



M-STEP Paper/Pencil Test Administrator's Directions and Manual Grade 3

Michigan Student Test of Educational Progress

Spring 2021

Michigan Department of Education
Office of Educational Assessment and Accountability

| | | | |
|---|----------|--|-----------|
| INTRODUCTION..... | 1 | Security Compliance | 7 |
| Assessments Covered | 1 | Training Requirements and Resources for Students | 7 |
| Key | 1 | Resources for Students to Prepare for Testing..... | 7 |
| OVERVIEW | 2 | BEFORE TESTING..... | 8 |
| Introduction | 2 | Before Testing Checklist | 8 |
| M-STEP Assessments | 2 | Test Materials Needed for M-STEP..... | 9 |
| What’s New | 2 | DURING TESTING | 10 |
| English Language Arts..... | 2 | Important Tasks During Testing | 10 |
| Listening | 2 | Managing Student Test Materials | 10 |
| Mathematics..... | 3 | Permitted Items in Testing Room | 10 |
| Calculator Policy..... | 3 | Providing Assistance | 11 |
| Test Administrator’s Directions and Manual | 3 | Student Questions | 11 |
| Scratch Paper Guidelines | 3 | Test Directions for the Student Demographic Page – All M-STEP Grade 3 Assessments..... | 12 |
| Designated Supports and Accommodations..... | 3 | Administration Directions for Completing the Student Data Grid..... | 12 |
| Resources for Students to Prepare for Testing..... | 3 | Test Directions for Grade 3 ELA Day 1: Part 1–Listening..... | 15 |
| Call Center Contact Information | 4 | Test Directions for Grade 3 ELA Day 1: Part 2–Reading | 19 |
| OEAA Communications with Schools and Districts | 4 | Test Directions for Grade 3 ELA Day 2: Part 3–Writing and Research.... | 20 |
| Standardized Testing | 4 | Test Directions for Grade 3 Mathematics Day 1: Part 1..... | 21 |
| Testing Schedules..... | 4 | Test Directions for Grade 3 Mathematics Day 1: Part 2..... | 24 |
| Test Session Timings | 5 | | |
| Assessment Security..... | 5 | | |
| Overview of required security practices . | 5 | | |
| Assessment Security Training | 6 | | |
| Material Security | 6 | | |
| Test Administration | 6 | | |

AFTER TESTING 25

Assemble Materials
for Return25

Checklist for Test Administrators25

APPENDICES 26

APPENDIX A:
M-STEP Calculator Policy26

- Online and Paper/Pencil Testers 26
- Online Testers 26
- Paper/Pencil Testers 26
- Important Notes..... 26

APPENDIX B:
M-STEP Scratch Paper Policy28

- Terms 28
- Online Testers: Mathematics 28
- Online Testers: English Language Arts,
Science, and Social Studies 28
- Paper/Pencil Testers: Mathematics 29
- Paper/Pencil Testers: English Language
Arts, Science, and
Social Studies 29

APPENDIX C:
M-STEP Incident Reporting Guide30

The M-STEP Grade 3 Test Administrator’s Paper/Pencil Directions and Manual includes all information that a Test Administrator needs to know to administer any grade 3 M-STEP assessment. With the exception of the Test Directions for content you will **not** administer, Test Administrators are required to read this document in its entirety **before** administering any grade 3 M-STEP assessment.

The following sections are included in this document:

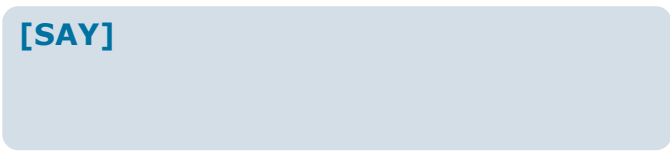

- Overview
- Before Testing
- During Testing
- Test Administration Directions
- After Testing

Assessments Covered

These test directions apply to the following Grade 3 assessments:

- English Language Arts
- Math

Key

| Icons | Descriptions |
|---|--|
|  | <p>Speak the words in the shaded box.</p> |
|  | <p>This is a tip to help with a smooth testing experience.</p> |

Introduction

On January 25, 2021, the Michigan Department of Education (MDE) delivered a [request](#) to the U.S. Department of Education to waive certain assessment and accountability requirements of the federal Every Student Succeeds Act (ESSA) including the Spring 2021 M-STEP. To comply with current law, MDE and the Office of Educational Assessment and Accountability (OEAA) must continue to prepare for the required spring assessments in the event the USED does not grant our waiver request. Updates regarding the status of this request will be provided through the weekly *Spotlight on Assessment and Accountability* newsletter. Please know the health, safety, and well-being of students, educators, and their families is MDE's first priority.

M-STEP Assessments

The Spring 2021 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. This overview will describe the unique characteristics of these content-area tests.

What's New

Updates to Spring 2021 M-STEP testing were planned for Spring 2020 but were not implemented due to the cancellation of testing. These updates will be applied in Spring 2021.

To simplify the materials Test Administrators are required to read before testing, MDE has created updated Test Administrator's Directions and Manual documents (this document) for each grade by test mode (online and paper/pencil). These updated documents include test administration directions and other materials that cover everything Test Administrators need to know regarding test administration. This

updated information would otherwise have been included in the Test Administration Manual (TAM). Therefore, Test Administrators are no longer required to read the TAM; however, they are required to read the Test Administrator's Directions and Manual (this document) before administering any M-STEP test session.

