2026 WIN Work Readiness Assessment

High School
Michigan Paper Testing
Full Test Administration Manual

Version 1.0

Questions? Contact us.

Hours:

Monday-Friday

8:00 a.m.-5:00 p.m. EST

During the testing window WIN Learning will be open from 7:00 a.m.-5:00 p.m. EST.

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WIN Learning Resource Page: https://www.winresourcecenter.com/Partnerships/mde

Spring 2026 Testing Window

April 6-May 1, 2026

Testing Coordinator Training Sessions

January 13, 2026 – Online Assessments

February 24, 2026 – Online Assessments (repeat session)

February 25, 2026 – Paper Assessments

Secure Materials Return Deadline:

May 5, 2026

About WIN

Since its inception in 1996, WIN Learning has been the primary source of career readiness instruction and assessments, including employability skills for numerous organizations and statewide initiatives.

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Paper Test Administration Manual Introduction

This Test Administration Manual (TAM) includes the policies and procedures for all test administration personnel to read and implement during the administration of the paper WIN Work Readiness Assessments. This TAM and additional resources regarding the paper test administration can be found at https://mi.wincrsystem.com/ under the Resources tab. This TAM is not a secure document and should be distributed to District Assessment Coordinators (DACs), Building Assessment Coordinators (BACs), and Test Administrators (TAs) who have a role in the paper test administration.

The following sections include important information regarding key test administration policies and procedures for paper test administration. All instructions in this manual should be followed as described. Failing to follow all directions pertaining to the administration of a test, as specified in the TAM for that test, is a test security violation.

The WIN Work Readiness Assessments are comprised of WIN Learning's Academic Skills Assessments: Work Ready Math, Work Ready Reading, and Work Ready Data. Students successfully passing all three assessments will earn the National Work Readiness Credential – Academic Skills.

If you have any questions, please contact WIN Learning Support at support@winlearning.com or 888-717-9461 Option 2.

I. Definitions

TERM	DEFINITION
Assessment	The Work Readiness Assessment contains WIN Learning's three Academic Skills Assessments: Work Ready Math, Work Ready Reading, Work Ready Data.
Building Assessment Coordinator (BAC)	Oversees the building's test administration.
Chain of Custody Form	An optional form for school districts to use internally to track and maintain inventory of test materials being distributed to Test Administrators.
Credential	A printable document that acknowledges student mastery of a WIN Learning assessment.
District Assessment Coordinator (DAC)	Oversees the district's test administration.
Oral Administration Guide	A guide provided to assist the TA in oral administration for students with an IEP or 504 plan accommodation that requires read aloud administration.
Oral Administration Script	A script that must be read to students with an IEP or 504 plan accommodation who require oral administration. This is a secure document.
Poly Bag	A waterproof bag provided for the return of scoreable answer documents.
Resource Center	A comprehensive online library of training resources for paper-based and online assessment administrations embedded within the testing portal of the WIN Career Readiness System.
Return Label	Provided shipping label used to return the testing materials.
Shipment Inventory Form	A form used to track and maintain inventory of tests shipped to the testing locations.
Student	Universal term used when describing the person taking the assessment. Synonymous with client, job seeker, learner, participant, or examinee.
Test	Refers to one of the three tests in the WIN Work Readiness Assessment.
Test Administrator	Manages the administration of the assessments for the students assigned to them. Also known as a teacher, facilitator, proctor, or instructor.
Test Administration Manual	The manual used for the administration of the WIN Work Readiness Assessments (this document).
Test ID	The serial number on the cover of the test booklet.
Test Material Management Instructions	Instructions on how to handle the test materials before, during, and after test administration to help expedite scoring.
Test Version	The version of the test being administered found on the cover of the test booklet is a three-digit number followed by a letter.
OEAA Security Compliance Form	Required to be signed each year by all staff participating in test administrations of any and all state assessments. The completed forms must be retained by the building/district for three years. The form can be accessed here.
WIN Career Readiness System	Single sign-on portal providing access to WIN Work Readiness assessments, test administration tasks, student tutorials, performance reports and the resource center.
Work Ready Data	One of three tests in WIN Learning's Academic Skills Assessment program that measures the ability to understand and interpret data presented in workplace documents.
Work Ready Math	One of three tests in WIN Learning's Academic Skills Assessment program that measures the ability to use mathematical reasoning skills to solve real-life workplace problems.
Work Ready Reading	One of three tests in WIN Learning's Academic Skills Assessment program that measures the ability to read, understand and interpret written workplace text.

