

Spotlight

on Student Assessment and Accountability

What's New

Week of February 18, 2021

- **Safe Testing Planning Guide Now Available**
- **WIDA Assessment Office Hours Reminder**
- **Bright Ideas:**
 - » **Online formative assessment strategies that help students with disabilities**

Safe Testing Planning Guide Now Available

The Office of Educational Assessment and Accountability (OEAA) has collaborated with testing vendors and educational staff to create a planning document that districts can use as they plan to administer the Spring 2021 state assessments.

The *Safe Testing Planning Guide* provides answers to questions about how to administer assessments safely and securely while following state and local health and safety guidelines. It includes a Safe Testing Planning template (pages 9-12) to help facilitate safe testing planning. Because each district and/or school has unique circumstances this year, the guide and template can be edited by the user, with flexibility that lets districts create their own safe testing plan.

The [Safe Testing Planning Guide](#) is found on each assessments' web page:

- [M-STEP](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)
- [MME](http://www.michigan.gov/mme) (www.michigan.gov/mme)
- [PSAT](http://www.michigan.gov/psat) (www.michigan.gov/psat)
- [WIDA](http://www.michigan.gov/wida) (www.michigan.gov/wida)
- [MI-Access](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access)
- [Early Literacy and Mathematics Benchmark Assessments](http://www.michigan.gov/earlylitandmath) (www.michigan.gov/earlylitandmath)

Waiver Update

At this time we have not yet received a response from USED on our submitted waiver for flexibility from the Spring 2021 assessments and accountability. When we do hear, we will alert people through the Spotlight newsletter and MDE Communication.

WIDA Assessment Office Hours Reminder

Educators are reminded that the WIDA Assessment Office Hours will continue throughout the remainder of the testing window. The online virtual office hours are scheduled for the following Wednesdays from 3:00–3:30 p.m. The same Zoom link is used for each meeting.

- March 3, 10, 17, and 24
- April 7

[Zoom Link](https://msu.zoom.us/j/97649484974) (https://msu.zoom.us/j/97649484974)

Bright Ideas

Tips and strategies for putting assessment literate practice to work in the context of remote, online, or hybrid learning models.

Online formative assessment strategies that help students with disabilities

Using the formative assessment process is important for all kinds of learning. But it can be especially important for distance learning, which students sometimes see as an endless “to-do” list with no particular goal in mind. Effective formative assessment can improve learning for all students, and it is particularly helpful for students with disabilities.

1. How do I know where I am in my learning?
2. How do I know what I need to learn?
3. How do I get closer to the learning target? (Am I using formative feedback to make adjustments and set goals?)

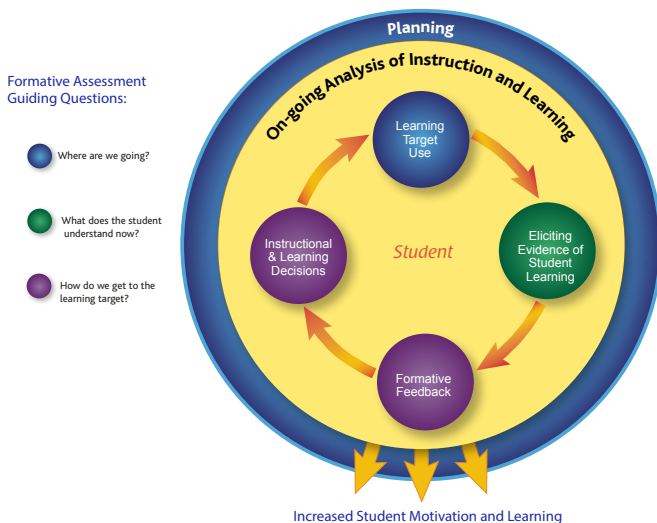
Formative learning is important for students with disabilities because its elements correspond with the process of self-regulated learning. It also helps students gain confidence in their ability to learn content they find difficult, by helping them envision what successful learning looks like.

Many formative assessment strategies can be used to fuel the learning cycle, and most can be easily adapted for distance learning. Assessment expert Susan Brookhart¹ recommends five strategies as first steps for getting started. These strategies are explained in more detail and expanded upon even more in the resources listed at the end of this article.

