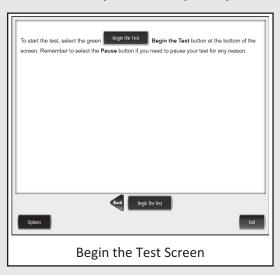
Are there any questions about the test directions?

Answer all questions.

When all students are ready,



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.



You may begin.



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

Turn to page 54 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 5 MATH ACCOMMODATED ASSESSMENTS

ANSWERING QUESTIONS—MATH ACCOMMODATED

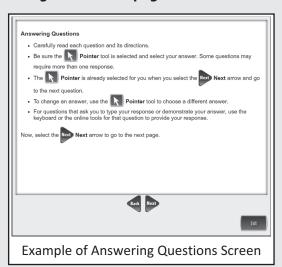
Math Accommodated forms include: Stacked Spanish (ST) and Video Sign Language (VSL).

Be sure you have completed the directions on pages 7–16 before you start this section.



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.



NAVIGATION—MATH ACCOMMODATED

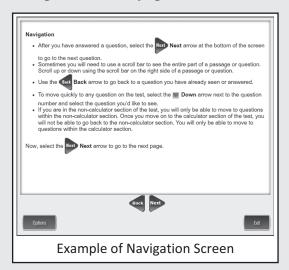
Check monitors to confirm that all students are on the Navigation page.



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.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- 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.



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

TOOLS—MATH ACCOMMODATED



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.

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.





HELPFUL TESTING HINTS—MATH ACCOMMODATED

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



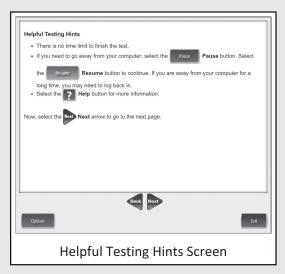
Now, select the Next arrow to go to the next page.

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



You should now be on the Helpful Testing Hints screen.

- There is no time limit to finish the test.
- 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 a long time, you may need to log back in.
- Select the Help button for more information.



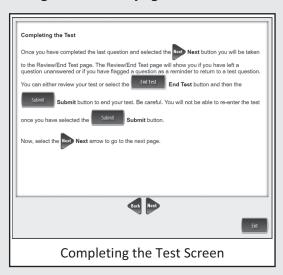
COMPLETING THE TEST—MATH ACCOMMODATED

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



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.





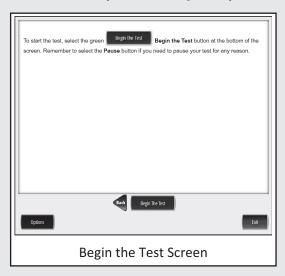
Are there any questions about the test directions?

Answer all questions.

When all students are ready,



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.



You may begin.



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

Turn to page 54 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 5 SOCIAL STUDIES ASSESSMENTS

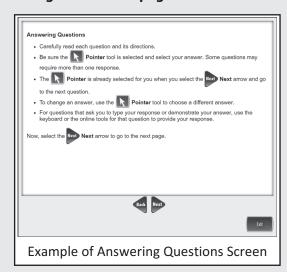
ANSWERING QUESTIONS—SOCIAL STUDIES

Be sure you have completed the directions on pages 7–16 before you start this section.



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.



NAVIGATION—SOCIAL STUDIES

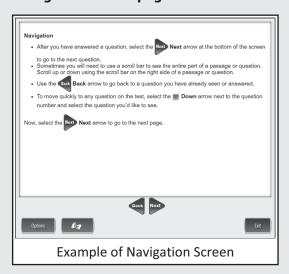
Check monitors to confirm that all students are on the Navigation page.



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.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- 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.



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

TOOLS—SOCIAL STUDIES



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.

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.





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.



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

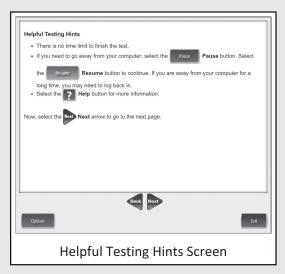
Check monitors to confirm that all students are on the Helpful Testing Hints page.



You should now be on the Helpful Testing Hints screen.

- There is no time limit to finish the test.
- 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 a long time, 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.



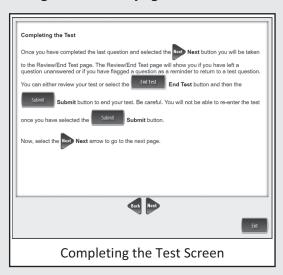
COMPLETING THE TEST—SOCIAL STUDIES

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



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.





