

Spotlight

on Student Assessment and Accountability

What's New

Week of May 13, 2021

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WIDA Thank You

The Office of Educational Assessment and Accountability (OEAA) extends thanks and admiration to the educators who administered the 2021 WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs assessment. You met enormous challenges with skillful, careful planning, ensuring Michigan's English learners (ELs) had an opportunity to demonstrate their English language proficiency.

Because of this careful planning, educators were able to test a majority of the ELs in Michigan and many of those students became eligible to exit EL services. The test results will also provide much needed English language proficiency data for educators to start the 2021/22 school year. Building on this success, OEAA is looking forward to a 2021/22 school year that is less stressful and tumultuous. We hope you stay safe and healthy now, in the upcoming year, and beyond.

Important M-STEP Reminders for Grades 5, 8, and 11

Online Testing Window for Grades 5, 8, and 11 Closes on Friday, May 21, 2021

The online testing window for grades 5, 8, and 11 ends at **4 p.m. next Friday, May 21, 2021**. No testing is available for students after this window ends. For information about how to be sure all of your students have completed their assigned tests, see the article in the [May 2 Spotlight](#) (www.michigan.gov/mde-spotlight).

M-STEP Additional Material Order Window for Grades 5, 8, 11 Closes May 18, 2021

The Additional Material Order Window for M-STEP grades 5, 8, 11 closes **Tuesday, May 18, 2021 at noon**. All material orders must be submitted by this deadline to receive materials before the testing window closes.

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M-STEP Return of Paper/Pencil Materials Deadline for Grades 5, 8, and 11

Return all secure paper/pencil test M-STEP materials for grades 5, 8, and 11 as soon as possible after testing. The deadline for shipping materials is **May 26, 2021**.

Note: Complete information regarding the disposition of M-STEP paper/pencil materials can be found on pages 65-71 in [M-STEP Test Administration Manual \(TAM\)](#). This includes detailed information and graphics on how each scorable and non-scorable test material must be processed including return shipment deadlines.

The TAM can be found on the [M-STEP web page](#) (www.michigan.gov/mstep) under **Current Assessment Administration**.

Submitting Incident Reports in the OEAA Secure Site

Sometimes things happen during test administration that require schools to submit an Incident Report in the OEAA Secure Site. We are here to help you resolve the issue quickly, to maximize equitable opportunities for students to test. There are a few important procedures for you to note when submitting an Incident Report.

Include as much information and detail as possible. Include all relevant information in the Incident Description section of the Incident Report, so it can be quickly and accurately reviewed and the most appropriate support can be provided. If necessary, a Word document or a PDF with the relevant information can be attached to the Incident Report.

Minimally, the Incident Description should include:

- **A detailed description of what occurred**
A detailed description will reduce the need for additional questions and back-and-forth communications that delay a resolution.

- » For example, instead of “Student clicked submit instead of exit”, say “The Test Administrator instructed students to select ‘Pause’ and ‘Exit’ at the end of the test session. However, a review of the DRC INSIGHT Portal determined that <sample student> submitted the test and it shows as completed. A conversation with the student revealed that they were not aware they had submitted the test and had not responded to all items on the test. We are requesting this test be unlocked so the student can resume testing.”
- » Another example: Instead of “Student used cell phone during test”, say “During test administration, the Test Administrator saw <sample student> had a phone out. The student was viewing TikTok while testing. An internal investigation showed that the student did not record any test content, send any text messages, or post to any social media while using their phone. School staff are working to address the student’s behavior according to local policy.”

- **Identification of all staff involved in the incident**
Include the titles of relevant staff involved as appropriate. For example, for a misadministration during testing, include Test Administrator/Proctor information and their applicable statements.
- **A full description of all steps taken by the school or district to address the incident prior to an investigation**
 - » Depending on the incident, most incident reports will require investigation, follow-up questions, and other clarifications about what occurred. Be sure to include any steps taken in your Incident Report description.

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

Respond When Additional Information is Requested.

If the OEAA requires more information during our review of the incident, our staff will respond to your incident report with the status “Additional Information Requested”. Specific information about what additional information is needed will be provided in the reviewer comment area.

