


Spotlight

on Student Assessment and Accountability

April 11, 2019

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Spring 2019 Preliminary Reports

The Preliminary Student Roster Reports for M-STEP and MI-Access (FI online tests and P/SI online score entries) online assessments contain preliminary scale scores, points earned, and subscores (claim, strand, or discipline scores) by content area and grade. Reports are available through the (Office of Educational Assessment and Accountability (OEAA) Secure Site within 48 hours of students completing all portions of a content area test.

Preliminary Student Roster reports are for school use only and contain scores that are preliminary and subject to change. Preliminary scores are calculated using only machine-scored items available at the time the test is submitted. Constructed-response items are not included in preliminary scores.


Scale scores and performance data presented in this report should not be taken as a final evaluation of a student's performance.

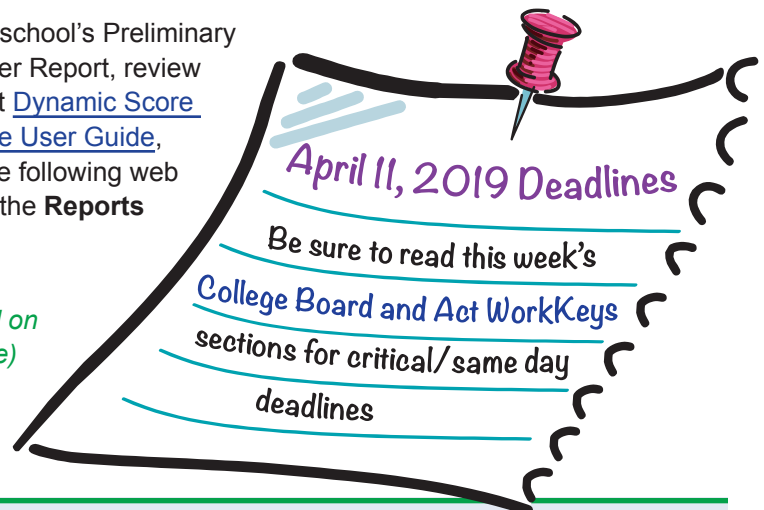
M-STEP Science Field Test results are not included in Preliminary reporting.

More information about preliminary scores and reasons they may change for final reporting and other information about the M-STEP Preliminary Student Roster report is available in the [Interpretive Guide to M-STEP Preliminary Reports](#) on the [M-STEP web page](#) (www.michigan.gov/mstep). The [Interpretive Guide to MI-Access Preliminary Reports](#) is also available on the [MI-Access web page](#) (www.michigan.gov/mi-access).

To view your school's Preliminary Student Roster Report, review the document [Dynamic Score Reporting Site User Guide](#), located on the following web pages under the **Reports** section:

(Continued on next page)

Key:  Reminder (previously run article)



Spotlight on Student Assessment and Accountability

- [M-STEP](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)
- [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)

The guide contains step-by-step instructions for accessing the Dynamic Score Reporting System in the OEAA Secure Site.

Important: The data should not be used for any high-stakes decisions (e.g., grade or course placement, curricular evaluations, teacher evaluations, etc.) for the following reasons:

- Scores presented in this report are PRELIMINARY and are subject to change.
- Preliminary scores are calculated using only machine-scored items available at the time the test is submitted.
- Data presented in these reports are not a final evaluation of student performance level.

Early Literacy and Mathematics Benchmark Assessment Student Level Reports Available

The Office of Educational Assessment and Accountability (OEAA) is pleased to announce that the Early Literacy and Mathematics student-level reports for the Spring 2019 administration are available in the Dynamic Reporting System through the OEAA Secure Site. Reports are available within 48 hours of students completing all portions of a content area test. Available reports include:

- **Domain Analysis Report** – allows users to view a list of selected students displaying the number of Points Earned in each domain and overall Points Earned in a Content Area. The list will display results for students

who tested in the spring. If students tested in the fall and/or winter, the report will also display the points earned for those test cycles.

- **Individual Student Report** – Separated by content area, the ISR provides detailed information on individual students in the Content Summary section, which displays Points Earned out of Points Possible for each Domain in a content area. It also provides Content Details, which displays Points Earned out of Points Possible for each assessment category within a content area.
- **Student Roster Report** – Separated by content area, the student roster provides a list of students by Points Earned out of Points Possible (Max Points) by grade, content, domains, and categories.

To view your school or district reports, go to the [OEAA Secure Site](http://www.michigan.gov/baa-secure) (www.michigan.gov/baa-secure) and select **Reports**, then **Dynamic Score Reports** in the drop-down menu. A new window will open to Dynamic Score Reports. Select the Test Cycle, District, and School.