In order to help with Test Schedule development, MDE has provided recommendations for test time estimates, test sessions, and breaks within sessions on [page 5](#) of this manual. These are recommendations to assist districts and buildings in the development of testing schedules—they are not required.

Assessment Security training requirements have been updated for Spring 2021. Test Administrators and Proctors are required to

- complete the MDE Assessment Security online course **and/or** read the Assessment Integrity Guide (determined by the District or Building Coordinator)

Any educator who completed the Assessment Security training modules in the past are allowed to take the Assessment Security Refresher course in place of the full Assessment Security Training modules. More information about the Assessment Security Refresher course is available on the [M-STEP web page](#) (www.michigan.gov/mstep) under the **Professional Development** section.

English Language Arts

English language arts (ELA) is assessed with the M-STEP in grades 3-7. ELA covers four claims: reading, writing, listening, and research. There are three parts to be completed in two days for paper/pencil testers.

Listening

Listening is part of the ELA assessment for all students.

Mathematics

Mathematics is assessed with the M-STEP in grades 3-7. It covers four claims: concepts and procedures, problem-solving, communicating reasoning, and modeling and data analysis. There are two parts to be completed in one day for paper/pencil testers.

Calculator Policy

Calculator use varies by grade and assessment mode (online or paper/pencil). Therefore, it is important for Test Administrators to understand the state's policy on their use.

No Calculators Allowed in Grades 3, 4, and 5

Regardless of the mode 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; calculator 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, an incident report must be submitted. Refer to the **Incident Reporting Guide** in [Appendix C](#).

The state's full **Calculator Policy** can be found in [Appendix A](#). Coordinators and/or Test Administrators may copy and share it in its entirety with others involved in testing mathematics.

Test Administrator's Directions and Manual

New for Spring 2021: The test directions documents have been expanded to include all information that a Test Administrator will need to know. This means that Test Administrators are no longer required to read any section of the Test Administration

Manual (TAM)—everything they need is in the Test Administrator's Directions and Manual document (this document).

Scratch Paper Guidelines

Scratch paper use varies by test grade, and content area. Be sure to review the state's full **Scratch Paper Policy** in [Appendix B](#).

Designated Supports and Accommodations

The [Michigan Supports and Accommodations Guidance Document](#), which includes the **Supports and Accommodations Tables**, presents appropriate Universal Tools, Designated Supports, Accommodations, identification processes, classroom considerations, and guidelines for all state assessments. The document can be found on the [M-STEP web page](#) (www.michigan.gov/mstep). Guidance in the documents pertains to general education students, as well as to English learners (ELs), students with disabilities (SWDs), and students who are considered ELs and are also identified as SWDs.

Resources for Students to Prepare for Testing

A number of resources and tools have been developed to help students gain valuable experience with testing. Sample items for paper/pencil testers are available on the [M-STEP web page](#) (www.michigan.gov/mstep).

Available resources include:

- grade-level Sample Item Sets
- sample essay prompts
- calculator practice

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

Call Center Contact Information

The Office of Educational Assessment and Accountability (OEAA) has a call center to answer questions related to M-STEP testing.

Agents are available to receive questions at the following toll-free phone number and email address during the specified hours.

- **Call:** 1-877-560-8378
- **Email:** mde-oeaa@michigan.gov
- **December 1, 2020 - April 12, 2021:**
8:00 AM–5:00 PM (M–F)
- **April 12, 2021 - May 28, 2021:**
7:00 AM–5:00 PM (M–F)

The table below shows the options related to the paper/pencil M-STEP that are available on the call center phone menu. Select the appropriate option when contacting the OEAA, either through our toll-free number (877-560-8378) or the Lansing-area local number (517-241-4102).

| Topic | Option |
|---|--------|
| Known or suspected cheating or unethical testing practices on any state assessment | 1 |
| DRC INSIGHT Portal, INSIGHT, Central Office Services (COS), or online assessment tools related to the online M-STEP | 2 |
| OEAA Secure Site, testing policies and paper/pencil materials regarding the M-STEP, MI-Access, and 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:

- **Spotlight on Student Assessment and Accountability weekly newsletter** – sign up to receive the newsletter and/or read archived copies on the [Spotlight web page](http://www.michigan.gov/mde-spotlight) (www.michigan.gov/mde-spotlight)
- [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)
- [DRC INSIGHT Portal](https://mi.drctdirect.com) (https://mi.drctdirect.com)
- the Announcement page on the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure)
- presentations at state conferences, including the Michigan School Testing Conference held each year in February

Check these sources regularly to stay up to date on assessment- and accountability-related issues and activities.

Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, all testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Ensure that you and all testing staff comply with all applicable laws, including those relating to discrimination. By strictly following policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Testing Schedules

Part 1 of the test should be administered before Part 2, (and Part 2 before Part 3 for ELA). However, when students miss a test Part(s), students should take the remaining Part(s) with the class, and complete the missed Part(s) in a makeup session. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same

continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

For example, for the ELA assessment, the order of administration is:

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

Test Session Timings

| Spring 2021 Estimated Test Session Timings Grades 3–7 | | | | | |
|---|---------|---------|---------|---------|---------|
| Subject | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 |
| ELA | 2:00 | 2:00 | 2:00 | 2:00 | 2:00 |
| Mathematics | 1:30 | 1:30 | 1:30 | 2:00 | 2:00 |
| Science Part 1 | NA | NA | 0:45 | NA | NA |
| Science Part 2 | | | 0:45 | | |
| Social Studies | NA | NA | 0:60 | NA | NA |
| Estimated Total Hours | 3:30 | 3:30 | 6:00 | 4:00 | 4:00 |

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

Assessment Security

The primary goals of test security are to protect the integrity of the assessment and to ensure that results are accurate and meaningful. Test security is integral in ensuring that no student has an unfair advantage or a disadvantage in assessment performance.