- All communications about an Incident Report will only take place within the Incident Report When OEAA staff respond to your report, you will receive an auto-generated email that includes our reviewer comment. You cannot respond directly to this email; additional information must be submitted in the Incident Report. You do this by logging into the OEAA Secure Site, navigating to the Incident Report, and writing your response in the space provided.
- To ensure incidents are resolved quickly and students have adequate time to test, please respond to requests for information in a timely manner.

Training and information on Incident Reports is available in the [Incident Reporting](#) chapter of the [Assessment Coordinator Training Guide](#), which can be accessed on any assessment web page.

MI-Access Testing Problems: Multiple Online Test Submissions and Score Entry Errors

Even with the most thorough planning, testing irregularities can occur, and MI-Access administrations are no different. Districts and schools can avoid many incidents through careful advance planning. If an incident does occur, in many cases the Office of

Educational Assessment and Accountability (OEAA) can help coordinators and test administrators navigate through the incident to a valid resolution. Two common incidents involving MI-Access are described here. All referenced documents can be found on the [MI-Access web page](#) (www.michigan.gov/mi-access).

Multiple Online Test Submissions

Students must be tested once with the assessment specified in their IEP. Unfortunately, the OEAA sees a number of incidents where students are assessed in the same content area with both MI-Access and M-STEP. This scenario places an unnecessary testing burden on the student, takes away from instructional time, and is a misadministration. OEAA recommends the following practices:

- Check the DRC INSIGHT roster of MI-Access test takers by content area, to ensure there are no duplicate test tickets printed for M-STEP. This is often the cause for a duplicate testing misadministration. The test ticket(s) not aligned with the IEP should be destroyed and not distributed to test administrators.
- If you discover double-testing for any student, file an [Incident Report](#) on the [OEAA Secure Site](#) (www.michigan.gov/oeaa-secure).
- The OEAA also runs a daily check to detect whether any student is listed as taking multiple tests. If this occurs, you will be contacted by the OEAA and requested to file an incident report. If a student is double-tested, the student’s parents and IEP team must be notified.
- Review the [Functional Independence Test Administration Manual](#) for detailed testing flexibility information (page 22).

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

Score Entry Errors (SI and P)

The MI-Access Supported Independence (SI) and Participation (P) assessments are instructionally embedded paper/pencil administrations, with two administrators observing and recording the student's responses during testing. The observation scores are tallied on [Scoring Documents](#) during testing by each administrator, then entered into the [Online Answer Document](#). The Primary Assessment Administrator must ensure the recorded assessment results are associated with the correct test. To avoid or correct any error, we recommend the following:

- Review the scoring documents to confirm the student's name, content area, level of testing (SI or P), and form number. Ensure the correct test ticket is used when logging in to the Online Answer Document.
- If you discover an entry error, file an [Incident Report](#) on the [OEAA Secure Site](#) (www.michigan.gov/oeaa-secure).
- Review the [SI/P Administration Flow Chart](#) for a refresher on the protocol of testing and for any staff instruction.
- The [SI/P Test Administration Manual](#) provides complete information for score entry and related tasks.

Performance Assessment Cadre of Experts Development Opportunity

Are you interested in learning about developing and implementing performance assessments in your district/school? Join the Office of Educational Assessment and Accountability as we work with the Michigan Assessment Consortium to develop performance assessments that are aligned to

Michigan's academic standards and model essential skills in mathematics and English language arts (ELA) in grades 3-8.

Preferred candidates for the Performance Assessment Cadre of Experts:

- have experience teaching in mathematics or ELA, in at least one of these grade spans: grades 3-5, and grades 6-8
- have experience with/understanding of Michigan academic standards
- work in either general or special education; educators with experience outside of general education or who work with students with disabilities are enthusiastically encouraged to apply

You will have opportunities to:

- learn about the Michigan model essential skills for mathematics and ELA
- engage in a process to develop performance assessments and rubrics
- collaborate with peers from other districts
- practice using a rubric and calibrating the scoring of performance assessments
- take part in a research agenda focused on measuring student competencies through performance assessments
- (pending) earn up to 50 SCECH credits or alternative graduate credits

Participants are expected to attend and contribute to approximately 50 hours of job-embedded facilitated professional learning and assessment development over the 2021-22 academic year.