Accountability for Section 31a At-Risk Report Now Available

Section 31a of the State School Aid Act provides funding to eligible districts for instructional and pupil support services who meet the "At-Risk" identification characteristics in the legislation. Section 31a legislation mandates an accountability component, beginning in school year 2019–20. The three accountability measures under the legislation are as follows:

- 3rd grade English language arts (ELA) proficiency (50% proficiency target) as demonstrated by the state summative assessment
- 8th grade mathematics proficiency (50% proficiency target) as demonstrated by the state summative assessment

(Continued on next page)

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

Spotlight on Student Assessment and Accountability

- 11th grade career and college readiness as demonstrated by the Michigan Merit Examination (MME) summative (SAT Evidence-Based Reading and Writing, mathematics, and when available, science M-Step) using three preceding years of data (2016–17, 2017–18, 2018–19)

The Michigan Department of Education (MDE) and Center for Educational Performance and Information (CEPI) have worked together to create a 2017–18 report for MI School Data that is specific to the Section 31a At-Risk population. This report provides a snapshot view of the number and percent of proficient 3rd grade and career and college ready 11th grade students identified as Section 31a At-Risk on the state assessments of M-STEP and the SAT. Grade 8 Mathematics proficiency will be displayed beginning with the 2018–19 report. The report also shows summary accountability data for all content areas in all grade levels. The report is now available in the [Dashboard and Accountability Scorecard](#) section of [MI School Data](#) (www.mischooldata.org), under **At Risk Student**.

Michigan is aligning its long-term goals and measurements of interim progress with an initiative to become a top 10 educational state in 10 years, by the 2025–26 school year. The Section 31a At-Risk report supports efforts to reduce achievement gaps, to identify areas of challenge, and to allocate resources to support access to quality educational opportunities for all students.

For more information on Section 31a At-Risk programming and technical assistance, go to the [Office of Educational Supports web page](#) (www.michigan.gov/ofs) and click on “Section 31a At-Risk” under the **Programs** section. Additional programming and technical assistance questions can be referred to Dawn Carmody at dcarmody1@michigan.gov and Stephanie Holmes-Webster at holmeswebsters@michigan.gov.

For questions related to accountability for Section 31a At-Risk, contact Alexander Schwarz at schwarza@michigan.gov. For questions related to Section 31a At-Risk report utilization, functionality, and logging into MI School Data, contact the CEPI help desk at CEPI@michigan.gov.

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



Important Reminders

FAME Project Accepting New Coach Applications for 2019-20

The Formative Assessment for Michigan Educators (FAME) project is entering its 12th year and is now 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 on the FAME project and access to the online [2019-20 New FAME Coach application](http://www.surveymonkey.com/r/FAMENewCoachApp) (www.surveymonkey.com/r/FAMENewCoachApp) is available on the [MDE Formative Assessment Process](http://www.michigan.gov/mde/0,4615,7-140-22709_55936---,00.html) page (www.michigan.gov/mde/0,4615,7-140-22709_55936---,00.html) or the [FAME public page](https://famemichigan.org) (<https://famemichigan.org>).

The deadline to apply is **Friday, May 3, 2019**. If you have any questions, contact Kimberly Young, MDE/OEAA at youngk1@michigan.gov or 517-241-7061.



- FAME Coaches have access to a password-protected resource website that contains companion articles, student work samples, and templates. Also on the website are over 50 classroom videos connected to the formative assessment process intended to create conversation.
- The FAME project is very fortunate to have Dr. Margaret Heritage, noted author on formative assessment, as content advisor.
- While we encourage FAME learning teams to “set their own formative assessment learning adventure” with the materials and resources provided, several sample meeting agendas are available for coach and learning team use.

Click on the icon to access the **Assessment Coordinator Training Guide** or go to any assessment web page and look for the icon.



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

Formative

Interim

Summative

Focus on Assessment Literacy

What Is the Purpose of Summative Assessment?

Of the two types of assessments described in the March article on assessment literacy—assessment for learning and assessment of learning—summative assessment is an assessment of learning that is used to measure how much students have learned in relation to the content being assessed at the conclusion of instruction.

Summative assessment may be in the form of:

- **Shorter Cycle Summative Assessments:** end-of-unit tests, reports and thesis papers, mid-term exams
- **Extended Cycle Summative Assessments:** end-of-course exams, capstone project, or portfolios, performance assessments, and annual standardized tests

Summative assessment is used primarily to determine what students know and can do relative to local curricula and/or state's academic standards. At the local level, summative assessment results are often used by school and district administrators to determine what an individual student has learned or to review whether students in a school or district have learned the intended curriculum over an identified course of study.