Strategy 1: Establish and communicate clear learning targets

A learning target is a statement of what students will learn in a lesson. Targets are often coupled with student performance expectations and a set of “look-fors” that describe what successful learning looks like. Without a clear learning target and success criteria, performance tasks in an online learning platform may turn into a meaningless “check-list” of activities. It’s helpful to explain why the day’s learning target is

Figure 1: The Formative Assessment Process



Formative assessment helps to focus students on three important questions:

1. Where am I going? (What is my learning target?)
2. What do I understand now? (What evidence do I have of my learning?)
3. How do I get closer to the learning target? (Am I using formative feedback to make adjustments and set goals?)

¹ Brookhart, S. (2020, May). Five formative assessment strategies to improve distance learning outcomes for students with disabilities (NCEO Brief #20). National Center on Educational Outcomes.

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Call Center: 877-560-8378 (select appropriate option) for assistance with assessment or accountability issues

important, how what the student learned yesterday prepared them for today's lesson, and how today's learning will help them tomorrow and beyond.

Strategy 2: Establish and communicate clear criteria for success

Success criteria give students specific things to look for in their work. The criteria are how students—and teachers—know they are making progress toward a learning target. Success criteria describe the qualities that should be noticed in student work—they are not scores or grades. Clear success criteria also can ensure parents and caregivers who help from home stay focused on their student's *learning*, as opposed to just "getting things right." When possible, show students examples of student work, and ask them to reflect on why some are closer to meeting the success criteria than others before they start their own work.

Strategy 3: Build in opportunities for student self-assessment based on criteria

Whenever possible, incorporate self-assessment and student questioning into online lessons. Teachers can:

- format success criteria into tools students can use as they do their assignments (bullet list, checklist, or simple rubric)
- create reflection steps in assignment directions where students can use the tool(s)
- use success criteria to create self-checking quizzes or smart flashcards for students to use for self-assessment
- include a "mid-point reflection" in a document-based lesson or include pause points in a video or slide lesson

- use some "checking for understanding" strategies (If learning in a live "synchronous" session)

Strategy 4: Give brief, clear, actionable feedback based on the criteria

Feedback is more important than ever for students who are working alone, with parents or caregivers, or in small groups within an online learning platform. It helps students move along in the formative learning cycle toward a learning goal. Feedback can be brief, but it is most helpful when it is precise and when it references the success criteria. For example, point out one criterion toward which a student made progress, and then identify another criterion where the student could improve. If the online learning platform supports it, provide some feedback in a dialogue with students.

Strategy 5: Give students opportunities to revise assignments or re-do similar assignments

Feedback is most useful when students can *use* it to adjust their learning and move along the formative learning cycle. These opportunities should be a planned part of instruction. Online learning may have an advantage over face-to-face learning here because much of the work is done asynchronously (away from live instruction) and is independent of how other students are spending their time. Here are some ideas to try:

- Build at least one feedback-and-revision cycle into assignment directions.
- Assign a few additional similar problems and let the student use feedback as a guide.

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- Add a reflection question that asks what the student did differently the second time they tackled the assignment.

Again, these strategies offer only a beginning, but they are critical when starting to use the formative assessment process during online learning. Students

with disabilities, like all students, should know *where* they are going, *what* they know now, and *how* to move forward. Because formative assessment strategies emphasize *student understanding* of their learning, they can help address the “get-it-done” mentality some students bring to online learning.



Explore More On This Topic

Upcoming webinar with Susan Brookhart: **April 21, 2021, 2–5 p.m.** (offered at no cost by the Assessment Learning Network):

- [Formative Assessment Strategies that Improve Distance Learning Outcomes for Students with Disabilities](#)

Online documents:

- [Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities](#), NCEO Brief Number 20, May 2020
- [Formative Assessment for Students with Disabilities](#), Council of Chief State School Officers, 2017
- [Learning Point: What are learning targets?](#)
- [Learning Point: What is formative feedback? Why is feedback from the teacher important?](#)

Call Center: 877-560-8378 (select appropriate option) for assistance with assessment or accountability issues

CB College Board Corner

Information on SAT®, PSAT™ 8/9, and PSAT™ 10 provided by the College Board

Questions about Spring SAT, PSAT 8/9, or PSAT 10?