The [Assessment Integrity Guide \(AIG\)](#) was revised and updated in November 2020. This document, available for download on the [M-STEP web page](#) (www.michigan.gov/mstep), details how state-level assessments should be securely

administered. The AIG also includes information on roles and responsibilities of testing staff, test preparation, administration irregularities, and security. District and Building Coordinators are required to read the AIG in its entirety.

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

- student test results are valid and reliable
- the testing context is equitable for all students
- all practices are ethical

Overview of required security practices

For additional information on required security practices before, during, and after the test administration, refer to the checklists in Appendix G of the AIG.

Assessment Security Training

All staff members who participate in a state assessment must be fully trained in assessment security.

Test Administrators/Room Supervisors/ Proctors/ Training Requirements:

- complete the MDE Assessment Security online course **and/or** read the Assessment Integrity Guide (determined by the District or Building Coordinator)

Any educator who completed the Assessment Security training modules in the past are allowed to take the Assessment Security Refresher course in place of the full Assessment Security Training modules. More information about the Assessment Security Refresher course is available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) under the **Professional Development** section.

Material Security

- All materials that allow access to or 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.
- All secure materials must be retained in one secure, locked location within the school. During the test administration window, the materials must be distributed and collected daily.

- Secure materials are bar-coded and recorded on the security checklists that accompany shipments, and must be returned to the scoring contractor. **Note:** Schools must account for every secure item recorded on the materials list.
- Paper/pencil answer documents are considered secure and must be handled and protected accordingly. Unused answer documents must be securely shredded.
- All used scratch paper (including graph paper) must be collected and returned to the building M-STEP Coordinator immediately after testing, to be shredded. 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.
- The use of cameras or cell phones and the posting of pictures to social media sites during testing is an enormous security risk. Therefore, students or testing personnel may not take photographs at any time during testing. If students violate this policy, their tests will be marked "Prohibited Behavior" and no emergency tests will be permitted.

Test Administration

All testing staff must adhere to these guidelines.

- Ensure an appropriate testing environment is maintained.
- Begin all standardized test administration procedures according to the explicit directions in the Test Administrator's Directions and Manual.
- Read test directions to the students exactly as they are written, as required.

- Monitor student behavior closely for adherence to proper test-taking practices. Ensure that there are no distractions during the test administration period, including talking, noises, and other interactions among students; prevent students from viewing another student's computer screen or answer document.
- Ensure that students whose IEP and or section 504 plan requires them to use Universal Tools, Designated Supports, and Accommodations have these available to them at the time of testing.
- Ensure that any student who needs an allowable Universal Tools or Designated Support has these resources available to them at the time of testing.
- Maintain material security.

Security Compliance

All staff involved in the administration of M-STEP tests must read and sign an Office of Educational Assessment and Accountability (OEAA) Assessment Security Compliance Form, affirming that they have read the required assessment materials related to their role in the M-STEP administration process, and that they understand their role and responsibilities. Completed forms are required from 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 Assessment Security Compliance Forms must be returned to the Building M-STEP Coordinator and kept on file for three years.

Anyone involved in the administration of the M-STEP is obligated to report any suspected violations of test security.

Training Requirements and Resources for Students

Resources for Students to Prepare for Testing

A number of resources and tools have been developed to help students gain valuable experience with testing. Sample items for paper/pencil testers are available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Available resources include:

- grade-level Sample Item Sets
- sample essay prompts

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

Providing students with ample practice opportunities will ensure they are familiar with the test content, and item types on test day.

Before Testing Checklist

- ❑ With the exception of the Test Directions for content you will **not** administer, Test Administrators are required to read this document in its entirety **before** administering any grade 3 M-STEP assessment.
- ❑ Complete the MDE Assessment Security online course **and/or** read the Assessment Integrity Guide (determined by the District or Building Coordinator).
- ❑ Sign the OEAA Assessment Security Compliance Form.
- ❑ Ensure student’s Designated Supports and/or Accommodations (if applicable) have been set and/or that all materials necessary to administer assigned Designated Supports and/or Accommodations are available.
- ❑ Clearly understand the scheduled testing time, including planned breaks.
- ❑ Prepare the classroom for testing:
 - Remove or cover all classroom instructional materials that may affect the validity of the assessment. All instructional materials must be removed or covered. This includes all information regarding the content area of the test being administered or test-taking strategies. Examples include, but are not limited to:
 - » tips for taking tests
 - » content displays
 - » word lists
 - » writing formulas
 - » definitions
 - » mathematical formulas/theorems
 - » multiplication tables
 - » charts or maps
 - Ensure students are positioned in such a way that students cannot easily read another student’s test or interact with one another.
 - Check to make sure there are no test materials left over from another testing session. If found, return to the Building Test Coordinator.
 - Verify the testing room will be free of distractions for the duration of the test session.
- ❑ Ensure each student answer document has a barcode label attached. If an answer document does not have a barcode label, the student may test, then notify the Building Assessment Coordinator so a barcode label can be attached.

| Assessment | Number of Test Parts |
|------------|----------------------|
| ELA | 3 parts; 2 days |
| Math | 2 parts; 1 day |

- ❑ Ensure all Designated Supports and Accommodations are completed in the demographic portion of the answer documents.