At the state level, summative assessment measures student progress toward learning state academic standards. Local curricula should align to the state standards; however state assessments provide a broader measurement of content than a unit or course exam. Results can be used by school and district administrators, policy-makers, and state officials to identify areas where aggregate student groups are, or are not, meeting the state standards; to determine whether local curricula is aligned to state standards; to evaluate program effectiveness; and to assure that schools and districts most in need of assistance are identified and getting the help they need.

A word of caution: results from any summative assessment offer a snapshot of learning at one point in time. For this reason, summative assessment results should always be used in combination with other benchmark and formative assessment data when making high stakes decisions about students, teachers, schools, or districts.

Resources

[Michigan's Education Assessment System: What It Is, What It Means, And What It Offers](#) – an overview of state assessments including why they are given and why they are important

Michigan Assessment Consortium (2016) [Criteria for Determining the Statewide Assessment Measures Used in Michigan](#)

Guha, R, Wagner, T, Darling-Hammond, L, Taylor, T, & Curtis, D (2018) [The promise of performance assessments: Innovations in high school learning and college admission](#) Palo Alto, CA: Learning Policy Institute

Put Into Practice

1. What types of summative assessments are used in your classroom, school, or district?
2. In what ways do you and your colleagues use summative assessment data (e.g., to identify trends in student learning over time, to evaluate program effectiveness) in your school or district? How is this communicated to the educational community?
3. What standards are your local summative assessments aligned to? How do you know?

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

College Board Corner

Information on SAT™, PSAT 8/9™, and PSAT10™ provided by the College Board

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

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

Reminder

Write Down Tracking Numbers: When returning test books or answer sheets, be sure to record the tracking numbers of the packages so you can confirm receipt.

Requesting Makeup Materials

Test coordinators received an email on April 8 with a link to a survey to assist in determining makeup materials. There is a separate email for PSAT and SAT.

- **You must respond to the SAT survey by TODAY, April 11 at 11:59 PM EST** even if you don't need makeup materials so we can accurately track responses.
- **The PSAT surveys are optional and only required if you need additional materials.** Schools are directed to securely store PSAT test materials for use on the makeup dates. If you mistakenly return these tests, you must use the makeup survey by **TODAY, April 11 at 11:59 PM EST** to request additional materials to be sent.
- If you do need additional materials, they will arrive April 18-19 for testing on April 23 (SAT) or April 23-24 (PSAT).

The surveys can be accessed from the following links as well as from the email:

- [SAT Makeup Survey](#)
- [PSAT 10 Makeup Survey](#)
- [PSAT 8/9 Makeup Survey](#)

UPS Pickup

We will be pre-arranging multiple UPS pickups for your school.

- We are scheduling at least three pickups per school, one per week during the testing window.
- Test coordinators will receive emails in the weeks of April 8, April 15, and April 22 with the date(s) and time(s) of the pickup(s) scheduled for that week.
 - ◆ These pickup dates can be used for any materials that are ready to be returned.
 - ◆ The emails will also provide information on rescheduling the pickup with UPS.
 - ◆ If you do not need the pickups, NO action is required; simply ignore the email and let the driver know you do not have any materials to return.
 - **NOTE:** Although we work with UPS on the date and time we expect them at your school, we cannot control when drivers arrive.
 - If the driver does not arrive at the scheduled time, just securely hold materials until the next pickup time.
 - ◆ If you have a regularly-scheduled UPS pickup at your school, feel free to give materials to the driver at that time as well. These pickups are not required to be used.

For students testing in the accommodated testing window, hold all testing materials and return them when all students have finished testing in the window.

For students testing on the PSAT makeup dates, hold all testing materials and return them when all students have finished testing.

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

Eligibility for Makeup Testing

Use the Makeup Testing policies detailed on pages 5 and 6 of the ACT Test Coordinator Information Manual to determine if students are eligible to participate in the makeup test administration. This manual is posted on the [ACT state testing website](http://www.act.org/stateanddistrict/michigan) (www.act.org/stateanddistrict/michigan) on the **WorkKeys on Paper** page in the **Preparation** and/or **Administration** stages.

Order Makeup Materials – Reminder!

Order standard time and accommodations makeup test materials using the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure). The window opened on April 10 and closes **TODAY, April 11 at 5:00 PM ET**. Instructions can be found on the [Secure Site Training web page](http://www.michigan.gov/seuresitetraining) (www.michigan.gov/seuresitetraining) under the **Material Ordering** section.

Note: Makeup orders will not be accepted after the above deadline. If you do not order makeup materials, no materials will be sent.