II. Student Participation Guidelines

A. **Test Eligibility**

The WIN Work Readiness Assessment is the required work skills assessment portion of the Michigan Merit Exam (MME). All 11th grade students as well as 12th graders not previously tested are expected to participate in each work skills test (Work Ready Math, Work Ready Reading, and Work Ready Data).

Refer to the Who Must/Can Take the MME? document for details on which 11th and 12th grade students must take, and which are eligible to participate in the WIN Work Readiness Assessment. The document is posted on the MME Webpage at www.michigan.gov/mme.

III. Secure Test Materials

A. **Secure Test Materials Include:**

1. Printed testing rosters, or any other documentation containing student information.

2. All test booklets and answer documents (used or unused).

3. All customized materials including Braille and Large-Print Test Booklets, and Oral Administration Scripts (OAS).

4. Any papers or materials with student writing or responses (e.g., in Braille or typed responses, scratch paper for tests).

B. **Storing Secure Test Materials:**

1. Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location should not have outside or inside windows. Also, secure test materials must not be stored in the same room as a copy or fax machine or, any other frequently accessed equipment or supplies.

2. Do not leave secure materials unattended at any time. If a Test Administrator must leave the room before testing begins, all secure materials should be placed in a secure, locked cabinet, closet, drawer, etc., or all secure materials should be taken with the Test Administrator. If a Test Administrator must leave the classroom for a brief amount of time and there are no students in the room, materials are secure if the door to the room is locked.

C. **Access to Secure Test Materials:**

1. **Access to secure materials is restricted to testing sessions and make-up testing sessions**. District Assessment Coordinators and Building Assessment Coordinators should not sign-out or distribute secure materials to Test Administrators until the day of the test.

D. **Test Item Security**

1. **Test items are secure.** It is not permissible for any school or district personnel to view test forms for the purpose of reading test booklets. Test Administrators, Building Assessment Coordinators, and other school and district personnel (including principals, assistant principals, and guidance counselors) **are not permitted to read test items before testing, during testing, or after testing** except as directed in the administration materials for the read aloud of a paper test. Test Administrators and other staff must not discuss test items with students or pronounce words for students

even if students ask questions about content on the tests. As indicated in the Test Administration Script for each test, Test Administrators may answer questions only about instructions; they must not discuss any test questions or answer choices. All conversations regarding test content are prohibited even after the conclusion of testing.

Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing is a test security violation.

2. Test Administrators must take extra care when reviewing subject content or answering questions during the testing window. **On testing days, no further content-related instruction or review with students should be conducted after the Test Administrator has received secure materials.**

E. **Security for Paper Testing**

1. District Assessment Coordinators, Building Assessment Coordinators, and Test Administrators are responsible for ensuring that all test materials and student responses for the paper tests are handled in accordance with the security procedures outlined in this manual.

2. It is allowable that a partition and/or folder be placed around students to eliminate any possibility of students looking at other student's responses. Student seating arrangements should be oriented and separated by enough space to restrict a student's ability to cheat.

3. Paper test materials may not be viewed by anyone prior to the test session. Only students being tested are allowed to look at the test booklet at the time of testing. Test Administrators must closely observe students to ensure that they look only at their test documents. Test Administrators are expected to ensure that test documents are not left unattended.

4. Testing materials cannot be reproduced. It is prohibited to use secure test items, either verbatim or paraphrased, as instructional tools or for student practice. Students are not to disclose test content to anyone.

5. Test booklets and answer documents are secure and must not be distributed to students until the Test Administrator is ready to provide testing instructions.

F. **Policy on Use of Electronic Devices.**

1. During testing, students may not be in possession of any electronic or other device that can be used for communicating, recording, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, electronic readers, headphones, smartwatches, stop watches, smart glasses, electronic translators, handheld devices, or any electronic imaging or photographic devices. For more information see the OEAA Assessment Electronic Device Use Policy: (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Assessment-Integrity-and-Security/OEAA-Assessment-Electronic-Device-Use-Policy.pdf)

2. The district and school must have procedures in place for the collection of these devices during testing (e.g., having students place all devices in backpacks and putting all backpacks in front of the room as students enter). All electronic devices must be collected before students begin taking the test and returned only after all students in the test session have completed testing.

3. **This restriction does not apply to devices documented for use in a student's IEP, 504 Plan, or Individual Health Plan such as medical devices for**

monitoring diabetes or headphones or earbuds needed for an oral administration. During testing, these devices should be used in the same way they were utilized in the classroom each day. In the case of a student with diabetes who is using a device for continuous glucose monitoring, the device (cell phone, meter, transmitter, etc.) may be kept on the student, on the student's desk or on the teacher's desk depending on the type of device. In the case of cell phone usage, the teacher should monitor the student to ensure the phone is used only to monitor the glucose levels. If the student's blood sugar level drops, the student must be allowed to take precautions that the student would normally need to do such as eat, drink, or leave the room to get assistance from the school nurse.