Test Materials Needed for M-STEP

| Materials Needed by Test Administrator | Materials Needed by Students |
|---|--|
| This booklet | Test booklet |
| CD for Listening Script for ELA Listening | Answer document |
| Spare sharpened No. 2 pencils (recommended) | At least two sharpened No. 2 pencils per student |
| | Blank scratch paper (optional—Universal Tools) |



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.

Important Tasks During Testing

The following tasks should be performed in the order listed.

Managing Student Test Materials

Test booklets, used answer documents, and used scratch/graph paper are secure materials. They must be kept in a secure location until the test session is scheduled to begin. Test Administrators are instructed to distribute test materials just prior to student testing.

After a testing session is complete, the Test Administrator should return all test materials to the Building M-STEP Coordinator for:

- destruction (if all students finished the test)
- OR**
- secure storage (if students have not completed the test)

Test Administrators need to know which Universal Tools, Designated Supports, and Accommodations are needed for all students prior to the test administration.

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 Tools. |
| Highlighter | YES |
| Additional paper (provided by School/District) | YES – Blank scratch paper is <i>allowed</i> for ELA, social studies, science, and mathematics as a Universal Tools. |
| CD and DVD Players | NO |
| Headphones (provided by School/District) | NO |
| 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. |

Providing Assistance

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 Universal Tools, Designated Supports, or Accommodation, 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.

Student Questions

Answering student questions: Test Administrators must not help students with any content of the test.

- Prohibited practices include (but are not limited to):
 - » providing hints
 - » defining any words
 - » helping to read or pronounce any word
- Allowable practices include:
 - » pointing out important information in the question or suggesting a student read a certain section of the item or highlight any part of the question
 - » in any way provide any verification of a correct/incorrect answer if asked by a student

Any of these activities are inappropriate and violate ethical test administration practices and will result in test scores being invalidated.

- Allowable practices include:
 - » telling the student to “do their best work”
 - » telling the student to select their best answer for a question

Test Directions for the Student Demographic Page – All M-STEP Grade 3 Assessments

Use the following information and script to assist students in completing the Student Data Grid on the front cover of each student answer document at the start of **every** test administration. Repeat these directions and script for all subjects.

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

Administration Directions for Completing the Student Data Grid

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

- Teacher Name
- School Name
- District Name (leave blank for non-public schools)
- Assessment Date (today’s date)
- Form Number
(Standard forms are Form 1. Emergency forms are Form 2. For all subjects, the Braille forms are Form 88. Note that form numbers always appear on the front cover of the Test Booklet.)

Distribute test materials to students. Remind

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

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

Read aloud the directions in the shaded blocks.

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

During this test, you must turn off and put away all electronic devices, including cell phones, tablets, smart watches and other wireless devices. The only items you may have on your desk or table are the materials necessary for the test.

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

Make sure that you have a 2021 M-STEP (insert grade and subject) _____ Test Booklet.

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

Pause.

[SAY] Look at your answer document. Make sure you have your own answer document. The box at the top of the page should contain a label with your name and other information.

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

TIP! *If any students do not have a barcode label affixed, they can still test, but the Building M-STEP Assessment Coordinator must be notified.*

[SAY] Follow these steps to complete the Student Data Grid. Turn to the front cover of your answer document.

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

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

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

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

Non-public schools may leave "District" blank.
Pause.

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

Pause.

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

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

Pause.

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

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

Pause.

Make sure each student has filled in the correct bubbles for the month, day, and year of birth.

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

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

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

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

The year is already filled in for you.

Pause to allow students to finish.

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

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

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

Test Directions for Grade 3 ELA Day 1: Part 1–Listening

Be sure you have completed the directions on pages [12–14](#) before you start this section.

Do not Read Samples Aloud.

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

First, open your test booklet to page 3.

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

DIRECTIONS

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. You have been given a test booklet and answer document.

In order for the results to be valid, you must NOT:

- talk to or help another student
- look at or copy another student’s answers
- ask for or accept any help from another student
- 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 booklet or answer document from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

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

Pause to answer any questions, then continue.

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

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

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

Do you have any questions?

Pause to answer any questions, then continue.

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

Give students time to read Sample Question 1.

When students are ready,

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 2 silently.

Give students time to read Sample Question 2.

When students are ready,

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Turn the page in your booklet.

Now read Sample Question 3 silently.

Give students time to read Sample Question 3.

When students are ready,

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Turn to page 8 in your booklet.

Now read Sample Question 4 silently.

Give students time to read Sample Question 4.

When students are ready,

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

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 5 silently.

Give students time to read Sample Question 5.

When students are ready,

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

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

Are there any questions?

Pause to answer any questions, then continue.

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

Turn to page 11 in your test booklet.

Read the directions silently as I read them aloud.

DIRECTIONS

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

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

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

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

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Do you have any questions?

Pause to answer any questions, then continue.

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

Turn to page 12 in your test booklet.

Now I will play (or read aloud) a presentation, and then you will answer questions.

We will begin.

Play track 1 of the audio CD (or read aloud passage 1 of the Listening Script).

[SAY] I will play it (or read it aloud) one more time.

Play (or read) passage 1 again.

