

SCHOOL MI-ACCESS COORDINATOR

Quick List: Major Tasks to Complete Before, During, and After Assessment Administration

BEFORE

- Inventory materials received
- Obtain any missing or additional materials from District MI-Access Coordinator
 - Complete *MI-Access Security Compliance Form*
 - Begin filling out *School Identification Sheet*
- Prepare materials for distribution to assessment administrators
 - Inform assessment administrators of research codes if used
 - Establish internal school return date
- Distribute materials to assessment administrators

DURING

- Be available to answer questions and obtain materials if necessary
 - Relay questions to District MI-Access Coordinator as needed
 - Periodically monitor assessments
- Ensure ethical assessment administration practices are followed

AFTER

- Collect all used and unused *Teacher Return Envelopes*, scan documents, and assessment booklets
 - Review returned assessment materials for accuracy
 - Complete *School Identification Sheet*
- Prepare and return materials to District MI-Access Coordinator (except manuals and rulers)
 - Complete online survey

IMPORTANT MI-ACCESS DATES

	Fall 2006 Grades 3-8	Spring 2007 Grade 11
Assessment Materials Start Arriving in Districts	Week of September 18	Week of January 29
MI-Access Live Webcast	September 27	February 14
MI-Access Assessment Window	October 9-November 17	February 19-April 6
Assessment Materials Return Date	Ship to BETA/TASA no later than November 28	Ship to BETA/TASA no later than April 16

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III. INSTRUCTIONS FOR SCHOOL MI-ACCESS COORDINATORS

Each school building involved with administering MI-Access must designate a School MI-Access Coordinator. Some schools have indicated they would like their School MEAP Coordinators to also be their School MI-Access Coordinators since they already are responsible for managing most student assessments. Others, however, have chosen to designate different school staff, such as special education administrators, teachers, or teacher consultants.

School MI-Access Coordinators are responsible for (1) informing school administrators, special education teachers, related services providers, and others in the school about MI-Access and that it is one component of the Michigan Educational Assessment System (MEAS) along with the MEAP and the English Language Proficiency Assessment (ELPA); (2) making sure that all information and assessment materials sent by the District MI-Access Coordinator are distributed to school staff, including administrators, curriculum directors, teachers, related services providers, and parents when appropriate; (3) making sure that assessment administrators have been provided the SBE-approved OEAA document called *Professional Assessment and Accountability Practices for Educators* (which is posted at www.mi.gov/oeaa); and (4) distributing, collecting, and returning signed *MI-Access Security Compliance Forms*.

Following is a description of the assessment materials that School MI-Access Coordinators will receive from the District MI-Access Coordinator and instructions to follow BEFORE, DURING, and AFTER the MI-Access assessments are administered.

A. Materials Supplied by the State

[NOTE: The plus signs (+) indicate materials that need to be distributed by School MI-Access Coordinators to assessment administrators.]

- School packing slip* (which lists the materials provided to the school in the first shipment)
- School Distribution/Inventory Sheet* (which lists the materials provided in the second shipment)
- School Identification Sheet* (green/orange)
- School Continuation Sheet(s)* (provided to schools with more than 12 teachers participating in MI-Access)
- 2006/2007 MI-Access Functional Independence Coordinator and Assessment Administrator Manuals* (provided by the District MI-Access Coordinator separate from the boxed school materials)⁺
- Functional Independence ELA (purple) and mathematics (orange) student assessment booklets (one for each student being assessed, one for each assessment administrator, and some overage)⁺

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- Audio versions of the Functional Independence assessment booklets if ordered (with companion print assessment booklets and acetate rulers if applicable)⁺
- Braille versions of the Functional Independence assessment booklets if ordered (with companion *Assessment Administrator Booklets for Braille* and Braille/Large Print rulers if applicable)⁺
- Enlarged print versions of the Functional Independence assessment booklets if ordered (with Braille/Large Print rulers if applicable)⁺
- Functional Independence Student Answer Documents for English Language Arts* (purple) (one for each student being assessed, one for each assessment administrator, and some overage)⁺
- Functional Independence Student Answer Documents for Mathematics* (orange) (one for each student being assessed, one for each assessment administrator, and some overage)⁺
- Acetate rulers (for use with the standard print mathematics assessments)⁺
- Teacher Identification Sheets* (blue/maroon)⁺
- Teacher Return Envelopes*⁺
- ELA-specific Pre-ID student barcode labels (if applicable)
- Generic Pre-ID student barcode labels (if applicable)
- MI-Access Security Compliance Forms* (one for the School MI-Access Coordinator to complete and sign, and multiple copies to distribute to assessment administrators, proctors, and accommodations providers)⁺
- Large and small MI-Access calendars (one of each size for the School MI-Access Coordinator to keep and small calendars to distribute to assessment administrators)⁺