IV. Testing Environment

Planning for and providing an appropriate test setting is essential to ensure standardized testing conditions for all students. Schools must adhere to the following standards to ensure that all students have an equal opportunity to perform their best on the assessments.

A. Ideally, tests should be administered in a familiar classroom or computer lab setting to reduce student test anxiety and simplify test security.

B. Students should be tested in classrooms or computer labs that have good lighting and are well ventilated at a reasonable temperature.

C. Adequate space (recommended three feet or more) between students is necessary to maintain test security and to reduce distractions.

D. Classrooms should be quiet and free from interruptions or distractions of any type.

E. To ensure testing integrity, students must not be allowed access to the internet during assessments.

F. Testing rooms must be inspected prior to testing to ensure that all subject-related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject related materials must be taken down or covered during testing.

G. Testing irregularities must be reported to the Building or District Assessment Coordinator who will file an incident report in the OEAA Secure Site.

V. Guidelines for Situations that Happen During Testing

Schools should have policies and procedures in effect for classroom disturbances that disrupt testing. Such disruptions could include unruly students, students who sleep during the test, students who refuse to take the test, and students arriving late to school or leaving early because of appointments. Testing Staff should know what to do in each of these situations:

A. Fire Drills, Bomb Threats, Power Failure

1. If an emergency occurs during testing, first address the building emergency to ensure all students are safe. If possible, Test Administrators should collect the test booklets, answer documents, testing rosters, and other secure materials as the students leave the room. The Test Administrators can keep the materials secure by keeping possession of

the materials and taking them outdoors or by locking them in a secure location within the classroom or computer lab.

2. The Test Administrators should also lock the door to the testing room to ensure that test security is not compromised.

3. If a power failure occurs, an Incident Report should be submitted for each of the school(s) affected by the disruption. If the power failure occurs early in the day, wait a reasonable amount of time to determine if testing can begin or resume on that day. If power is off for several hours, reschedule the test administered that day to one of the remaining days in the testing window. Any remaining tests should be administered as scheduled.

B. Student Illness During Testing

If a student becomes ill during the test, the following guidelines offer appropriate actions for the Test Administrator and the Building Assessment Coordinator to implement, as needed.

1. Follow local procedures to send the student to the office or nurse, as necessary.

2. The Test Administrator should excuse the sick student from the testing room. The determination to remove a student depends on the severity and the timing of the sickness.

3. The Test Administrator should not leave the room. If possible, the Test Administrator should send a staff member to accompany the student to the restroom, nurse's office, or other sick room.

4. If a student is scheduled to retake due to illness, the retake must take place during the testing window.

C. Administration of an Incorrect Test or Accommodation

1. Before testing begins, the District Assessment Coordinator and/or the Building Assessment Coordinator must ensure that students are testing with the correct accommodation, such as American Sign Language (ASL), Braille, Spanish, Large Print, Oral Administration or extended time.

2. If a student begins testing in the wrong test, the Test Administrator should notify the Building Assessment Coordinator of the error. A District or Building Assessment Coordinator must submit an Incident Report in the OEAA Secure Site.

   a. If the student takes the entire test without a required accommodation, the student may not begin a new test. The Test Administrator should notify the Assessment Coordinator who works with the IEP team to determine whether to submit an incident report in the OEAA Secure Site to request a retake.

D. Make-up Testing

Students can make-up assessments on any school day within the designated established test administration window. Make-up assessments will not be offered after the test administration window has closed.

E. Student Cheating

1. Cheating is defined as obtaining information through various dishonest or prohibited methods with the intention of improving a final score that would be received on the test. This includes but is not limited to the following:

   a. Crib notes

b. Copying responses from the test of someone who is seated nearby

c. Prior knowledge of the test (getting an advance look at questions)

d. Signals

e. Passing notes or talking to another student during testing

f. Labels on water bottles (or any other bottle) containing content

g. Sending or receiving any text during the test

h. Utilizing an online search engine for the answer (e.g. Google, Bing, etc.)

i. Organized groups of students working together to memorize questions and collaborating to recreate the exam

2. In general, steps should be taken in each classroom to minimize the possibility of cheating, such as the ones listed above, and to detect any cheating that may occur during the test administration.

3. If a student is found to be cheating during the assessment, they should be removed from the testing room immediately and an incident report must be submitted in the OEAA Secure Site.

