

SCHOOL COORDINATOR

School MI-Access Coordinator Quick List:

Major Tasks to Complete Before, During, and After Assessment Administration

● BEFORE

- Complete *MI-Access Security Compliance Form*
 - Inventory materials received
 - Begin filling out *School Identification Sheet*
- Prepare materials for distribution to assessment administrators
 - Establish internal school return date
 - Distribute materials to assessment administrators
- Collect completed and signed compliance forms from assessment administrators, accommodations providers, and proctors (if applicable)

● DURING

- Be available to answer questions
- Relay questions to the District MI-Access Coordinator as needed
 - Periodically monitor assessments
- Ensure that ethical assessment administration practices are followed

● AFTER

- Collect all used and unused envelopes, student answer documents, assessment booklets, and picture cards
 - 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 2007 Grades 3-8	Spring 2008 Grade 11
Assessment Materials Start Arriving in Districts	Week of September 24	Week of January 31
MI-Access Webcast	September 26	February 6
MI-Access Assessment Window	October 8 - November 16	February 18 - March 28
Assessment Materials Return Date	Ship to Questar no later than November 28	Ship to Questar no later than April 7

Introduction

Each school building involved with administering MI-Access must designate a School MI-Access Coordinator. Some schools have indicated they would like their MEAP School 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. (Secretaries or support staff should not be designated as coordinators.)

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 Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), and the English Language Proficiency Assessment (ELPA);
2. participating in professional development sessions organized by the District MI-Access Coordinator to show School MI-Access Coordinators and assessment administrators how to administer the MI-Access assessments;
3. watching the state's Webcast, during which viewers receive important information from the OEAA staff about the assessment administration process;
4. making sure that all assessment materials received from the District MI-Access Coordinator are disseminated to appropriate school staff and returned as directed;
5. making sure that assessment administrators have been provided the State Board of Education (SBE)-approved Office of Educational Assessment and Accountability (OEAA) document called *Professional Assessment and Accountability Practices for Educators* (which is posted at www.mi.gov/oeaa); and
6. distributing, collecting, and returning signed *MI-Access Security Compliance Forms*.

The MI-Access contractor ships all assessment materials to District MI-Access Coordinators. They are then responsible for distributing them to the School MI-Access Coordinators, who, in turn, distribute them to assessment administrators. Following is information on the materials that School MI-Access Coordinators will receive from District MI-Access Coordinators and what to do before, during, and after the assessments are administered. (NOTE: The asterisks indicate materials that need to be distributed by School MI-Access Coordinators to assessment administrators.)

Receiving Assessment Materials

Assessment materials will most likely arrive from the District MI-Access Coordinator in one delivery, which will include

- ❖ a *School Distribution/Inventory Sheet* and/or school packing slip (listing the materials that should have been provided by the District MI-Access Coordinator);
- ❖ a *School Identification Sheet* (green/orange);
- ❖ one or more *School Continuation Sheets* (provided to schools with more than 15 teachers administering MI-Access assessments);
- ❖ *2007/2008 MI-Access Coordinator and Assessment Administrator Manuals* (one for the School MI-Access Coordinator to keep and multiple copies to distribute to assessment administrators, accommodations providers, and proctors)*;
- ❖ standard print student assessment booklets (all assessments and content areas as ordered by the District MI-Access Coordinator plus some overage)*;
- ❖ 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)*;
- ❖ student answer documents (all assessments and content areas as ordered by the District MI-Access Coordinator plus some overage)*;
- ❖ ELA-specific Pre-ID student barcode labels (to affix to the Functional Independence ELA student answer documents for pre-identified students, if applicable);
- ❖ generic Pre-ID student barcode labels provided by the MI-Access contractor (to be affixed to student answer documents for pre-identified students for whom specific MI-Access assessments were not indicated in the OEAA Secure Site, if applicable);
- ❖ locally-printed Pre-ID student barcode labels (to affix to student answer documents for students who were not pre-identified, if applicable);

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- ❖ acetate rulers (for use with the standard print Functional Independence Mathematics Assessments, if applicable)*;
- ❖ picture cards (one set for each PAA administering the Participation and Supported Independence assessments based on the content area(s) and grade(s) he or she is assessing)*;
- ❖ *Teacher Identification Sheets* (blue/maroon)*;
- ❖ *Teacher Return Envelopes**;
- ❖ *MI-Access Security Compliance Forms* (one for the School MI-Access Coordinator to complete and sign, and multiple copies to distribute to assessment administrators, accommodations providers, and proctors)*; and
- ❖ large and small MI-Access calendars (one of each size for the School MI-Access Coordinator and small calendars to distribute to assessment administrators)*.