Materials Shipped for Makeup Testing

Retain the administration manuals and unused answer documents from the initial test date for makeup testing.

ACT will send the following materials for makeup testing:

- different standard time test booklets and/or accommodations forms
- two additional answer documents (If you need more answer documents, please submit a makeup order).
- additional standard time and/or accommodations Test Administration Forms folders

- new site header
- new return polymailers and labels
- additional standard time and/or accommodations processing envelopes

Important: The ACT WorkKeys test forms used for the makeup test date are different than those used for the initial test date. Students testing with the initial test forms on the makeup test date will not receive scores. Refer to the flyer in Box One of each secure test materials shipment for the valid testing dates of the enclosed forms.

Answer Document Preparation

All answer documents are required to have a barcode label. ACT will not ship new barcode labels. They must be printed locally using the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure). Directions can be found on the [Secure Site Training web page](http://www.michigan.gov/seuresitetraining) (www.michigan.gov/seuresitetraining) under the **Pre-Identification of Students** section, using the [One Student at a Time/ Student Search](#) document. You may use either the blank sheet of yellow labels that was included in the initial test materials shipment or you may use a white label purchased elsewhere.

Barcode labels must be applied to the answer documents prior to students completing the demographic sections. Refer to the [March 7, 2019 Spotlight Newsletter](#) (www.michigan.gov/mde-spotlight) for additional information.

If a student was absent or arrived too late to begin testing on the initial test day, you may reuse the original answer document for makeup testing.

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If a student began testing on the initial test date but did not finish, you may not use the original answer document for makeup testing. Use a new answer document and:

- print a student barcode label locally and apply it to the new answer document
- supervise the students(s) while they transfer all demographics and non-test responses to the new answer document (test item responses may not be transferred)
- write VOID on page one of the original answer document, attach it to an Irregularity Report, and return it with your makeup test materials in the processing envelope

Makeup Test Administration

The standard time makeup testing date is **Wednesday, April 24, 2019**. Contact OEAA or ACT immediately if you cannot test your standard time makeup students on April 24, 2019 due to a school wide emergency or closure.

The accommodations makeup testing window is **April 24 – 30, 2019**.

All makeup testing must follow the same initial test day policies and procedures that are detailed in the [ACT WorkKeys Administration - Standard Time Paper](#) and the [ACT WorkKeys Administration Manual for Accommodations and English Learner Supports](#) manuals. Both manuals are posted on the [ACT-hosted website](#) (www.act.org/stateanddistrict/michigan) on the **WorkKeys on Paper** page in the **Administration** stage.

Returning Makeup Materials to ACT

The process for returning makeup materials is the same as the initial test date. For detailed information about post-testing activities such as collecting, packing, and returning materials, refer to the [April 4, 2019 Spotlight Newsletter](#) (www.michigan.gov/mde-spotlight).

If you still have secure materials from the initial test date, return them with your makeup materials.

Materials Pickup

FedEx is scheduled to pick up the makeup standard time test materials for return to ACT on **April 25, 2019** and the accommodations test materials on **May 1, 2019**. Please have your materials ready for pick up by 8:00 AM on each of these days.

- If your materials are not picked up within two business days after the scheduled pickup date, call ACT to arrange a new pickup.
- Standard time and accommodations makeup materials must be received at ACT no later than **May 7, 2019**. Late-arriving answer documents will not be scored.

Contacting ACT

If you have questions, you may:

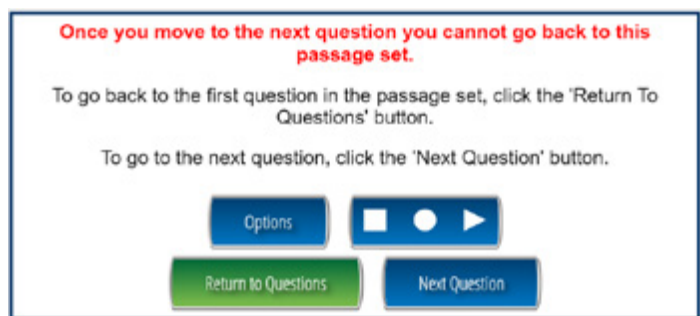
1. contact ACT via the [Contact Us web page](#) (www.act.org/aap/state/contact.html)
2. call ACT at 800-553-6244, 9:30 AM – 6:00 PM ET
 - standard time: ext. 2800
 - accommodations: ext. 1788
3. email accommodations questions to ACTStateAccoms@act.org

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

Recently Asked Questions . . .

What do I do when a student has submitted the Passage-based Writing prompt and cannot get back to it?

