Preparing Yourself and Staff as a District Coordinator

Relevant assessments:

All Michigan state assessments:

- **M-STEP**
- **MME**
  - » ACT WorkKeys®
  - » SAT® with Essay
  - » M-STEP (Science and Social Studies)
- **MI-Access**
  - » MI-Access Functional Independence (FI)
  - » MI-Access Supported Independence (SI)
  - » MI-Access Participation (P)
- **WIDA™**
  - » WIDA ACCESS for ELLs
  - » WIDA Alternate ACCESS for ELLs
  - » WIDA ACCESS Placement Test (W-APT)
  - » WIDA Screener
- **PSAT™ 8/9 and 10**
- **Early Literacy and Mathematics Benchmark Assessments (K–2)**

☐ District Coordinator Responsibilities

☐ Resources Available

☐ Training Staff

Assessment Coordinator Training Guide

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MICHIGAN Department of Education

NOTE to Reader:

The **Assessment Coordinator Training Guide** is composed of a series of documents published by the Michigan Department of Education (MDE) to provide information to District and Building Assessment Coordinators regarding their assessment-related roles and responsibilities. This guide provides the resources and knowledge base necessary to establish sound test administration practices and procedures that will allow for the reporting of valid and reliable test results. It will introduce you to Michigan's state assessment systems in general and will link you to the people, trainings, materials, tools, and resources needed throughout the process of coordinating state-provided assessments in your district.

This document is one chapter of the **Assessment Coordinator Training Guide** series. The **Assessment Coordinator Training Guide** is not meant to replace assessment-specific testing manuals, guides, training resources, or other documentation associated with each assessment program.

The web pages referenced in this document are active links. For the full URLs to these pages, please see the **Assessment Coordinator Training Guide Quick Reference** chapter. In that resource you will find an interactive list, along with the full URLs of the assessment-related web pages you will need to access, as well as:

- A preface for the **Assessment Coordinator Training Guide,** which includes information on how to use the guide
- An interactive **Table of Contents** for the training guide
- A reference list of acronym definitions, and
- Important contact information

It is recommended that you keep the **Quick Reference** chapter readily available for future use.

Intro

This chapter will help you prepare for your role as a **District Assessment Coordinator**, direct you to the resources available to you, and provide suggested topics for training Building Coordinators, by answering the following questions:

▶ What are my responsibilities as a District Assessment Coordinator?

▶ What resources are available to support me?

▶ What type of training am I expected to provide to Building Assessment Coordinators and others?

Be sure to read the **Preparing Yourself and Staff as a Building Coordinator** chapter of this training guide if you will be assuming any or all of the Building Coordinator roles. Keep in mind that District and Building Coordinators might want to designate some of their responsibilities to appropriate staff who are able to perform them.

What are my responsibilities as a District Assessment Coordinator?

■ Verify that you can fulfill the responsibilities of the District Coordinator by reviewing the Identification of Testing Personnel section of the **Assessment Integrity Guide (AIG)**.

■ Develop a learning plan to fill in any gaps in your understanding of the roles and responsibilities of the District Assessment Coordinator, which may include access to MDE-approved supplemental training such as this training guide and the **Assessment Security Training Modules**, assessment-specific resources such as the Test Administration Manual(s) for the assessment(s) to be administered, and district-provided professional development (DPPD) opportunities.

■ Identify your team members and ensure they also meet the qualifications described in the AIG. If you do not know who will serve in each assessment role—including Building Assessment Coordinators, Test Administrators, and Technology Coordinators—contact the appropriate District Administrator to obtain a district roster (if available). If roles need to be filled, you should participate in the district's process for appointing assessment team members, using the guidelines found in the **AIG**.

■ Monitor communications in the weekly MDE **Spotlight on Student Assessment and Accountability** newsletter, and emails from the Michigan Department of Education (MDE) Office of Educational Assessment and Accountability (OEAA), College Board, and ACT.