4. Test Administrators must monitor student behavior closely for adherence to proper test-taking practices.

F. Assessment Retakes

Retakes may be allowed in the following specific circumstances with approval from OEAA staff:

1. Student illness during test administration

2. Power outage during test administration

3. Student testing in the wrong test

4. Misadministration due to the actions of a staff member

5. Student tested without a required appropriate accommodation

If one of these situations occurs, the Test Administrator should escalate the issue to their Building Assessment Coordinator for decision and action to submit an incident report in the OEAA Secure Site to request a retake.

G. Testing Irregularities and Incident Reporting

Any testing irregularity that occurs before, during, or after testing must be reported to the Office of Educational Assessment and Accountability (OEAA) within two school days. All incidents must be reported; do not neglect to report an incident if more than two school days have passed.

Incident reports are submitted through the OEAA Secure Site. Directions regarding how to submit incident reports are available on the Secure Site Training page (www.michigan.gov/securesitetraining).

Actions available to resolve testing irregularities include:

1. Retakes – retake opportunities may be granted in circumstances where a test irregularity occurred that is not due to actions or behaviors of students. Specific instances that may allow retakes include:

    a. Error in accommodation assignment,

    b. Student becomes ill or completes the test without prescribed medication,

    c. Misadministration due to the actions of a staff member.

2. Misadministration – a test may be invalidated due to misadministration for several reasons. Some reasons a test may be invalidated include:

    a. Prohibited Behavior – students who engage in a prohibited behavior, such as cheating, accessing an electronic device, copying, or sharing answers will have their test invalidated and marked Prohibited Behavior;

    a. Nonstandard accommodation was provided, or a student did not receive a required accommodation, and the student does not re-test due to student/parent decision or the decision of the local school or IEP team;

An Incident Report Guide is available on the [MME web page](https://www.michigan.gov/mme) (www.michigan.gov/mme).

3. If for any reason an answer document should be invalidated, mark it as VOID across page 1 and return it with all other testing materials.

VI. User Roles

A. District Assessment Coordinator (DAC) and Building Assessment Coordinator (BAC)

The District and Building Assessment Coordinators are responsible for the overall integrity of the test administration in their district. They should:

1. Ensure communication occurs between OEAA, WIN Learning, and Test Administrators regarding training, resources, test administration manuals and materials, and all aspects of test administration and reporting as appropriate to each role.

2. Attend all required trainings in preparation for test administration.

3. Create test session groups, plan for accommodations including Spanish testing, create testing schedules, access reports and proctor assessments.

4. Receive, inventory and store all secure test materials.

5. Ensure proper test security policies and procedures are enforced.

B. Building Assessment Coordinator (BAC)

The BAC will serve as the coordinator of the WIN Work Readiness Assessment for their building. The BAC may designate tasks to be completed by the Test Administrator. The BAC will oversee the test administration for their building, including:

1. Ensure that Test Administrators are trained on all testing protocols.

    a. Test Administrators are familiar with [Appendix D Test Administrator Testing Duties](#).

    b. An appropriate test environment is provided. See [Section IV Testing Environment](#).

    c. Plan and ensure that every testing room has the proper test materials: test booklets, answer documents, No. 2 pencils, recommended scratch paper (plain or graph paper), and calculators (see [Calculator Policy](#) in Appendix B for additional information).

    d. Test Administrators are familiar with Guidelines for Situations that may occur during testing. See [Section V Guidelines for Situations that Happen During Testing](#).

    e. Test Administrators are aware of any students that require accommodations and are

trained to provide what is needed.

    f. Test Administrators should follow procedures to keep test materials secure (test booklets, answer documents, oral admin scripts,).

2. Plan For Test Sessions:

    a. Test sessions are created according to student grouping for test day.

3. Plan for accommodations:

    a. Oral Administration for students with an IEP or 504 plan requiring oral accommodations as instructed in Appendix C Section D prior to test day.

    b. American Sign Language (ASL) for students with an IEP, or 504 plan requiring ASL interpretation.

    c. Extended time is available for students with an IEP or 504 plan that requires extended time as instructed in Appendix C Section D.

    d. Large Print is available for students with an IEP or 504 plan that requires Large Print as instructed in Appendix C Section D.

    e. Braille is available for students with an IEP or 504 plan that requires Braille as instructed in Appendix C Section D.

Note: The Standard Tools and Features document (https://www.winresourcecenter.com/files/pdf/MI-Resources/MI_WIN%20Assessment%20Standard%20Tools%20and%20Features.pdf) provides detailed information about available tools and features of the assessment.

The WIN Allowable Accommodations document (https://www.winresourcecenter.com/files/pdf/MI-Resources/MI_WIN%20Accommodations%20Chart.pdf) provides detailed information about allowable accommodations for the WIN Work Ready Assessments.