- Call the Michigan Educator Hotline: 866-870-3127 (select Option 1)
- Email: michiganadministratorsupport@collegeboard.org

WHAT'S NEW

Missed the Pre-ID Deadline?

Students who were not pre-identified on the Office of Educational Assessment and Accountability (OEAA) Secure Site by 5 p.m., February 17, must still be pre-identified on the OEAA Secure Site. Also, schools will have to print barcode labels for those students from the OEAA Secure Site.

Standard test materials will be shipped based on the number of students pre-identified by the deadline. A 10-percent overage will be automatically sent to schools to account to meet the demand based on changes in enrollment. Accommodated test materials will be shipped automatically to public and nonpublic schools based on student approvals in SSD Online.

For information on how to Pre-ID students and how to print labels, refer to the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining).

All paper/pencil answer documents must be returned with a student barcode label that was either provided by College Board or printed from the OEAA Secure Site. If an answer document is returned without a student barcode label, the test may not be scored, or may be attributed to the incorrect student/school.

REMINDERS

Upcoming Deadlines

February 22, 2021

- Deadline to request state-allowed accommodations and English learner extended time support in SSD Online for SAT with Essay, PSAT 10, and PSAT 8/9
- Deadline for requests to enter or change College Board-approved accommodations for SAT with Essay, PSAT 10, and PSAT 8/9

Coming Soon

- Coordinator planning kits will arrive in schools the week of **March 1, 2021**. The kits include a sample set of manuals that coordinators can use to begin preparing for the administration.
- Coordinators will receive an email the week of **March 1, 2021**, with a link to access the required online training from College Board. Completion of this training is required each spring. More information about training will be available later this month.

Call Center: 877-560-8378 (select appropriate option) for assistance with assessment or accountability issues

ACT WorkKeys

What's New

ACT WorkKeys Test Materials Shipments

The initial window to submit student data for Pre-ID barcode labels and to order ACT WorkKeys standard-time and accommodations materials for the initial test dates (April 14 – 27, 2021) has closed.

The quantities of standard time ACT WorkKeys materials will be based on your school's Pre-ID student counts pulled from the Office of Educational Assessment and Accountability (OEAA) Secure Site as of 5 p.m. on February 17, 2021, minus the accommodations counts entered on the Initial Material Order page.

Secure and non-secure standard time and accommodations materials will be shipped for delivery either the week of **March 22, 2021** or **March 29, 2021**, as selected by the school on the Manage Participation screen in PearsonAccess^{next}. The standard time and accommodations materials will be shipped in separate sets of boxes and may be delivered on different days within the selected delivery week.

Test materials will be shipped to the WorkKeys Coordinator's mailing address (not the building address) as listed in the [Educational Entity Master \(EEM\)](http://www.michigan.gov/eem) (www.michigan.gov/eem) as of February 17, 2021.

FedEx tracking information will be available beginning **March 19, 2021** on the **Material Order Reports** page on the OEAA Secure Site. You can access

the Material Order Summary Report under the Assessment Registration menu and then the sub-menu of Material Orders.

If you do not receive your test materials by **April 2, 2021**, call ACT for resolution.

Within 24 hours of receipt, compare the packing list to the materials received using the guidelines found in the [ACT Test Coordinator Information Manual](#). This manual is posted on the [ACT state testing website](http://www.act.org/stateanddistrict/michigan) (<http://www.act.org/stateanddistrict/michigan>) on the **WorkKeys on Paper** page in the **Administration** stage.

Ordering Additional ACT WorkKeys Test Materials

If after checking in your test materials you find the number of students scheduled to test April 14 – 27, 2021 exceeds the number of test materials received, order additional ACT WorkKeys materials through the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure) **March 23** through **April 6, 2021 at 11:59 p.m. ET**.

Instructions for **Additional Material Orders** can be found on the [Secure Site Training web page](#) (www.michigan.gov/securesitetraining).

If a new student arrives in your school after February 17, Pre-ID the student data in the OEAA Secure Site and print a barcode label locally; use the blank page of labels that ACT will include with your test materials, or a white label you have purchased elsewhere.

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Call Center: 877-560-8378 (select appropriate option) for assistance with assessment or accountability issues

ACT WorkKeys

If your order did not include the correct quantities of the following materials, call ACT for resolution:

- Test Administration Forms
- Site Headers
- Return polymailers, colored return labels, and/or FedEx return labels

Student Preparation – Go For Platinum!