B. Materials Supplied by the School

- Any optional materials assessment administrators may choose to use for administering the MI-Access Functional Independence assessments (such as clocks, coins, calendars, base ten blocks, etc.).
- No. 2 pencils for completing scan documents.

C. Responsibilities BEFORE Assessment Administration

- Complete and sign the *MI-Access Security Compliance Form*, using the directions at the bottom of the form. **Be sure to use a number 2 pencil; the scanning equipment cannot read ink of any kind.** Keep the completed form in a safe, easily remembered place; it will need to be returned

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to the District MI-Access Coordinator after assessment administration is complete. (For more information on ethics and security, see page 11 of this manual.)

- ❑ Use the school packing slip and the *School Distribution/Inventory Sheet* to inventory the materials provided by the District MI-Access Coordinator. If the correct materials and/or proper amounts have not been sent, contact the District MI-Access Coordinator immediately and he or she will obtain them. (For information on District MI-Access Coordinators, consult the "MI-Access Coordinator List" on the Web at www.mi.gov/mi-access.)
- ❑ On the front of the *School Identification Sheet*, verify the preprinted information in Section 1 (district name and code and school name and code). If any of the preprinted information is incorrect, contact the District MI-Access Coordinator. Please do not try to correct any preprinted information on the sheet.

- ❑ If the information is not preprinted, use a No. 2 pencil to print the district name and state-assigned code and the school name and state-assigned code where indicated in Section 1.

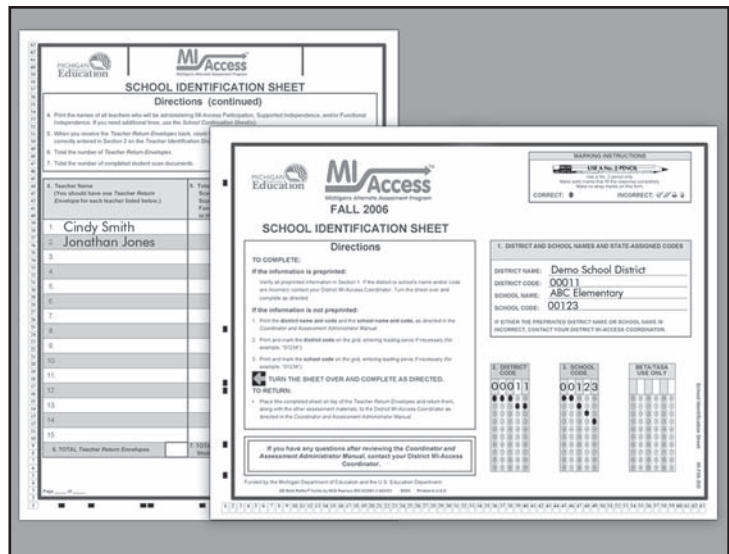
- ❑ In Section 2, if the information is not preprinted, write in the five-digit district code and mark the corresponding ovals in the grid, entering leading zeros if necessary ("00011" as an example).

- ❑ In Section 3, if the information is not preprinted, write in the five-digit school code and mark the corresponding ovals in the grid, entering leading zeros if necessary ("00123" as an example).

- ❑ Please do NOT enter or alter any information in the BETA/TASA USE ONLY section. This section is only for the contractor. Turn the sheet over.

- ❑ In Column 4, print the names of all teachers who will be administering MI-Access Functional Independence assessments and receiving student results. If you need additional lines, use the *School Continuation Sheet(s)*, which has been provided to schools with more than 12 teachers participating in MI-Access.

- ❑ Put the *School Identification Sheet* and any *School Continuation Sheet(s)* (if used) in a safe place. Column 5 and Sections 6 and 7 will need to be completed after assessment administration.