[SAY] Answer questions 1 and 2. When you complete these questions, please stop working and sit quietly.

Allow time for students to respond.

When students are ready,

[SAY] Now we will continue.

Turn to page 14 in your test booklet.

I will play (or read aloud) a second presentation, and then you will answer questions.

Play track 2 of the audio CD (or read aloud passage 2 of the Listening Script).

[SAY] I will play it (or read it aloud) one more time.

Play (or read) passage 2 again.

[SAY] Answer questions 3 through 5. When you complete these questions, please stop working and sit quietly.

Allow time for students to respond.

When students are ready,

[SAY] Now we will continue.

Turn to page 16 in your test booklet.

I will play (or read aloud) another presentation, and then you will answer questions.

Play track 3 of the audio CD (or read aloud passage 3 of the Listening Script).

[SAY] I will play it (or read it aloud) one more time.

Play (or read) passage 3 again.

[SAY] Answer questions 6 through 8. When you complete these questions, please stop working and sit quietly.

When all students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

Test Directions for Grade 3 ELA Day 1: Part 2–Reading

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

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

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

[SAY] Now you will be taking Part 2 of the M-STEP English Language Arts Assessment.

Turn to page 4 in your answer document.

Open your test booklet to page 19.

Read the directions silently as I read them aloud.

DIRECTIONS

Now you will be taking Day 1: Part 2–Reading of the English Language Arts M-STEP. This part of the test includes passages you will read and different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

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

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

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

Do you have any questions?

Pause to answer any questions, then continue.

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

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

When all students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it’s for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

Test Directions for Grade 3 ELA Day 2: Part 3–Writing and Research

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

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

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

[SAY] Now you will be taking Part 3 of the M-STEP English Language Arts Assessment.

Turn to page 6 in your answer document.

Open your test booklet to page 39.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 2: Part 3–Writing and Research of the English Language Arts M-STEP. This part of the test includes a passage-based writing prompt and different types of questions. You may underline, circle, or write notes in this test booklet to help you, but nothing marked in this test booklet will be scored.

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

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

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

Do you have any questions?

Pause to answer any questions, then continue.

[SAY] Make sure you are on page 6 in your answer document.

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

When all students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it’s for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

Refer to the “After Testing” chapter on [page 25](#) for specific instructions about assembly and return of materials.

Test Directions for Grade 3 Mathematics Day 1: Part 1

Be sure you have completed the directions on pages [12–14](#) before you start this section.

Calculators are NOT allowed.

Do not Read Samples Aloud.

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

First, open your test booklet to page 3.

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

DIRECTIONS

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. You have been given a test booklet and answer document. In order for the results to be valid, you must NOT:

- talk to or help another student
- look at or copy another student’s answers
- ask for or accept any help from another student
- 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 booklet or answer document from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

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

Pause to answer any questions, then continue.

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

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

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

Do you have any questions?

Pause to answer any questions, then continue.

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

Give students time to read Sample Question 1.

When students are ready,

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 2 silently.

Give students time to read Sample Question 2.

When students are ready,

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 3 silently.

Give students time to read Sample Question 3.

When students are ready,

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

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

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

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 4 silently.

Give students time to read Sample Question 4.

When students are ready,

[SAY] Sample Question 4 is a short-response question. The correct answer for this sample question is a dot on the number line on the tick mark that is 4 marks to the right of the point labeled “0.”

For these types of questions you must write or draw your answers in the boxes or on the graphics provided in your answer document. Write or draw neatly, so you will be scored accurately.

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

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 5 silently.

Give students time to read Sample Question 5.

When students are ready,

[SAY] Sample Question 5 is also a short-response question. The correct answer for this sample question is 23.

For these types of questions you must write or draw your answers in the boxes or on the graphics provided in your answer document. Write or draw neatly, so you will be scored accurately.

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

Are there any questions?

Pause to answer any questions, then continue.

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

Turn to page 7 in your test booklet.

Read the directions silently as I read them aloud.

DIRECTIONS

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

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

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

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

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Do you have any questions?

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

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

When all students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

Pause to answer any questions, then continue.

Test Directions for Grade 3 Mathematics Day 1: Part 2

Be sure you have completed the directions on pages [12–14](#) before you start this section.

Calculators are NOT allowed.

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

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

[SAY] Now you will be taking Part 2 of the M-STEP Mathematics Assessment.

Turn to page 5 in your answer document.

Turn to page 19 in your test booklet.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Part 2 of the Mathematics M-STEP. In this part, you will answer different types of mathematics questions. Some questions may include a picture, chart, or other mathematics-related information. Use that information with what you know to answer the question. You may NOT use a calculator for any part of the test. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

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

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

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

Do you have any questions?

Pause to answer any questions, then continue.

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

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

When all students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it’s for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Assessment Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part.)

Refer to the “After Testing” chapter on [page 25](#) for specific instructions about assembly and return of materials.

Assemble Materials for Return

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

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

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

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

Checklist for Test Administrators

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

APPENDIX A: M-STEP Calculator Policy

Online and Paper/Pencil Testers

Mathematics

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.

Science

Students in grade 5, 8, and 11 are allowed to use a calculator on any item in the science assessment.

Online Testers

On grades 6 and 7 mathematics and grades 5, 8, and 11 science assessments, students 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:

- Basic calculator - science grade 5 and mathematics grade 6
- Scientific calculator - science grades 8 and 11 and mathematics grade 7

The Office of Educational 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 [Online Tools Training \(OTT\) portal](https://wbte.drctdirect.com/MI/portals/mi/) (https://wbte.drctdirect.com/MI/portals/mi/) using the Google Chrome browser.