Encourage students to understand the types of questions they will see, since they differ from other types of exams. Students and teachers can access **free** [practice questions](#) from all three tests; the questions range from easier content (Level 3), to the most difficult (Level 7). Teachers and students may use these practice questions as Questions of the Day or as warm-up activities in the weeks leading up to test day.

Students can also create a user account and take **free** full-length [online practice tests](#). This allows students to pace themselves in real-time test scenarios and receive scores indicating how they will perform on the WorkKeys tests.

For all upcoming events and deadlines, be sure to reference the following documents:

- [ACT WorkKeys Schedule of Events](#), posted on the **WorkKeys on Paper** page
- [MME and High School PSAT List of Important Dates](#), found on the [MME web page](#) (www.michigan.gov/mme) under **General Information**

Contacting ACT

If you have questions, you may:

1. contact ACT via the [Contact Us web page](#) (www.act.org/aap/state/contact.html)
2. call ACT at 800-553-6244 between 9:30 a.m. – 6:00 p.m. ET
 - standard time: ext. 2800
 - accommodations: ext. 1788
3. email accommodations questions to ACTStateAccoms@act.org

Call Center: 877-560-8378 (select appropriate option) for assistance with assessment or accountability issues

Important Dates

Approaching Deadlines!

February 22, 2021

- Window to assign students to online testing sessions in the OEAA Secure Site for Spring 2021 **M-STEP**, **MI-Access**, **Early Literacy and Mathematics Benchmark Assessments** **CLOSES**
- Window to submit state-allowed accommodations and English learner extended time requests for **SAT with Essay**, **PSAT 10**, and **PSAT 8/9** **CLOSES**

February 2021

M-STEP and MI-Access

Now – March 5, 2021

- Window for [Alternate INSIGHT Availability requests](#) – for schools with regular instructional hours after 4 p.m., who plan to schedule **M-STEP** or **MI-Access FI** test sessions that extend beyond 4 p.m.

WIDA

Now – April 9, 2021

- **WIDA ACCESS** and **Alternate ACCESS** for **ELLs** Off-site Test Administration Request window in OEAA Secure Site

Now – April 9, 2021

- **WIDA ACCESS** for **ELLs** Pre-identification of students in OEAA Secure Site window

Now – April 9, 2021

- **WIDA ACCESS** and **Alternate ACCESS** for **ELLs** testing window (extended for Spring 2021)

Early Literacy and Mathematics

Now – June 29, 2021

- **Early Literacy and Mathematics Benchmark Assessments (K-2)** Pre-identification of students in OEAA Secure Site window

March 2021

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

March 5, 2021

- The DRC INSIGHT Portal opens for student and test session management

ACT WorkKeys

March 9, 2021:

- Test Administration Training Webinar [Register here](#)

Contacts

For assistance with assessment or accountability issues:

Assessment and Accountability Call Center

877-560-8378 (select appropriate option)

Options	Topics
1	to report cheating and unethical behavior by a district/school in regards to state assessments
2	for support of Central Office Services (COS), DRC INSIGHT Portal, and INSIGHT for the online M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments (K-2)
3	for support of the OEAA Secure Site for <u>all</u> state assessments, administration and policy questions related to M-STEP, MI-Access, Early Literacy and Mathematics Benchmark Assessments (K-2), and accountability reporting
4	for questions about the College Entrance and Workskills assessments <ol style="list-style-type: none"> 1. Eligibility, MDE policies, and OEAA Secure Site Support 2. SAT, PSAT 8/9, and PSAT 10 – College Board 3. WorkKeys – ACT
5	for questions about the WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, and support for WIDAAMS, INSIGHT, and Central Office Services (COS)
8	for all other questions

Email

For assessment questions:

mde-oeaa@michigan.gov

For accountability questions:

mde-accountability@michigan.gov

For assistance with WIDA Screener, W-APT, and the WIDA Secure Portal questions:

(for questions not covered in options 3 and 5 in the table above)

WIDA Client Services

866-276-7735

Call Center: 877-560-8378 (select appropriate option) for assistance with assessment or accountability issues