Please note that the school is responsible for providing (1) age appropriate materials, if needed, for each assessment item; (2) materials and/or assessment accommodations for particular students, if needed; and (3) Number 2 pencils for completing scan documents.

Completing Security Compliance Forms

Before inventorying the materials, obtain, complete, and sign a *MI-Access Security Compliance Form*, using the directions at the bottom of the form. Be sure to use a Number 2 pencil because 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 to the District MI-Access Coordinator after assessment administration is complete. (For more information on security, see page 12 of this manual.)

Inventorying Materials

To inventory the school's materials, obtain the *School Distribution/Inventory Sheet* and/or school packing slip. If any materials are missing (for example, if the school packing slip says there should be 4 *Teacher Identification Sheets* but there are only 3) or if additional materials are needed (for example, there is a new student who just enrolled in the school and needs to be assessed), contact the District MI-Access Coordinator immediately. He or she will work through established channels to obtain the needed materials from the MI-Access contractor.

Entering Information on the School Identification Sheet

Obtain the *School Identification Sheet* and complete Sections 1 through 3 and Column 4, using a Number 2 pencil. Detailed directions, along with a graphic representation of the sheet, are provided on pages 45 and 46 of this manual and **MUST** be followed. Then, put the sheet in a safe place, since Column 5 and Sections 6 and 7 will need to be completed after assessment administration. (It

School ID Sheet - Back

Column 4. Print the names of all teachers who will be administering MI-Access assessments and receiving student results. If you need additional lines, use the *School Continuation Sheet*, which has been provided to schools with more than 15 teachers participating in MI-Access. Put the sheet in a safe place, since Column 5 and Sections 6 and 7 will need to be completed after assessment administration.

Column 5. After assessment materials are returned, count the number of student answer documents in each *Teacher Return Envelope* and verify that the count is entered correctly in Section 2 of the *Teacher Identification Sheet*. Then, enter that number in Column 5 of the *School Identification Sheet* (or the *School Continuation Sheet*, if applicable) for the appropriate teacher.

MI Access Michigan's Alternate Assessment Program

SCHOOL IDENTIFICATION SHEET

MICHIGAN Education

Directions (continued)

- Print the names of all teachers who will be administering MI-Access Participation, Supported Independence, and/or Functional Independence assessments. If you need additional lines, use the *School Continuation Sheet(s)*.
- When you receive the *Teacher Return Envelopes* back, count the number of student answer documents, verify that the count is correctly entered in Section 2 on the *Teacher Identification Sheet*, and transfer that number for each teacher to Column 5.
- Total the number of *Teacher Return Envelopes*.
- Total the number of completed student answer documents.

Teacher Name (You should have one <i>Teacher Return Envelope</i> for each teacher listed below.)	5. Total Number of Completed Student Answer Documents Enclosed in the <i>Teacher Return Envelope</i> (Participation, Supported Independence, and/or Functional Independence ELA, Mathematics, and Science)	CONTRACTOR USE ONLY
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
6. TOTAL number of <i>Teacher Return Envelopes</i>	7. TOTAL number of completed student answer documents	

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Sections 6 and 7. 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. (If continuation sheets were used, fill in Sections 6 and 7 ONLY on the last continuation sheet.)

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is very important that this document be completed correctly and returned as instructed since it serves as a header sheet for all of the school's assessment materials.)

Affixing Pre-ID Student Barcode Labels

If the District MI-Access Coordinator has not already done so, affix all ELA-specific and/or generic Pre-ID barcode labels (those provided by the MI-Access contractor as well as those printed locally by the district) to the appropriate student answer documents. The labels should be affixed where indicated on the student answer document with the print oriented toward the center of the page. (For more information on student barcode labels, see page 10 of this manual.)