Paper/Pencil Testers

On grades 6 and 7 mathematics and grades 5, 8 and 11 science assessments, students will use a handheld calculator.

Calculators are allowed on all items of the science assessments. Calculators are allowed only on Part 2 of the mathematics assessment.

Mathematics test booklets are divided into two 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 on Part 1.

Since external hand-held 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 for both mathematics and science assessments.

Types of hand-held calculators:

- Basic calculator - science grade 5 and mathematics grade 6
- Scientific calculator - science grades 8 and 11 and mathematics grade 7

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. The 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. The OEAA has reviewed every item to determine if the use of an above-grade-level calculator gives those students an advantage. Students will not be advantaged or disadvantaged based on using an above-grade calculator on the assessment.

Managing Online Testers and External Hand-held Calculators

The OEAA prohibits online testers from using external handheld 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 a Universal Tools 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.

Terms

Graph Paper: blank, gridded paper provided by MDE for use in grades 6-7 mathematics

Scratch Paper: blank, lined, or unlined paper

Graph paper and scratch paper are separated into two types:

Unused Scratch/Graph Paper: scratch paper that does not include any student markings; unused scratch/ graph paper may include a student's name written on it

Used Scratch/Graph Paper: scratch/graph paper that includes any student markings beyond the student's name

Online Testers: Mathematics

Scratch paper is allowed in all test sessions. For students in grades 6-7, blank graph 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](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

For grades 3-5, scratch paper must be blank ruled or unruled, or (optionally) graph paper.

For grades 6-7 the graph paper must be blank.

Fresh scratch/graph paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for login, 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 given a break, the scratch paper must be collected and securely stored with test tickets until testing resumes.

If a student's name is clearly written on the used scratch paper, it can be returned to that student to use when resuming an in-progress test.

Online Testers: English Language Arts, Science, and Social Studies

Scratch paper is allowed in all test sessions. 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 login, 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 given a break, the scratch paper must be collected and securely stored with test tickets until testing resumes.

If a student's name is clearly written on the used scratch paper, it can be returned to that student to use when resuming an in-progress test.

Paper/Pencil Testers: Mathematics

Scratch paper is allowed in all test sessions and test parts. For grades 3-5 this must be blank ruled or unruled, or (optionally) graph paper. Testers in grades 6-7 may be provided blank graph paper in place of blank ruled or unruled paper; however, students may also use the graphs in their test booklets to solve problems. Additional graph paper can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

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.

Paper/Pencil 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 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 given a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.

Note: 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.

Mathematics: Online and Paper/Pencil

| Grade | Graph Paper (required) | Graph Paper (optional) | Scratch Paper (available Universal Tools) |
|-------|------------------------|------------------------|---|
| 3 | | X | X |
| 4 | | X | X |
| 5 | | X | X |
| 6 | X | | X |
| 7 | X | | X |

English Language Arts, Science, and Social Studies: Online and Paper/Pencil

| Grade | Scratch Paper (available Universal Tools) |
|-------|---|
| 3 | X |
| 4 | X |
| 5 | X |
| 6 | X |
| 7 | X |
| 8* | X |
| 11* | X |

*Does not apply to English language arts.

APPENDIX C: M-STEP Incident Reporting Guide

Any testing irregularities that occur before, during, or after testing must be reported to the Office of Educational Assessment and Accountability (OEAA) within two school days. It is required that all incident reports are reported, do not neglect reporting an incident if more than two school days have passed since you were aware of the incident. This table identifies the incident categories and sub-categories that are used in the Secure Site Incident Reporting tool and provides sample scenarios for each category or sub-category.

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

| Incident Category: Test Not Completed | | | | |
|--|--|---|---|---|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | Incident Report Required/Optional |
| Test submitted prior to completion | Student accidentally ends/submits the test without answering all questions | If 5 or fewer questions have been answered, contact the Call Center at 1-877-560-8378 Option 2. If more than 5 questions have been answered, an Incident Report is required. | N/A | Online: Required if more than 5 item responses Paper/ Pencil: N/A |
| Student became ill | Student becomes ill and goes home before finishing a test | Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session. | Collect test materials and flag the 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: Optional Paper/ Pencil: Required |
| Student was removed from school by parent/guardian | Student is removed from class by a 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 the 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 |

| Incident Category: Test Not Completed | | | | |
|--|---|---|--|---|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | Incident Report Required/Optional |
| 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. | Submit an incident report with request for test to be marked Do Not Score . | Mark the answer document Do Not Score and return it in the Special Handling Envelope. | Online: Required Paper/ Pencil: Required |
| Do Not Score requested | Student has taken (or logged into) incorrect assessment (took M-STEP instead of MI-Access assessment) NOTE: A student who begins a test and subsequently becomes ill does not meet the requirements for the test to be marked Do Not Score . | Submit incident report with request for the test to be marked Do Not Score . | N/A | Online: Required Paper/ Pencil: N/A |
| Student does not complete test by end of day | 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. | 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.) | With proper planning and scheduling, this should be avoided. <ul style="list-style-type: none"> Schedule all testing early in the day to allow students to complete required testing. The 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-by-case basis. The required Incident Report must demonstrate student was provided ample time to complete the test. | Online: No Incident Report necessary Paper/ Pencil: Required |