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We anticipate virtual sessions will be scheduled in blocks of two-hour weekly engagements to meet designated project milestones. These include:

- collaborate with grade-span teachers in developing a performance assessment and corresponding rubric aligned to the state model competencies, with guidance and resources provided
- administer and collect student responses for one performance assessment, revising items and rubrics so that they can become part of a library of models
- collaborate with grade-span teachers in scoring student work resulting from implementation of the performance assessment
- participate in project evaluation activities, such as observation, focus groups, and surveys

If you are interested in participating, submit your resume in an email to mde-oeaa@michigan.gov, using the subject line: "Performance Assessment Cadre of Experts".



Reminders

Assessment and Accountability Frequently Asked Questions (FAQ)

In light of the recent announcements on the approval of Michigan Department of Education's accountability waiver and the denial of our assessment waiver, the Office of Assessment and Accountability has provided two FAQ documents to address some of the frequently asked questions that have recently come into our office.

- [FAQ – Assessments](#)
- [FAQ - Accountability](#)

Read By Grade 3 Memo

Please see the [memo](#) on guidance surrounding Michigan's Read By Grade 3 (RBG3) legislation. At this time, the Michigan legislature has not amended the RBG3 requirements for this year.

FAME Project Accepting New Coach Applications for 2021-22



The Formative Assessment for Michigan Educators (FAME) project is entering its 14th year and is seeking interested educators who would like to lead a local learning team of teachers to explore, implement, and reflect on the formative assessment process in their classrooms. FAME coaches are not expected to be the local expert on the formative assessment process—rather FAME coaches are learners along with their learning team.

More information of the FAME project and access to the online 2021-22 New FAME Coach [application](#) (www.surveymonkey.com/r/FAMENewcoach) is available on the MDE [Formative Assessment Process page](#) (www.michigan.gov/formativeassessment) or the [FAME public page](#) (www.famemichigan.org).

The deadline to apply has been extended to Friday, May 14, 2021.

If you have any questions, contact Kimberly Young, MDE/OEAA at youngk1@michigan.gov or 517-712-8442.

What is the Role of Classroom Summative Assessments in a Balanced Assessment System?

Summative assessments are given at the end of a period of learning, typically at the end of a unit, course, or school year. For this reason, they are considered assessments of learning. In these types of assessments, students demonstrate what they have achieved after instruction has concluded and before a new period of instruction and learning begins.

The M-STEP, PSAT, SAT, MI-Access, and WIDA are all examples of Michigan statewide summative assessments. However, there are many types of local or classroom summative assessments, all of which serve a different purpose than the statewide summative assessments. These local/classroom assessments include:

- End-of-course/unit assessments: tests given at the conclusion of a course or unit
- Quizzes: “mini-tests” given frequently to assess student learning
- Capstone projects: assigned at the close of a longer period of instruction, with students applying their skills and knowledge to complete a culminating project
- Project-based Performance Assessments: assessment tasks that engage students over days or weeks and that assess students in multiple ways
- Portfolios: a collection of work done by a student over an extended period of a time that demonstrates growth in learning, a deeper exploration of a topic, or the best examples of the student’s achievement
- Advanced Placement Tests: College Board-provided tests that determine exemplary student achievement in advanced high school courses

Classroom summative assessments are an important part of a balanced assessment system. While they may not play as much of a role in informing daily instruction as the formative assessment processes do, classroom summative assessments provide useful information to teachers, students, and parents. They can show whether students have learned what was intended and are ready to move on the next period of instruction, or whether individual students need a more intensive instructional intervention. Classroom summative assessments can also show if an instructional program needs modification to provide future groups of students with better learning experiences and outcomes. When they are combined with statewide summative assessments, interim benchmark assessments, and formative assessments, classroom summative assessments complete a comprehensive overview of student performance.

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Resources

[What is summative assessment and how can it be used in the classroom?](#) (2021). Michigan Assessment Consortium Assessment Learning Network Learning Point.

- This article describes in further detail the different types of summative assessments that may be implemented in the classroom and the purposes of each.