■ Communicate with the person who manages the assignment of designated supports and accommodations—for example, the Special Education Director.

■ Include your Technology Coordinator in the planning process early, so this individual has time to assess and prevent any technology issues.

■ Create a plan for training assessment team members.

■ Collect and securely store **OEAA Assessment Security Compliance Forms**. These forms must be signed by all test administration staff before test administration begins and retained for three years.

■ Verify that you are listed in the Educational Entity Master (EEM) in the appropriate contact type,

along with your physical address, email address, and phone number. At the same time, verify that the contact information for all members of your assessment team is accurate and included in the list as well. Updates to the EEM can be done by the authorized district EEM user. If you are unsure of who this is, you can locate the name and contact information on the District and School Contact page of the OEAA Secure Site. Instructions for using the District and School Contacts page can be found on the Secure Site Training web page under the Miscellaneous section.

- Request access to the DRC INSIGHT Portal, WIDA AMS, Secure Site, and the WIDA Secure Portal. Be sure all appropriate testing staff has access to the systems they will need. Make sure that staff has the correct roles in the OEAA Secure Site, including the roles that allow access to the DRC INSIGHT Portal and WIDA AMS well in advance of the online testing. Directions on how to request access to all of the systems are available in the **Assessment Systems** module of this guide.

- Create a **College Board Professional Account** in the College Board system. This account is required to access and receive important information regarding all College Board assessments.

What resources are available to support me?

As you read through the chapters in this guide, you will be directed to the various resources available to the District Coordinator and other assessment team members. A comprehensive list of resources is provided in the **Assessment Coordinator Training Guide Quick Reference**, which is included in the **Overview** module.

The Assessment Coordinator's Resource web page contains key resources for all state assessments to help new Assessment Coordinators locate state assessment materials. These key resources include Important Dates and Test Administration Manuals, as well as documents on student supports and accommodations and assessment security.

- Explore the many resources available to you on each of the state assessment pages:
  - » M-STEP
  - » MI-Access
  - » MME
  - » Early Literacy and Mathematics Benchmark Assessment
  - » WIDA
  - » PSAT 8/9 and PSAT 10)

- Bookmark these resources:
  - » Secure Site Training Page
  - » **MDE Spotlight on Student Assessment and Accountability** weekly newsletter
  - » **Guide to State Assessments**
  - » College Board – Michigan website
  - » ACT Testing: Michigan website
  - » Michigan School Accountability web page
  - » MDE YouTube channel
    This contains an "Assessment" playlist that includes all the videos prepared by the OEAA, including the test administration training videos; by bookmarking (or subscribing to) the YouTube channel, you can get updates when videos are updated or added.
  - » DRC INSIGHT Portal (formerly known as eDIRECT
  - » WIDA AMS
  - » WIDA website

Many Assessment Coordinators find it helpful to create a dedicated folder of bookmarks for resources like the ones listed. A State Assessment Bookmarks

folder has been created for you to save and import into your browser. This folder contains URLs of web pages and documents that are controlled by OEAA and typically do not change from year to year. You can keep adding to this list as needed. For information on how to save and import this bookmarks folder, read the **"Bookmark How To" directions**. located on the Assessment Coordinator Training Guide web page.

What type of training am I expected to provide to Building Coordinators?

The **Assessment Integrity Guide** states that all staff who participate in a state assessment or handle secure assessment materials must be fully trained in assessment integrity, their roles and responsibilities, and the appropriate **Test Administration Manual (TAM)** for the assessment to be administered. Refer to the **Overview of Test Security** chapter of this guide for more information on assessment integrity and links to an online, four-module **Assessment Security Training** for training testing staff.