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- ❑ Affix any ELA-specific and/or generic Pre-ID student barcode labels provided by the District MI-Access Coordinator to the appropriate student answer documents if the District MI-Access Coordinator has not already done so. (For more information on student barcode labels, see page 9 of this manual.)
- ❑ When assembling materials for distribution to assessment administrators, there are several important factors to keep in mind.
 - The *Functional Independence Student Answer Documents* and the Functional Independence student assessment booklets are color-coded by content area. All ELA materials are purple and all mathematics materials are orange.
 - Each school's shipment contains an extra Functional Independence assessment booklet and an extra corresponding student answer document for each assessment administrator to use during assessment administration. (The extra booklets and student answer documents correspond to the assessments being administered by that particular assessment administrator.) Some overage has also been provided to each school to help reduce the need for additional materials orders.
 - The MI-Access contractor has packaged accommodated versions of the assessments in very specific ways. Audio versions of the assessment will come packaged with a companion standard print assessment booklet and an acetate ruler if applicable. Braille versions of the assessment will come packaged with a companion *Assessment Administrator Booklet for Braille* (which includes transcription notes indicating how items/directions have been adapted for Braille when needed) and a Braille/Large Print ruler if applicable. Enlarged print versions of the assessment will come packaged with a Braille/Large Print ruler if applicable. Please keep them packaged this way for distribution to assessment administrators.
 - Accommodated versions of the assessments—and any companion booklets—will have the same form number, which will always end with the number 1 (Form E61 for grade 6 ELA and Form M111 for grade 11 mathematics). Please note that the form numbers on the accommodated versions may differ from the form numbers on the other assessment booklets being administered in the district and/or school. **Assessment administrators MUST print and bubble in the correct form number on all student answer documents because it determines which answer key will be used to score the assessment.** (For more information on accommodated versions, see pages 11 through 15 of this manual.)
- ❑ Inform all assessment administrators of the school's internal return date (that is, the date by which they must return assessment materials to the School MI-Access Coordinator so he or she can return them to the District MI-Access Coordinator on time). When setting this date, keep in mind any school breaks that may cause delays.

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- If the district has decided to use research codes, provide the codes to assessment administrators so they can mark them where indicated on the student answer documents. (School MI-Access Coordinators may fill in the research codes prior to distribution if desired.)
- Distribute the appropriate assessment materials to each participating assessment administrator in the building. (The materials that should be distributed are indicated with a plus sign [+] under "Materials Supplied by the State." See pages 32 and 33.) Be sure to include the *MI-Access Security Compliance Forms*, manuals, and small MI-Access calendars. Also inform assessment administrators about the SBE-approved OEAA document called *Professional Assessment and Accountability Practices for Educators*. It is available on the OEAA Web site (www.mi.gov/oeaa) and must be reviewed by all those involved with MI-Access prior to assessment administration and signing of the *MI-Access Security Compliance Forms*. (See page 11 of this manual for more information on ethics and security.)

D. Responsibilities DURING Assessment Administration

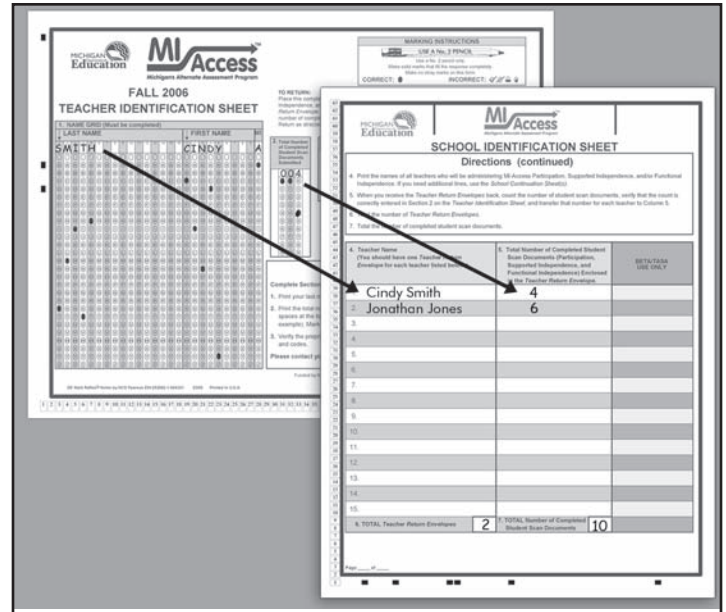
- Be available during the assessment window to answer questions and concerns and to obtain and distribute additional assessment materials if needed.
- If School MI-Access Coordinators cannot answer a question or address a particular concern, they should relay the question or concern to the District MI-Access Coordinator for follow-up.
- Periodically monitor assessments to verify that instructions are properly carried out and that ethical assessment administration practices are followed.