Once an answer has been submitted in the CAT test, there is no option to return to that item. For the Passage-based Writing response, the "Next" button is not active on the item until something has been written in the answer space. Once the student selects "Next", a pop-up appears to warn the student that he or she will not be able to return to the item:



When the student selects 'Next Question' the student has twice verified that he or she is ready to move to the next item. As it states on the warning pop-up screen, you cannot return to the item.

What happens if a student states that a CAT test was submitted before he or she was finished?

This question typically arises in two ways:

1. A student logs out, or has a connectivity issue, and then returns to the test to see it listed as "Complete."
2. A student is working and suddenly comes to the end of the test, thinking there should have been more questions to answer.

The Michigan Department of Education (MDE) and Data Recognition Corporation (DRC) have tested both of these situations extensively over the past four years of

the M-STEP administration and have never been able to replicate an instance where the CAT algorithm "completed" a test without the expected number of items answered.

If a connectivity issue logs a student out, the student will return to the item they were working on prior to being logged out. If they had completed the test prior to the log-out, the test will show as "Complete".

Sometimes students finish the test quickly or are surprised when they reach the end of the test. The test engine presents a pre-determined range of items to students based on their responses and will not prematurely complete a test for a student. When a student reaches the end of the test and receives the Congratulations screen, the test is complete.

NOTE: There is no option to unlock a CAT test. If a CAT test is not complete, the student can log back in and continue the test but cannot return to previously submitted items. However, if the CAT test is complete, then the student has received the expected number of items for the assessment.

Can I test multiple grades and/or content areas in the same room?

The 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 content area test so they can move from one test to the next?"
- "Can students taking different tests be tested in the same room?"

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

The answer to all these questions is based on the requirement: **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 can ensure that Test Directions are read to students for each test while not disrupting testing of any other students, then testing more than one grade or content area in the same room is allowable. 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 Testing Schedule. In addition, a notation must be made on the Testing Schedule 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.

Can a test be unlocked if a student intentionally clicks through a test and submits it?

No. Lack of effort on the part of the student is not a testing irregularity. If a student clicks through and submits a test, the test is complete. The MDE does not unlock tests for a lack of effort.

Important Dates

Critical Deadlines!



Today, April 11, 2019

- **ACT WorkKeys** Makeup orders **due by 5:00 PM** (see article on page 7)
- **SAT and PSAT** makeup orders **due by 11:59 PM** (see article on page 6)

Approaching Deadlines!

April 19, 2019:

- Off-Site Test Administration request window **DEADLINE** for individual students, such as homebound or students expelled with services, for **ACT WorkKeys**

Coming Next Week . . .

April 10 – 16, 2019:

- **PSAT 8/9** and **PSAT 10** first Makeup window

April 17, 2019, from 12:00 – 1:00 PM:

- **Interpreting Score Reports Webinar** to help educators better understand the **WIDA ACCESS for ELLs** assessment reports – use this [webinar link](#) to attend (no registration needed)

April 2019

M-STEP

Now – April 23, 2019 at noon

- **M-STEP (grades 5, 8, and 11)** Additional Materials Order window for standard and accommodated materials

Now – May 10, 2019

- **M-STEP** Online Testing window – grades 5, 8, and 11

April 23 – May 14, 2019 at noon

- **M-STEP (grades 3, 4, 6, and 7)** Additional Materials Order window for standard and accommodated materials

April 29 – May 31, 2019

- **M-STEP** Online Testing Window – grades 3, 4, 6, and 7

MI-Access

Now – May 28, 2019 at noon

- **MI-Access** Additional Materials Order window for standard and accommodated materials

Now – May 31, 2019

- **MI-Access** Testing window – all grades

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Early Literacy and Mathematics

Now – May 31, 2019

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

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

Now – May 30, 2019:

- Off-Site Test Administration request window for individual students, such as homebound or students expelled with services, for **M-STEP, MI-Access,** and **Early Literacy and Mathematics Benchmark Assessments**

ACT WorkKeys

April 10 – 23, 2019:

- Administer **ACT WorkKeys** Accommodations tests

April 24, 2019:

- Return **ACT WorkKeys** Accommodations tests to ACT

SAT and PSAT

April 9 – 23, 2019:

- **SAT and PSAT** Accommodated Testing window
-

April 23, 2019:

- **SAT with Essay** Makeup Test Day

April 23 – 24, 2019:

- **PSAT 8/9** and **PSAT 10** second Makeup window

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), Test Management System (TSM), eDIRECT, 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 WIDA AMS, INSIGHT, Central Office Services (COS), and Test Management System (TSM)
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