[Criteria for High Quality Assessment](#)

Darling-Hammond, L., Herman, J., Pellegrino, J., et al. (2013). Criteria for high-quality assessment. Stanford, CA: Stanford Center for Opportunity Policy in Education.

- This report offers a set of five indicators that can be used to evaluate the elements (formative, interim, and classroom summative assessments) of a balanced assessment system.

Put Into Practice

1. Did you know that about 80 percent of a student's assessment experience is determined by local educators?

Considering the reliance on local assessments to measure student performance, what are the implications for the quality of those assessments?

2. Review the five criteria suggested by Darling-Hammond and colleagues from their report in the list of resources.

Consider one of the classroom summative assessments you use to determine whether students have achieved learning targets and are ready to move on to the next level of instruction.

- » Is there anything you might adjust?
- » What would you maintain?

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

- Requests for additional materials must be made by Friday, May 14 for testing on May 18.
- When completing the Coordinator Report Form (CRF), bubble “Other A” in Field 3, Administration Date.

WHAT'S NEW

Return Answer Sheets and Test Books

All test books and answer sheets are to be returned no later May 20. Answer sheets not being returned by this date will result in scoring delays and the results may not be included in accountability reporting.

Reminder: While federal accountability has been waived for Michigan testing for this year, state accountability requirements, including the School Grades (A-F) system, have not been waived at this time.

Educator Score Release

Scores for this year's testing will be released to educators in the College Board K-12 Reporting Portal on July 23, after all answer document verification activities are completed.

May 18 Contingency SAT

- Test materials will arrive May 12-14, if they have been requested. Check your materials as soon as you receive them to ensure you have what you need to test.

REMINDERS

Score Release

Students who participated in testing during the week of April 13 received access to their scores in their College Board accounts beginning on May 5, 2021. Students who participated in PSAT 8/9 or PSAT 10 will receive access beginning on May 17, 2021. **Note:** Some scores will be released later, for reasons that may include student participation in the extended PSAT testing window, the accommodated testing windows, the SAT makeup testing date(s), late receipt of answer sheets, missing information on the answer sheet, or other exceptional conditions that require additional attention. Scores for these students will be released daily as they become available.

Educators will have access to scores in the K-12 reporting portal by mid-summer, after all answer document verification activities are completed. More information about the answer document verification window will be available soon. **Note:** Scores that will be available in the K-12 reporting portal are not the official results used in Michigan Department of Education reporting.

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



Refer to the [April 29 edition of Spotlight](#) (www.michigan.gov/mde-spotlight) for information on how to help students access scores.

Prepare for May 18 Contingency SAT Testing

- All SAT test books and answer sheets for April 13 and April 27 should have been returned. If these materials have not yet been returned, refer to the Coordinator Manual on directions to schedule a pickup with UPS as soon as possible.
- Students testing on May 18 who use any test books from April 13 or April 27 will have their scores invalidated.
- Keep any supplementary materials from the April testing—such as answer sheets, Pre-ID labels, manuals, and extra forms—for use on May 18. Additional Coordinator Report Forms will be sent with the shipment of May 18 test books.
- May 18 contingency SAT testing materials ordered in the survey sent on April 26 will arrive in schools **May 12-14**.

- The contingency accommodated testing window is **May 18-20**.
- All SAT answer sheets must be returned by **May 20** or they may not be scored.
- Return SAT answer sheets by **May 19** for any students who completed testing on May 18. Wait to return all answer sheets from students testing in the accommodated testing window once all students in the window have completed testing, but no later than **May 20**.

Fall Testing

Coordinators might have received an email on May 5 announcing the College Board's Fall 2021 SAT School Day, PSAT/NMSQT, and PSAT 8/9 test dates. Administering these assessments in the fall is optional and is not being provided by the Michigan Department of Education. **Your district or school will be responsible for paying the invoices for assessments that you choose to provide to your students.**

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

ACT WorkKeys

Reminder

Returning ACT WorkKeys Test Materials

If you still have secure materials from the initial, makeup, and/or contingency makeup test dates, return them to ACT as soon as possible.