The District Assessment Coordinator must create a training plan for Building Assessment Coordinators. The training should include information about all state assessments that will be administered specific to the building. The following list includes some of the topics your training should cover. More details can be found in each assessment's **Test Administration Manual.**

- Identifying Staff:
  - » who needs access to the different assessment systems
  - » who is responsible for completing tasks in the OEAA Secure Site, such as:
    - Pre-identification of Students
    - placing and reviewing material orders
    - setting up online test sessions
    - completing Answer Document Verification and Not Tested Verification
    - accessing score reports through the Dynamic Score Reporting Site
- Creating testing schedules for online and paper/pencil assessments:
  - » allocating resources such as headphones and calculators when needed
  - » scheduling testing rooms and/or computer labs to ensure all students are tested with minimal disruption to regular instruction
  - » anticipating procedures for students who need additional time, arrive late, and finish early
- Communicating and working with the technology support person(s) to:
  - » ensure smooth online testing
  - » establish expectations for availability and methods of contact during testing
- Handling secure materials:
  - » identifying secure versus non-secure materials
  - » storing, securing, and distributing secure materials
  - » returning secure materials (this varies by assessment)
- Retaining OEAA Assessment Security Compliance Forms:
  - signed by all staff involved in test administration
  - collected and returned to you for secure storage
  - » reviewing the Assessment Security training available on the M-STEP web page under the Assessment Training and Resources for Educators section; this is applicable to all Michigan state assessments
  - » reading the **Assessment Integrity Guide (AIG)**

- Thoroughly reviewing:
  - » Test Administration Manuals
  - » the requirements for creating and retaining testing schedules
    - • specific requirements for testing schedules can be found in the AIG
    - • testing schedules must be retained by the district or school for three years
  - » the requirements for seating charts
    - • specific requirements for SAT with Essay, PSAT 8/9, and PSAT 10 are located in the **SAT and PSAT Test Administration Manuals**
    - • specific requirements for ACT WorkKeys are located in the **ACT WorkKeys Test Administration Manual**
    - • M-STEP, MI-Access, WIDA ACCESS for ELLs, and Early Literacy and Mathematics Benchmark Assessments do not have seating chart requirements
  - » common policies that come up often during testing
    - • calculators, use of scratch paper, photo-ID policy
    - • policies for each assessment can be found in the Test Administration Manual specific to the assessment and in the **Assessment Integrity Guide**

- **Assigning student supports and accommodations:**
  - » identify students who need:
    - • universal tools
    - • designated supports
    - • accommodations
  - » student supports and accommodations tables
  - » other student supports and accommodations companion documents and resources
  - » accommodations for the College Board (SAT, PSAT) and ACT WorkKeys assessments
  - » how supports and accommodations are assigned to students and communicated to Test Administrators

These resources are available on each assessment web page under the Student Supports and Accommodations section.

- Reviewing specific instructions communicated by the MDE in the weekly **Spotlight on Student Assessment and Accountability** newsletter or by direct communications

- Locating all available resources, including:
  - » **Assessment Selection Guidance: Interactive Decision-Making Tool**.
  - » **MI-Access SI and P Scoring Rubrics Training Modules**
  - » **WIDA Scoring training** for the WIDA assessments
  - » the College Board and ACT WorkKeys post online training programs on their websites

- Contacting you (the District Coordinator) during testing when issues arise

- Reporting incidents and irregularities:
  - » what is considered an incident or irregularity
    - • **Incident Report** is a term used for M-STEP, MI-Access, WIDA, and Early Literacy and Mathematics Benchmark Assessment (K-2)
    - • **Irregularity Report** is a term used for SAT, PSAT, and ACT WorkKeys
  - » how an Incident/Irregularity Report is submitted
  - » who should file an Incident/Irregularity Report
  - » who should be notified at the district and school level if an incident/irregularity happens

- **Which assessment students are taking:**
  - » M-STEP
  - » MI-Access (FI, SI, P)
  - » WIDA ACCESS for ELLs
  - » WIDA Alternate ACCESS for ELLs
  - » MME (M-STEP, SAT with Essay, ACT WorkKeys)
  - » PSAT