All testing violations or irregularities are reported through the Incident Reporting process in the OEAA Secure Site.

C. Test Administrators

1. Test Administrator requirements

Do not assign a test administrator to administer the test to relatives such as their children, foster children, grandchildren, nieces, nephews, or close cousins.

2. Responsibilities in the Paper Test Administration Process

    a. The Test Administrator is responsible for overseeing the test administration for their assigned group of students.

    b. The Test Administrators must read and follow **all instructions in this manual.** Links to this document are also available in the Resource Center at mi.wincrsystem.com.

    c. The Test Administrator is responsible for administering and monitoring assessments for all students. It is extremely important that all staff members involved in the administration of the WIN Work Readiness Assessments follow the instructions very carefully. Refer to the Test Administrator Testing Duties in Appendix D.

    d. The Test Administrators must distribute and collect all scratch paper. All scratch paper, once collected, must be given to the Building Assessment Coordinator to be

shredded immediately at the school.

e. The Test Administrators must distribute and collect test booklets and answer documents to students. All test booklets and answer documents must be collected when students are finished testing for the day and returned to the District or Building Assessment Coordinator to be secured.

f. If using handheld calculators, the Test Administrators must distribute and collect calculators used for the Work Ready Math assessment. The calculator memory must be cleared by the Test Administrator prior to and following testing.

g. The Test Administrators must verify that students receive assigned accommodations.

h. Test Administrators must ensure the testing location is free from distractions. See Section IV Testing Environment.

i. Test Administrators must be familiar with Section V Guidelines for Situations That Happen During Testing.

j. Test Administrators must follow all school protocols for reporting testing irregularities.

k. Test Administrators must be present at all times in the classroom, during testing.

l. Test Administrators must ensure that each student receives a test booklet and answer document with the matching barcode. Test booklets and answer documents must not be distributed to students until they have received all testing instructions and are ready to test.

m. Test Administrators must not deviate from the directions for administering the test. It is essential that all Test Administrators follow the established administration procedures in order to ensure fair and accurate test results. Test Administrators may clarify or repeat test directions. Test Administrators may not assist students with actual test items.

n. Test Administrators should instruct students to complete information on the answer document and test booklet. Refer to Appendix D – Test Administrator Testing Duties.

o. Test Administrators should actively monitor and quietly move around the room, walking up and down the aisles to check that students are following the directions for entering responses into their answer documents.

p. Test Administrators should be on the lookout for prohibited student behaviors, such as copying from other students, talking, or using electronic devices. Any observations of apparent cheating, including student use of a cell phone, should be reported to the Building Assessment Coordinator immediately. Do not wait until the test is over.

q. Test Administrators must not use electronic devices during testing for any purpose other than monitoring testing or in an emergency. Any electronic devices must be silenced during testing.

r. Test Administrators should allow students who have finished the test to quietly engage in appropriate activities, such as reading—other than materials related to the subject being tested. The Test Administrator should verify there is nothing handwritten in the reading material before **and** after testing. Students are **not** allowed to use electronic devices after testing.

s. Test Administrators should allow students the entire allotted time so that students

are able to review their answers and not feel rushed. In the event that all students have completed their assessment before the 60-minute testing time has expired, Test Administrators may end the test session and move to the next test session. The Test Administrators should never put undue pressure on the students to complete assessments early just for the sake of having the class move forward early.

t. Test Administrators should ensure the seating for paper testing provides maximum privacy for each student. Test Administrators must carefully consider the environment and determine what additional measures, such as partitions and/or folders, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the Building Assessment Coordinator and Test Administrators to ensure that partitions, folders, spacing, and other measures are implemented as needed.

u. Students should not open test booklets until instructed to do so by the Test Administrator.

v. The Test Administrators must collect calculators and scratch paper (if provided) and all testing materials before students leave the testing room. All testing materials must be securely stored.

w. Test Administrators must ensure, as test booklets and answer documents are collected, that student demographic information has been completed.

x. Students are not allowed to use a dictionary or thesaurus on any of the assessments. English Learner students however, **are** allowed access to paper-based English to native (first) language (word-to-word) bilingual dictionaries only.

y. The following types of reference materials are **not** allowed during any test administration: teacher-made English word lists, English spelling lists, or English books; English wall lists; other alternative types of English reference books, English dictionaries and English thesauruses.

VII. Standard Tools and Features

All students have access to standard tools when taking the WIN Work Readiness Assessments. Standard tools and features are available for all content area tests.