| Incident Category: Accommodation/Designated Support Issue | | | | |
|---|---|--|---|--|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | Incident Report Required/Optional |
| Nonstandard Designated Support/Accommodation provided | Student is not provided appropriate Designated Supports or Accommodations | <p>Test misadministration.</p> <p>Submit an Incident Report.</p> <p>For students with an IEP or Section 504 plan that requires the missing Designated Support or Accommodation: A new test with appropriate Designated Support or Accommodation may be administered with:</p> <ul style="list-style-type: none"> notification to and approval of parents or guardians documentation provided that identifies required Designated Support or Accommodation (such as IEP plan) <p>For students who do not have an IEP or Section 504 plan the requires the missing Designated Support: A new test with appropriate Designated Support may be administered with:</p> <ul style="list-style-type: none"> notification to and approval of parents or guardians signed documentation from the person responsible for day-to-day instruction in the content area affirming the student's daily use of the Designated Support during regular instruction | <p>Test misadministration.</p> <p>Submit an Incident Report.</p> <p>Emergency test with appropriate Designated Support or Accommodation may be administered with notification to and approval of parents or guardians.</p> <p>Original answer document must be marked Do Not Score and returned in the orange Special Handling Envelope.</p> | <p>Online: Required</p> <p>Paper/ Pencil: Required</p> |

| Incident Category: Accommodation/Designated Support Issue | | | | |
|--|------------------------------------|---|--|---|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | Incident Report Required/Optional |
| Nonstandard Designated Support/Accommodation provided | Nonstandard Accommodation provided | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> | <p>Online: Required</p> <p>Paper/Pencil: Required</p> |

Incident Category: Misadministration

| 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) | <p>Inform parents or guardians.</p> <p>Students must be assigned to the correct test in the Secure Site and the appropriate test must be given in order to be included in accountability calculations.</p> <p>Submit an Incident Report—the test will be marked Do Not Score.</p> | <p>Inform parents or guardians.</p> <p>Mark the answer document with Do Not Score and return in the orange Special Handling Envelope.</p> <p>Student must be given the correct test in order to be included in accountability calculations —material orders should be ordered on the Secure Site using the normal additional material order process.</p> | <p>Online: Required</p> <p>Paper/Pencil: Required</p> |
| Wrong test ticket used | Student is issued wrong test ticket and begins the test | <p>Stop the test as soon as the error is identified.</p> <p>Pause and Exit the test (do not End the test)</p> <p>Submit an Incident Report.</p> | N/A | <p>Online: Required</p> <p>Paper/Pencil: N/A</p> |
| Part missed or not administered | Student is not administered one part of a test | <p>If it is identified within the testing window for the grade, administer the test.</p> <p>If it is past the testing window for the grade, submit an Incident Report. The test may not be administered.</p> | <p>If it is identified on the day of the administration or within the makeup window for the content area and grade, administer the test.</p> <p>If it is not identified on the test day or within the makeup window for the content area and grade, submit an Incident Report.</p> <p>Important reminder: This is for a Part missed in the test. It is not permissible to inspect answer documents for completion or to review student responses at this time.</p> | <p>Online: Optional</p> <p>Paper/Pencil: Optional</p> |

| Incident Category: Misadministration | | | | |
|---|---|-----------------------------|--|--|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | Incident Report Required/Optional |
| Wrong answer document used | Student uses wrong answer document when testing | N/A | <p>If the wrong answer document is the correct grade and test, but has a wrong barcode label, then a new correct barcode label should be printed and affixed. An Incident Report is not required.</p> <p>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.</p> <p>(See Answer document transcription required/suggested Incident Sub-Category on page 39 of this manual.)</p> | <p>Online: N/A</p> <p>Paper/ Pencil: Optional</p> |
| Test not administered on scheduled day/time | 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 | N/A | <p>Mark student's answer document Do Not Score and return in the Orange Special Handling Envelope. Submit an Incident Report.</p> | <p>Online: N/A</p> <p>Paper/ Pencil: Required</p> |

| Incident Category: Misadministration | | | |
|--------------------------------------|--|---|---|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers |
| | <p>Test administrator/proctor helps student by giving information other than test directions</p> <p>Test administrator/proctor indicating the correct answers to students</p> <p>Test administrator leaves students unattended during testing</p> | <p>Submit an Incident Report—working with the OEAA, the district may be able to quickly resolve issues.</p> | <p>Submit an Incident Report—working with the OEAA, the district may be able to quickly resolve issues.</p> |
| Other | <p>Secure materials are not kept secure before, during, or after test administration</p> <p>Test administrator/proctor or other building staff taking photos of test items or test environment</p> <p>Staff posting test items or content to social media during testing</p> | <p>Submit an Incident Report—working with the OEAA, the district may be able to quickly resolve issues.</p> | <p>Submit an Incident Report—working with the OEAA, the district may be able to quickly resolve issues.</p> |
| | | | <p>Online: Required</p> <p>Paper/Pencil: Required</p> |