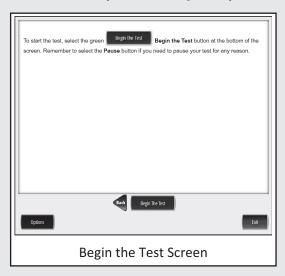
Are there any questions about the test directions?

Answer all questions.

When all students are ready,



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.



You may begin.



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

Turn to page 54 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 5 SCIENCE FIELD TEST

ANSWERING SCIENCE QUESTIONS

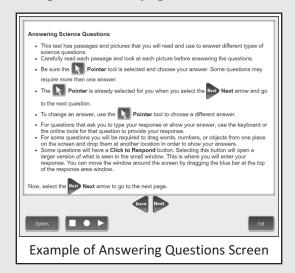
Be sure you have completed the directions on pages 7–16 before you start this section.



You should now be on the Answering Science Questions screen.

- This test has passages and pictures that you will read and use to answer different types of science questions.
- Carefully read each passage and look at each picture before answering the questions.
- Be sure the Pointer tool is selected and choose your answer. Some questions may require more than one answer.
- 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 show your answer, use the keyboard or the online tools for that question to provide your response.
- For some questions you will be required to drag words, numbers, or objects from one place on the screen and drop them at another location in order to show your answers.
- Some questions will have a Click to Respond button. Selecting this button will open
 a larger version of what is seen in the small window. This is where you will enter
 your response. You can move the window around the screen by dragging the blue
 bar at the top of the response area window.

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



NAVIGATION—SCIENCE FIELD TEST

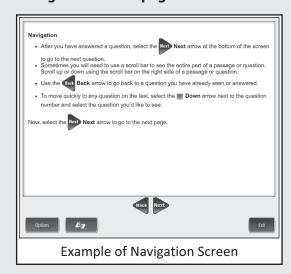
Check monitors to confirm that all students are on the Navigation page.



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.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- 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.



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

TOOLS—SCIENCE FIELD TEST



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.

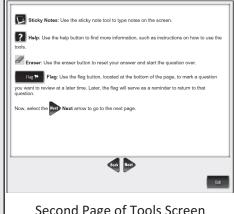
Sticky Notes: Use the sticky note tool to type notes on the screen.

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.

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.





HELPFUL TESTING HINTS—SCIENCE FIELD TEST

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



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

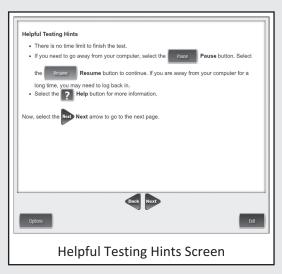
Check monitors to confirm that all students are on the Helpful Testing Hints page.



You should now be on the Helpful Testing Hints screen.

- There is no time limit to finish the test.
- 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 a long time, 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.



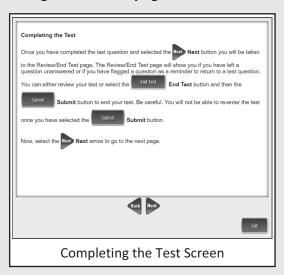
COMPLETING THE TEST—SCIENCE FIELD TEST

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



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.





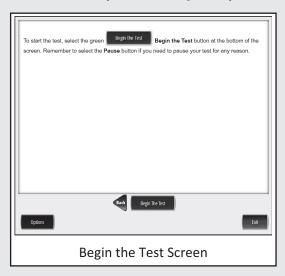
Are there any questions about the test directions?

Answer all questions.

When all students are ready,



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.



You may begin.



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

Turn to page 54 for the Monitoring During 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, iPad, 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).

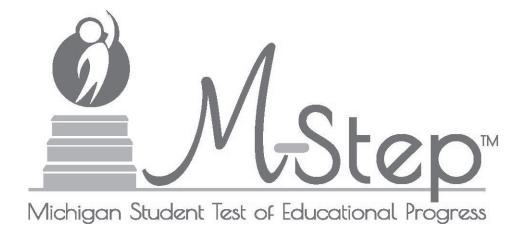


Office of Educational Assessment and Accountability (OEAA)

E-mail: mde-oeaa@michigan.gov

Phone: 877-560-8378

Appendix A.4 M-STEP Test Administration Directions – Grade 11 Online



M-STEP Online Test Directions Grade 11

Michigan Student Test of Educational Progress

Spring 2018

Michigan Department of Education
Office of Educational Assessment and Accountability

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INTRODUCTION

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 Field Test
- Science Field Test with Text-to-Speech (TTS) enabled

KEY

Icons	Descriptions
SAY:	Speak the words in the gray box.
ZTIP! Z	This is a tip to help with a smooth testing experience.
	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	Pencil (optional—needed if scratch paper is used)
administered	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 of the second state of th	

- Remove or cover all classroom instructional materials that may affect the validity of the assessment.
 <u>Do not display</u> 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 Field Test	One

☐ 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.