Use the cartons in which the test materials were shipped and follow the instructions that begin on page 29 of the [ACT Test Coordinator Information Manual](#) to pack the carton(s). Store the packed cartons in a secure location within the district or school building until they can either be picked up by FedEx or taken to a local FedEx office.

If you need FedEx labels or need to schedule a new pickup, call ACT or use the Contact Us web page and provide the following information:

- Dates and times your school will be open
- Location of the boxes

- Number and approximate weight of boxes
- Address, phone number, and contact name at the school

You may also drop off the materials at a local FedEx office. Be sure to keep the receipt for your records.

Contacting ACT

If you have questions, you may:

1. contact ACT via the [Contact Us web page](http://www.act.org/aap/state/contact.html) (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!

Tuesday, May 18, 2021

- **M-STEP** Additional Material Order window for grades 5, 8, and 11 **CLOSES** at noon

Thursday, May 20, 2021

- Final **DEADLINE** to return any **SAT, PSAT 10**, or **PSAT 8/9** testing materials in order for answer documents to be scored

Friday, May 21, 2021

- Online and paper/pencil assessment window for **M-STEP** grades 5, 8, and 11 **CLOSES**

Coming Next Week . . .

Tuesday, May 18, 2021

- **SAT with Essay** Contingency Test Day available for students not able to test on the Primary Test Day or Makeup Test Day due to a COVID 19-related event

May 18-20, 2021

- **SAT with Essay** Contingency Accommodated Testing Window available for students not able to test during the Accommodated Testing Window or Makeup Accommodated Testing Window due to a COVID 19-related event

May 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

Now – June 30, 2021

- **Early Literacy and Mathematics Benchmark Assessments (K-2)** Online testing window

M-STEP

Now – June 1, 2021

- **M-STEP** Additional Material Order window for grades 3, 4, 6, and 7

Now – June 4, 2021

- Online and paper/pencil assessment window for **M-STEP** grades 3, 4, 6, and 7

MI-Access

Now – June 1, 2021

- **MI-Access** Additional Material Order window for all grades

Now – June 4, 2021

- **MI-Access FI** Online and Paper/Pencil assessment window for all grades
- **MI-Access SI/P** online score entry

June/July 2021

Wednesday, July 28, 2021, 10-11 a.m.

- **DRC Webinar: Technology Coordinator Training** – applies to the Benchmark Assessments, WIDA Screener, WIDA ACCESS for ELLs, and Spring 2022 testing
[Join webinar](https://datarecognitioncorp.zoom.us/j/94405940716) (https://datarecognitioncorp.zoom.us/j/94405940716)

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

Mon	Tue	Wed	Thu	Fri
	3	4	5	6
		11	12	13



Upcoming Events

Building a Better Assessment Future

Virtual Conference

June 28–30, 2021

9:00 a.m. – 3:45 p.m.

Did you know that about 80 percent of the assessments given to students are the result of decisions made by local educators? Those decisions will be the focus of the [Building a Better Assessment Future](#) virtual conference. This “not-to-be-missed” event offers support for district teams as they reimagine their districts’ assessment systems and improve learning for all students.

The BBAF conference will take place **June 28-30, 2021** and is hosted by [Michigan Assessment Consortium \(MAC\)](#) in partnership with Michigan Department of Education’s [FAME](#) (Formative Assessment for Michigan Educators) program and [Oakland Schools](#). Event participants will hear from and engage with respected national and international assessment experts, such as Susan Brookhart, Jan Chappuis, Margaret Heritage, Jim Pellegrino, Ken O’Connor, and Rick Stiggins.

Participants will also have ample time to work with Michigan assessment leaders, reflect on their current assessment practices, and collaborate to find new opportunities to improve student learning through assessment.

Come as a team or attend on your own!

Educators and policy makers at all levels are invited to attend with schools/districts encouraged to register and work in teams of three or more. The event will feature group work time and office hours with selected experts, allowing participants to address their schools’ unique opportunities. Plus, the FAME program and the MAC will support each team’s work after the conference through private consultation and group engagements designed to keep the collaboration going.

Learn more

Download and share the [BBAF conference flyer](#).

Find more details and register on the [Conference event page](#) (bit.ly/MAC-BBAF).

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

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