Standard Tools/Features

- ✓ Approved personal scientific calculators
- ✓ Color overlay
- ✓ Formula sheet
- ✓ Highlighting
- ✓ Magnification
- ✓ Scratch paper
- ✓ Repeated directions

Refer to Appendix B to review a list of these standard tools and features. Below is a list of standard tools and features along with descriptions of each:

i. Personal handheld scientific calculators – Calculators with unit conversion functionality are not allowed.

ii. Color Overlay – Students may use a non-embedded color overlay.

iii. Students have the ability to "cross out" answer choices to narrow down options.

iv. Formula Sheet – A formula sheet is in the testing booklet with formulas that may be referenced during the Work Ready Math test. Formula sheet can be found on the Michigan WIN Resource Center: https://www.winresourcecenter.com/Partnerships/mde

v. Highlighting – Students have the ability to highlight selected text.

vi. Scratch Paper – Students have the ability to use physical scratch paper provided by the Test Administrator. The scratch paper must be collected and securely destroyed after the completion of each test.

vii. Repeated Directions – Students may have the directions read multiple times.

VIII. Accommodations

There are many accommodations in addition to the standard tools and features on the WIN assessments. For the WIN assessments, the term "accommodations" includes supports available to students with IEPs/504 plans as well as some supports available to English learners.

https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/MME/WIN-Accommodations-Chart.pdf?rev=203ad7911d1441be9eadf33c92cd7dfc&hash=B916ED3E9252B993C6C68AEB72DB70BE

Supplemental Materials

A. Amplification Equipment

Students may use any specialized amplification equipment they may have for testing, which may include things such as FM amplification systems and Test Administrators using a handheld mic to give instructions to a student.

B. Special Adaptive/Assistive Device for Text Magnification

Some students may need specialized devices such as text magnification.

C. Specialized Scientific Calculators

Students are allowed to use their own personal specialized scientific calculator such as a talking calculator or other low vision calculator. Calculators that store memory should be cleared before and after testing.

D. Bilingual Word-to-Word Dictionary (EL only)

Students who are ELs may use a paper-based word-to-word bilingual dictionary in any language. There is not a pre-approved list from which students may select. Students may use whatever paper-based word-to-word bilingual dictionary with which they have familiarity.

Setting

A. Preferential Seating

Educators may place students in a testing room in a location where the student is most comfortable.

B. Adaptive or Specific Furniture

Depending on a student's needs, adaptive or specialized furniture is allowable during testing.

C. Small Group Administration

Educators may place students into small groups for test administration. There is no minimum group size.

D. Individual Administration

Some students may require an individual administration due to the use of a specific accommodation, by student preference, or for some other administrative need.

E. Separate Rooms

Students may be tested in separate rooms due to the use of a specific accommodation or for some other administrative need.

Timing

A. Frequent or Extended Breaks

Students are allowed frequent or extended breaks according to their 504 or IEP plan. There are no limitations on the frequency or length of breaks.

B. Extended Time

1. Students may use one of two options for Extended Time: time and a half or double time. **Tests with times exceeding the double time option will be invalidated.**

   When administering accommodations, educators must only use one of the following options for each student. The appropriate "Factor" or the appropriate "Minutes" must be administered.

	Factor	Minutes
For Time and a Half	1.5	30
Double Time	2	60

2. Prior to assessment day, Building Assessment Coordinators are to verify the students who are to be given extended time and ensure the Test Administrators are aware of the amount of additional time to be given.

3. Students with IEP or 504 plans that indicate they need Extended Time should be tested separately from students testing using standard time.

4. Students with the same amount of authorized Extended Time may be tested together, but the group should stay together and proceed to the next test at the same time.

5. If **ALL** students with the Extended Time accommodation finish before the allotted extended time, the Test Administrator may decide to assign the next assessment.

6. See Appendix C Section D for Extended Time information.

Scheduling

A. Testing Over Multiple Days

Students are allowed to extend testing of content areas across multiple days if necessary. This may be most common in situations where a student is unable to complete all content area tests in one day due to an Extended Time accommodation or an unforeseen circumstance.

B. Multiple Sessions

Educators may allow students an opportunity to break apart individual test sessions for each test (for example, Work Ready Reading or Work Ready Math) due to a specific student need or unforeseen circumstance.

Presentation

A. Oral Administration

1. Review the Oral Administration Guide thoroughly to understand the rules and guidelines for reading the assessments aloud.

2. Review the Oral Administration Script (OAS) thoroughly to ensure that you understand how to read the questions and answer choices aloud.

3. Oral Administration may only be provided for learners with an IEP, 504 plan or English learner plan, that specifies Oral Administration for assessments as standard.