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.



CHROMEBOOK: If your students are testing on a 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.

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 <i>allowed</i> for Social Studies and the Science Field Test as a universal tool.
CD and DVD Players	NO – Not needed for online testing.
Headphones	YES – For tests with an audio accommodation.
(provided by School/District)	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 17 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. Any electronic devices must be powered off and stored away from the students' work area at all times during a test session.
- 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.



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.



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:



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

If headphones are needed, read the following section:



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



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 2018 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



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



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, and a picture for Early Literacy and Mathematics. Is there anyone who does not see this screen?

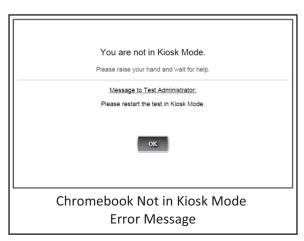


Pause to assist students if necessary. If a student receives an error message, note the content of the error message and contact the M-STEP Technology Coordinator or M-STEP Building Assessment Coordinator. It is acceptable to move the student to another computer.



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.



When all students are ready,



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?



Pause to assist students if necessary.

TEST DIRECTIONS—WELCOME SCREEN

When all students are ready,



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.



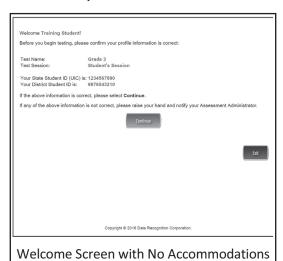
If a student receives an "invalid login," select the "back" button in the bottom left corner of the sign-in screen. Select Test Sign In below the M-STEP icon (be sure you are **not** selecting below the MI-Access or K-2 icons) and try again. Verify correct Username and Password have been entered.

When all students are ready,



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.



When all students are ready,



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

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



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.





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

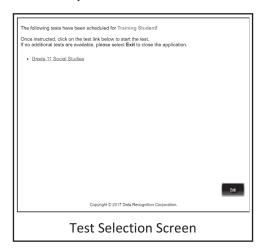
Pause to assist students as necessary.

When students are ready,



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.



When all students are ready,



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



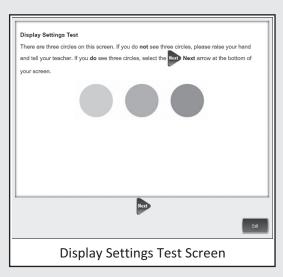
I will now read the Test Directions. Read the Test Directions silently as I read them aloud. Use the Next button to move to the next page to follow along.

(Read Aloud for ALL ASSESSMENTS)



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.



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,



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.



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:

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

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

Pause for questions.





TEST DIRECTIONS—INTRODUCTION

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



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.



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	Use Pages 18 to 23
	Social Studies with Text-to-Speech (TTS) enabled	
Science Field Test	> Science Field Test	Use Pages 24 to 29
	 Science Field Test with Text-to-Speech (TTS) enabled 	

TEST DIRECTIONS FOR GRADE 11 SOCIAL STUDIES

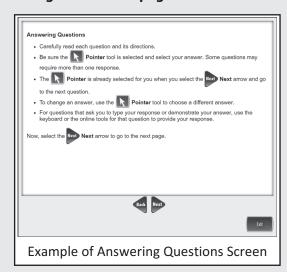
ANSWERING QUESTIONS—SOCIAL STUDIES

Be sure you have completed the directions on pages 7–16 before you start this section.



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.



NAVIGATION—SOCIAL STUDIES

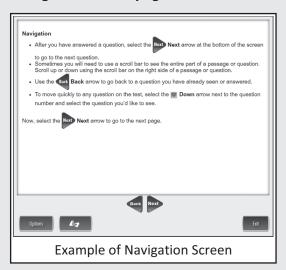
Check monitors to confirm that all students are on the Navigation page.



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.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- 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.



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

TOOLS—SOCIAL STUDIES



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.

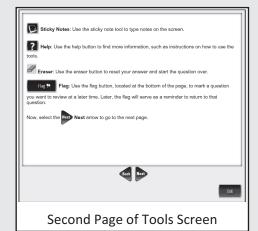
Sticky Notes: Use the sticky note tool to type notes on the screen.