Matching Student Assessment Booklets with Student Answer Documents

Now that there are three different student populations and three different content areas being assessed, it is important for School MI-Access Coordinators to understand how the assessment booklets and student answer documents should be organized for distribution. The OEAA and the MI-Access contractor have color-coded the materials by assessment type (Participation, Supported Independence, or Functional Independence) and/or by content area (ELA, mathematics, or science) to assist with matching. (See Table 5 on page 34 of this manual for a summary of the following written information.)

Participation and Supported Independence: ELA and Mathematics

For the Participation and Supported Independence ELA and Mathematics Assessments, both content areas and both assessments are covered in ONE assessment booklet and there is one booklet per grade cluster (that is, one for grades 3 through 5, one for grades 6 through 8, and one for grade 11). The front cover of the booklet is blue and the Participation assessment items immediately follow the front cover. The back cover, however, is upside-down and green and the Supported Independence items immediately follow the back cover.

There are, however, two separate student answer documents (one for Participation and another for Supported Independence) that cover both content areas (ELA and mathematics) and all grades (that is, one student answer document for Participation ELA and mathematics that covers all grades assessed in a particular assessment cycle, and another for Supported Independence ELA and mathematics that covers all grades assessed in that cycle). The Participation student answer document is blue, and the Supported Independence student answer document is green. (See Table 1 on page 7 of this manual for information on which content areas are assessed in which grades and the grades that are assessed in each assessment cycle.)

Participation and Supported Independence: Science

For science, both assessments are covered in ONE assessment booklet and there is one booklet per grade. The front cover of the booklet is pink and the Participation assessment items immediately follow the front cover. The back cover, however, is upside-down and maroon, and the Supported Independence items immediately follow the back cover.

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There are, however, two separate science student answer documents (one for Participation, which is pink and another for Supported Independence, which is maroon), both of which cover all grades assessed in a particular assessment cycle.

Functional Independence: ELA, Mathematics, and Science

For Functional Independence, each student assessment booklet covers only one content area (ELA, mathematics, or science) and one grade. The ELA assessment booklets and corresponding student answer documents are purple, the mathematics assessment booklets and corresponding student answer documents are gold, and the science assessment booklets and corresponding student answer documents are orange.

With regard to the student answer documents, there is

- ❖ one ELA student answer document, which covers all grades assessed in a particular assessment cycle;
- ❖ one mathematics student answer document for each grade cluster (3-5, 6-8, and 11) assessed in a particular assessment cycle; and
- ❖ one science student answer document for each grade assessed in a particular assessment cycle.

When distributing assessment booklets and answer documents to assessment administrators, it is imperative that they are matched correctly.

Preparing Materials for Distribution

In addition to understanding how to match student assessment booklets with student answer documents, there are several other important factors to keep in mind when preparing materials for distribution.

Extra Functional Independence Booklets and Answer Documents

The MI-Access contractor provided District MI-Access Coordinators with one extra Functional Independence ELA, mathematics, and science assessment booklet and one extra corresponding student answer document for each assessment administrator to use during assessment administration. (The extra booklets and 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.

Packaging of Accommodated Versions

Accommodated versions of the Functional Independence assessments are packaged in very specific ways. Audio versions of the assessment come packaged with a companion standard print assessment booklet and an acetate ruler, if applicable. Braille versions of the assessment

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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. School MI-Access Coordinators should keep accommodated versions packaged this way for distribution to assessment administrators. That way they will have everything they need to administer the accommodated version in one place.

Accommodated Version Form Numbers

Accommodated versions of the assessments—and any companion booklets—will have the same form number, which will always end with the number 1 (for example, Form FIM-31 for grade 3 Functional Independence 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 a school. (For more information on accommodated versions, see page 15 of this manual.)

Participation and Supported Independence Picture Cards

Although all necessary pictures/graphics are included in the Participation and Supported Independence assessment booklets, separate picture cards will also be provided for selected-response items. These cards **MUST** be used during assessment administration. One set of cards will be provided for each PAA based on the type of assessment(s) he or she is administering, and the content area(s) and grade(s) he or she is assessing.

Using Research Codes

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.)