E. Responsibilities AFTER Assessment Administration

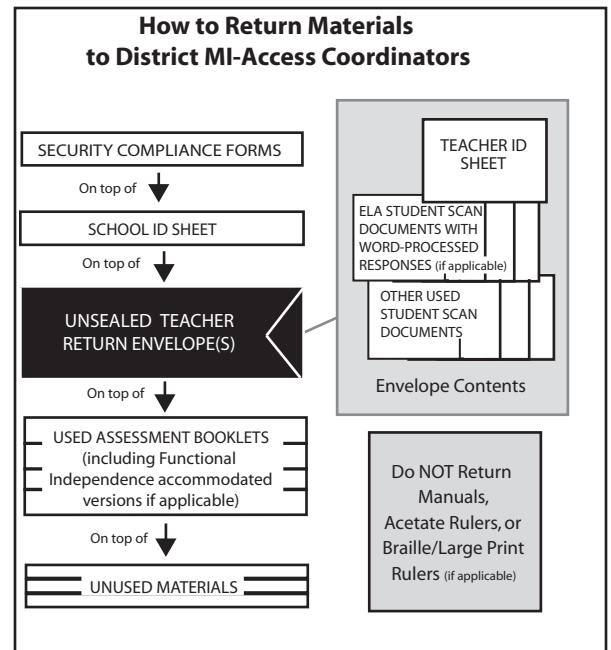
- Once the assessments are complete, collect **ALL** used and unused *Teacher Return Envelopes*, scan documents, and assessment booklets (including accommodated versions). Assessment administrators should NOT return their *2006/2007 MI-Access Functional Independence Coordinator and Assessment Administrator Manuals*, acetate rulers, and Braille/Large Print rulers.
- Check each *Teacher Return Envelope*. It should include one *Teacher Identification Sheet* on top of one or more student answer documents. Count the number of student answer documents in the envelope, and verify that the count is correctly entered in Section 2 of the *Teacher Identification Sheet*. Then, enter that number in Column 5 on the *School Identification Sheet* (or the *School Continuation Sheet* if applicable) for the appropriate teacher.

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- ❑ Make sure the teacher names and the number of student answer documents recorded on the *School Identification Sheet* (and the *School Continuation Sheet* if applicable) match what is written on the front of the *Teacher Return Envelopes*.
- ❑ Once numbers have been entered for every teacher on the list, record the total number of *Teacher Return Envelopes* being submitted in Section 6 and the total number of student answer documents being submitted in Section 7 on the *School Identification Sheet*. (If *School Continuation Sheets* are used, fill in Sections 6 and 7 ONLY on the last continuation sheet. These sheets are to be used only by schools with more than 12 teachers participating in MI-Access.)



- ❑ Check all *Teacher Return Envelopes* that indicate they contain *Functional Independence Student Answer Documents for English Language Arts* with word-processed responses. (There are two boxes on the front of the *Teacher Return Envelope* that assessment administrators must check if word-processed responses are enclosed.) Make sure all of these student answer documents are grouped together and placed immediately beneath each *Teacher Identification Sheet* and on top of all other student answer documents.
- ❑ Place the completed *School Identification Sheet* (and any *School Continuation Sheets* if applicable) on top of the *Teacher Return Envelopes* for the school. Then place those materials on top of the used assessment booklets (including accommodated versions) and all the unused materials (booklets, scan documents, and envelopes).



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- ❑ Put the School MI-Access Coordinator's completed and signed *MI-Access Security Compliance Form* on top of all the compliance forms returned by assessment administrators prior to assessment administration. (These forms will be scanned and kept on file by BETA/TASA, the MI-Access contractor.) Then, put the forms on top of the other assessment materials (used and unused) and return them to the District MI-Access Coordinator by the date requested. (Remember, manuals, acetate rulers, and Braille/Large Print rulers should NOT be returned.)
- ❑ Complete the MI-Access Online Assessment Feedback Survey at **www.mi.gov/mi-access** (under "Survey Information"). The MDE conducts this survey every school year to obtain feedback from the field on the assessment administration process.