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

| Incident Category: Prohibited Behavior | | | | |
|--|---|--|--|--|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | Incident Report Required/Optional |
| Electronics/ social media | Student(s) taking photos of test items, use of social media during testing. | The student's test will be marked Prohibited Behavior and 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. | 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. | Online: Required Paper/ Pencil: Required |
| Other | Disruptive behaviors impacting testing session/ completion, cheating, use of calculator (mathematics) or dictionary/thesaurus (ELA) during non-permitted section of the test NOTE: The use of non-permitted tools results in test invalidation. | 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. The student's test will be marked Prohibited Behavior and 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. | 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. The student's test will be marked Prohibited Behavior and 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. | Online: Required Paper/ Pencil: Required |

| Incident Category: Technical Problems with Online Testing | | | | |
|---|---|--|-----------------------------------|--|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | Incident Report Required/Optional |
| Repeated disconnections | 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. | N/A | Online: Optional Paper/Pencil: N/A |
| | 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. | N/A | 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 |
| | An item on the test is not functioning as expected; for example, the student believes the correct answer cannot be selected | 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). | N/A | Online: Required Paper/Pencil: N/A |
| Hardware failure | Power outage, internet connection interrupted through local error, stolen computers | 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. | N/A | Online: Required IF it is necessary to move to emergency paper forms; otherwise optional Paper/Pencil: N/A |

| Incident Category: Technical Problems with Online Testing | | | | |
|---|--|---|-----------------------------------|--|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | Incident Report Required/Optional |
| Other | Use this category if your technical problem does not conform to the listed technical issues. | Contact your local IT staff, or if further support is required, contact DRC Customer Support. | N/A | Online: Optional Paper/Pencil: N/A |

| Incident Category: Materials | | | | |
|--|--|-----------------------------|---|--|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | IR Required/Optional |
| Answer document transcription required/suggested | 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 | N/A | 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 and returned in the Orange Special Handling Envelope. | Online: N/A Paper/ Pencil: Optional |
| Answer document damaged, defective, or lost | Answer document becomes damaged in such a way that will impact scanning—ripped, torn; is defective upon arrival; or is lost during test administration. | N/A | 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: Biohazardous should not be returned. Any secure material with biohazardous material should be securely destroyed. | Online: N/A Paper/ Pencil: Optional |

APPENDIX C

| 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 |

| Incident Category: Staff Unethical | | | | |
|------------------------------------|--|--|--|--|
| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | IR Required/Optional |
| Staff Unethical | District administration or management company needs to report an incident involving inappropriate test administration practices of District/ Building Coordinators or Building Administration Note: When using this category, only the incident report submitter and anyone identified in the CC field of the report will receive notification of progress of this incident. | Submit an Incident Report; In working with the OEAA, the district may be able to quickly resolve issues. | Submit an Incident Report- In working with the OEAA, the district may be able to quickly resolve issues. | Online: Required Paper/Pencil: Required |

The Michigan Department of Education (MDE) has updated incident reporting requirements to ensure accurate and valid student-level assessment data for the specific situations described below; that is, if a student:

- becomes ill and leaves school early due to illness on the day that the test was completed and submitted
- spends fewer than 15 minutes testing and submits a test
- did not take prescribed medication prior to testing and completes and submits a test

These tests can be regenerated if the incident report is submitted on the date of the incident (by 11:59 PM) and parent permission is documented. If it is not possible to obtain documentation of parent permission on the date of the incident, the school must submit the incident report on the date of occurrence and provide documentation of parent permission subsequently.

Regeneration of any test for any of these listed reasons will only occur once; for example, if a student does not take his or her medication one day and the test is regenerated, and then the student subsequently tests without his or her medication a second time, a new test will not be regenerated. Or, if a student becomes ill and goes home on one test day, the test is regenerated, then if the student spends less than 15 minutes on the test on the next test day, the second test will not be regenerated.

Incidents Requiring Immediate Action (must be submitted by 11:59 PM on the date of occurrence)

| Incident Category | Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | IR Required/Optional |
|--------------------|-----------------------|--|---|-----------------------------------|--|
| Test Not Completed | Student became ill | Student becomes ill, completes and submits test, and then goes home from school sick | Submit an Incident Report on the date of occurrence by 11:59 PM requesting regeneration Gather documentation that verifies: <ul style="list-style-type: none"> • Parent permission to retest (use form provided in OEAA Secure Site) • Student left school early due to illness | N/A | Online: Optional Paper/Pencil: N/A |

APPENDIX C

**Incidents Requiring Immediate Action
(must be submitted by 11:59 PM on the date of occurrence)**

| Incident Category | Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | IR Required/Optional |
|-------------------|-----------------------|---|--|-----------------------------------|--|
| Misadministration | Other | Student submits test after spending fewer than 15 minutes testing in one test session | Submit an Incident Report on the date of occurrence by 11:59 PM requesting regeneration Gather documentation that verifies parent permission to retest (use form provided in OEAA Secure Site) | N/A | Online: Optional Paper/ Pencil: N/A |
| Misadministration | Other | Student takes test without prescribed medication | Submit an Incident Report on the date of occurrence by 11:59 PM requesting regeneration Gather documentation that verifies parent permission to retest (use form provided in OEAA Secure Site) | N/A | Online: Optional Paper/ Pencil: N/A |

Incident Category: COVID-Related

| Incident Sub-Category | Scenario | Response for Online Testers | Response for Paper/Pencil Testers | IR Required/Optional |
|-----------------------|---|-----------------------------|-----------------------------------|--|
| COVID-Related | Any COVID-related issue that does not conform to any other incident category Note: School closures should be submitted on the School Closings page of the OEAA Secure Site. Not Tested Issues should be submitted during the Accountable Students window. | varies | varies | Online: Optional Paper/ Pencil: Optional |



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