Establishing an Internal School Return Date

Before distributing materials to assessment administrators, determine the date by which materials must be returned to ensure the school can meet the district's internal return date. (When setting this date, keep in mind any school breaks that may cause delays.) Inform all assessment administrators of the school's return date as well as any other special instructions if needed.

Distributing Materials

Once all the "before" steps in this section of the manual have been completed, School MI-Access Coordinators may distribute the appropriate materials to each assessment administrator in the building. (The materials that should be distributed are indicated with an asterisk under "Receiving Assessment Materials" on pages 43 and 44 of this manual.) Be sure to include the *MI-Access Security Compliance Forms*, manuals, and picture cards.

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Collecting Completed Security Compliance Forms

Before assessment administrators inventory and review their materials, inform them that they must (1) read the SBE-approved OEAA document called *Professional Assessment and Accountability Practices for Educators*, which is available on the OEAA Web page (www.mi.gov/oeaa) and the MI-Access Web page (www.mi.gov/mi-access); (2) complete and sign their *MI-Access Security Compliance Form*, and (3) return the completed and signed form to the School MI-Access Coordinator before doing anything else related to assessment. (See page 11 of this manual for more information on ethics and security.)

During

Although School MI-Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they be available to address questions and concerns from assessment administrators. 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. In addition, it is advised that School MI-Access Coordinators check in periodically with assessment administrators to make sure they have the materials and information needed to accurately administer the MI-Access assessments and that ethical administration practices are followed.

After

Inventorying Returned Materials

Once the assessments are complete, collect ALL used and unused *Teacher Return Envelopes*, student answer documents, student assessment booklets (including accommodated versions), and picture cards. Assessment administrators should NOT return manuals or rulers (which can be recycled or shredded).

Checking Teacher Return Envelopes

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*.

Also check the 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. DO NOT SEAL THE ENVELOPES.

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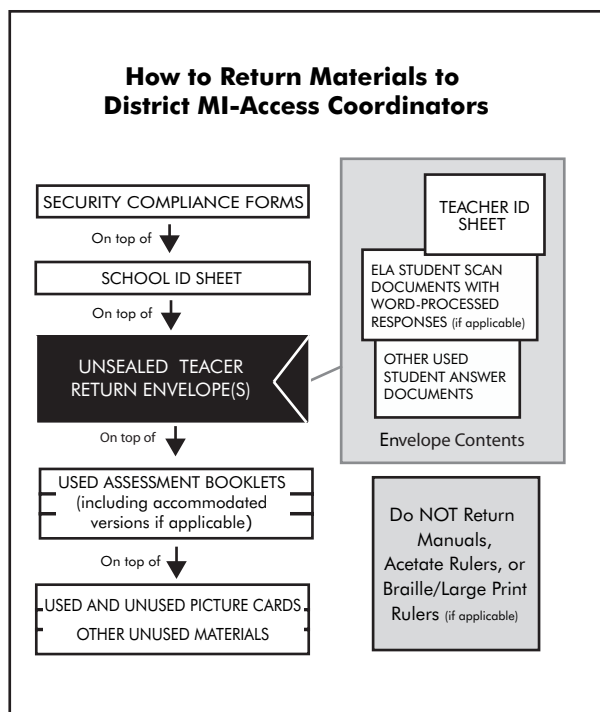
Completing the School Identification Sheet

Once the *Teacher Return Envelopes* have been checked, obtain the *School Identification Sheet* and fill in Column 5 and Sections 6 and 7 as directed on page 46 of this manual. After the sheet is completed, place it (and any *School Continuation Sheets*, if applicable) on top of the checked *Teacher Return Envelopes* for the school. Then, place those materials on top of the used assessment booklets (including accommodated versions) and any unused materials (booklets, answer documents, and/or envelopes).

Returning Materials to the District MI-Access Coordinator

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 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 and rulers must NOT be returned. (See Figure 4 for a graphic representation of how to prepare materials for return.)

Figure 4



Completing the MI-Access Online Survey

Once materials have been returned to the District MI-Access Coordinator, complete the 2007/2008 *MI-Access Assessment Online Feedback Survey* at www.mi.gov/mi-access (under "Survey Information"). The MDE conducts this survey every year to obtain feedback from the field on the assessment administration process.