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.

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.





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.



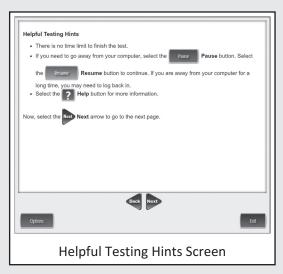
Now, select the Next arrow to go to the next page.

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



You should now be on the Helpful Testing Hints screen.

- There is no time limit to finish the test.
- 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 a long time, you may need to log back in.
- Select the Help button for more information.



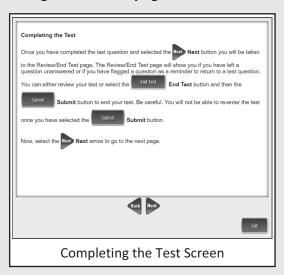
COMPLETING THE TEST—SOCIAL STUDIES

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



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.





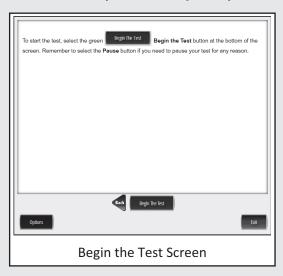
Are there any questions about the test directions?

Answer all questions.

When all students are ready,



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.



You may begin.



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

Turn to page 30 for the Monitoring During Testing instructions.

TEST DIRECTIONS FOR GRADE 11 SCIENCE FIELD TEST

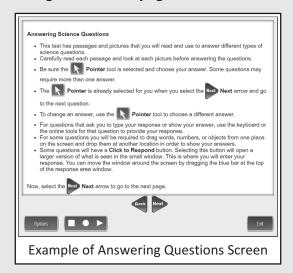
ANSWERING SCIENCE QUESTIONS

Be sure you have completed the directions on pages 7–16 before you start this section.



You should now be on the Answering Science Questions screen.

- This test has passages and pictures that you will read and use to answer different types of science questions.
- Carefully read each passage and look at each picture before answering the questions.
- Be sure the Pointer tool is selected and choose your answer. Some questions may require more than one answer.
- 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 show your answer, use the keyboard or the online tools for that question to provide your response.
- For some questions you will be required to drag words, numbers, or objects from one place on the screen and drop them at another location in order to show your answers.
- Some questions will have a Click to Respond button. Selecting this button will open a larger version of what is seen in the small window. This is where you will enter your response. You can move the window around the screen by dragging the blue bar at the top of the response area window.



NAVIGATION—SCIENCE FIELD TEST

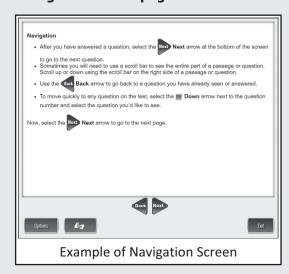
Check monitors to confirm that all students are on the Navigation page.



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.
- Sometimes you will need to use a scroll bar to see the entire part of a passage or question. Scroll up or down using the scroll bar on the right side of a passage or question.
- 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.



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

TOOLS—SCIENCE FIELD TEST



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.

Periodic Table: You may find the Periodic Table of the Elements helpful in answering test questions. You can view more detail about an element by clicking on the element's box. The box will open in a new window and can be moved around to different parts of the screen by selecting the box and dragging it to a new location.

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.





HELPFUL TESTING HINTS—SCIENCE FIELD TEST

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



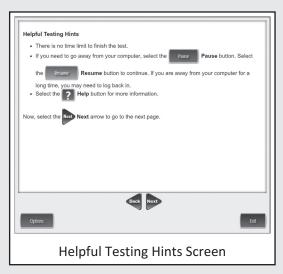
Now, select the Next arrow to go to the next page.

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



You should now be on the Helpful Testing Hints screen.

- There is no time limit to finish the test.
- 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 a long time, you may need to log back in.
- Select the Help button for more information.



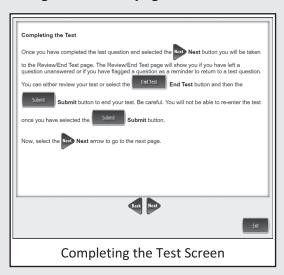
COMPLETING THE TEST—SCIENCE FIELD TEST

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



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.





Are there any questions about the test directions?

Answer all questions.

When all students are ready,



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.



You may begin.



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

Turn to page 30 for the Monitoring During 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, iPad, 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).



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