4. Learners with the oral administration accommodation should be grouped in a separate location from test takers without the accommodation.

5. The Oral Administration Script is for Version 100A of the assessments. All learners receiving Oral Administration should be provided with the Version 100A test booklet. The Oral Administration Script may also be used with the Braille and Large Print booklets, Versions 400C and 300C, respectively.

6. The Oral Administration Guide and Script may be used for American Sign Language as well. Follow the same procedures outlined above and in the Oral Administration Guide and Script.

7. If Oral Administration was provided, fill in the Accommodations bubble **AND** the OAS bubble on the student's answer document.

B. Spanish (EL students) – Translated Form

A fully translated Spanish test form is available for students in all content areas. This form does not include the English versions of the test questions. Students using this form must be 1) literate in Spanish, and 2) have a desire to take this test in Spanish to show that they are prepared for a Spanish-speaking work environment. The Spanish script must be used with this form of the assessment.

C. Braille

1. Answer documents for Braille tests should be marked with 400 C as the test version.

2. Students may use a Braillewriter, slate and stylus, or electronic braille note-taking device provided by the district to answer test items. A Test Administrator must transfer the student's responses to the answer document with another testing staff member present.

3. All responses marked in the Version 400C Braille test booklet or written in Braille on separate sheets of paper must be transcribed and transferred by the Test Administrator to the student's answer document.

D. ASL

The Oral Administration Guide and Script may be used for American Sign Language as well. Follow the same procedures outlined above and in the Oral Administration Guide and Script.

E. Interpreter/Test Administrators Translating Instructions Only (EL students)

An interpreter may be used to sign the instructions for students. Additionally, a test administrator may orally translate the instructions into any language needed by a student.

F. Read to self

Students may read text aloud to themselves during testing. However, this may require a student to test individually (based on the student's accommodation requirement) so that they do not distract other test takers.

Response Options

A. Dictation of Multiple-Choice Answers

There should be two testing staff present during the entire session. The student dictates the responses to the scribe. The scribe marks the student's responses in the answer document, and the student may watch the scribe enter the responses. This requires an individual administration; one student with two adults.

B. Non-Verbal Indication of Multiple-Choice Answers

Students may indicate their answer choice in whatever non-verbal way in which they are familiar when answering multiple-choice questions. There are no questions requiring students to type extended responses.

1. Nonverbal indication of responses—Students may indicate their responses nonverbally to the testing staff by pointing or by using a personal communication device. Testing staff will mark the student's answer on the answer document with another testing staff present.

2. Marking answers on the Test Booklet—Students with this accommodation may mark their answers directly in the test booklet. The testing staff must transfer answers to the answer document with another testing staff present. Make sure all student responses are carefully checked for accuracy and that all appropriate student demographic information is completed.

3. Test booklets and answer documents should be returned following the procedure outlined in Appendix J – Test Material Management Instructions.

English Learners

A. English Learners (EL) can use many of the allowable accommodations provided for the WIN Work Readiness Assessments. ELs who have IEPs/504 plans are also eligible to use any of the aforementioned accommodations if they have a need for that accommodation identified in their plan.

B. Standard EL accommodations are as follows:

1. Flexible seating (individual, small group, separate room)

2. Flexible scheduling (frequent or extended breaks, multiple test sessions)

3. Extended time

4. Access to bilingual word to word dictionaries. Standard dictionaries in any language are NOT allowed. Electronic dictionaries are NOT allowed.

5. Interpreter/Test Administrators assistance translating/interpreting **instructions only**

6. Oral administration may only be provided for ELs with an IEP or 504 plan specifying Oral Administrations for assessments.

7. Spanish script to be read aloud to students taking the Spanish assessments can be found in the Resource Center. Students using this form must be 1) literate in Spanish, and 2) have a desire to take this test in Spanish to show that they are prepared for a Spanish speaking work environment.

Non-Standard Accommodations

Students using non-standard accommodations (accommodations not listed in this document) will not receive a valid test score. Educators interested in using accommodations not listed in this document must contact the OEAA by sending an e-mail to mde-oeaa@michigan.gov. The e-mail should include a detailed description of the accommodation as well as identification that the request is for the WIN Work Ready Assessments.

Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot enter responses in the answer document due to an injury, testing may be delayed to a later date **within the testing window**. (**Note:** all testing must be completed within the established test administration window).

These arrangements include changing the setting, timing, scheduling or using other arrangements include having the student indicate the answer choices nonverbally (pointing) or dictating responses to a trained staff member.

Appendix A – WIN Allowable IEP/504 plan Accommodations

Accommodations are allowable to students who qualify based on their IEP, 504 plan, or EL needs. All accommodations are allowable for online and paper testing unless indicated otherwise.

Supplemental Materials	Setting	Timing	Scheduling	Presentation	Response Options
✓ Amplification equipment ✓ Braille writer, note-taking device (paper only) ✓ Special adaptive/ assistive device for screen enlargement (online only) ✓ Specialized calculators ✓ Bilingual word-to-word dictionary (EL)	✓ Preferential seating ✓ Adaptive or specific furniture ✓ Small group administration ✓ Separate rooms	✓ Frequent or extended breaks ✓ Extended time	✓ Testing over multiple days ✓ Multiple sessions	✓ Oral administration • Paper – script required • Online – SpeechStream® ✓ Spanish (EL) • Paper – script required • Online – translated form ✓ ASL • Paper – script required • Online – ASL videos ✓ Interpreter/TA translating instructions only (EL) ✓ Large print • Paper – LP form • Online – Font adjustment ✓ Read to self	✓ Dictation of multiple-choice answers (requires individual administration) ✓ Non-verbal indication of multiple-choice answers ✓ Respond in Braille and large print test booklet (paper only)

Note: Please ensure all scratch paper is collected then shredded and calculator memory is erased before and after testing, if applicable.

Appendix B – WIN Assessment Standard Tools

All standard tools and features are available to all students testing online and are permitted for paper testing unless otherwise noted.

Standard Tools/Features
✓ Approved personal scientific calculators
✓ Color overlay
✓ Formula sheet
✓ Highlighting
✓ Magnification
✓ Scratch paper
✓ Repeated directions

Note: Please ensure all scratch paper is collected then shredded and calculator memory is erased before and after testing, if applicable.

Calculator Policy

A. **Calculator functionality is available for the Work Ready Math assessment. If the school is providing calculators to the students, ensure there is a scientific calculator for every student. Calculators that automatically calculate unit conversions are not allowed.**

B. Calculator use is recommended for the Work Ready Math test only. A calculator is not allowed for any other content area.

C. All school-provided and personal specialized calculators that have memory must have the memory cleared before and after testing.

D. Students who are blind and/or have visual impairments may use the Orion TI-30XS Talking Calculator, or another specialized scientific calculator as determined by the student's IEP/504 team and documented in the IEP/504 plan.

E. Talking calculators must be used with headphones or during an individual administration.

Appendix C – District/Building Assessment Coordinator Preparation and Testing Instructions

WIN Work Readiness Assessments – Paper-Based Testing

This appendix provides the District and Building Assessment Coordinator with a checklist of tasks to be performed on testing day and after testing**.**

Note: If the District or Building Assessment Coordinator is administering the assessments in place of a Test Administrator, then the Test Administrator Day of Testing document should also be used to administer the assessments.

I. Day of Testing

A. Distribute all testing materials to the Test Administrators.

1. Testing materials include:

   a. Test booklet – Appendix H

   b. Test answer document – Appendix I

   c. Scratch paper, if supplied by school

   d. Word-to-word bilingual dictionary, as needed per EL plan.

   e. Handheld calculators, if supplied by school

      i. Memory must be cleared before and after testing for all school issued or student-owned calculators used for testing.

   f. Other acceptable items supplied by the school such as pencils, tissues, etc.

B. Be available to assist with test administration as needed.

C. Utilize Appendix D – Test Administrator Testing Duties for test scripts and day of testing duties.

II. After Testing

A. Collect answer documents, test booklets, scratch paper, calculators, and other test materials from each Test Administrator when testing is complete.

B. Review test booklets and answer documents to ensure student demographic information is complete and bubbled on in on the test booklet and answer document.

C. Secure and store all test booklets and answer documents until returning them for scoring.

D. Shred all scratch paper if no longer needed.

E. Ensure the memory is cleared on all calculators.

F. Schedule any make-up testing within the testing window, as necessary.

G. Follow protocols outlined for reporting irregularities to your District Assessment Coordinator.

H. Return all student answer documents (used and unused), test booklets and secure test materials (refer to Appendix J).

I. District Assessment Coordinators, Building Assessment Coordinators and Testing Administrators can view student scores 10 days after the materials are returned. Account Creation instructions can be found in the resource center: Michigan Quick Start Guide - Account Creation

Appendix D – Test Administrator Testing Duties
WIN Work Readiness Assessments – Paper-Based Testing

The purpose of this section is to provide testing staff with tasks to be performed to successfully administer paper-based testing.

While District and Building Assessment Coordinators plan for accommodations and test groups. **Test Administrators monitor assessments on test administration day.** Test Administrators should use the [Paper-Based Testing Administration Script](#) in conjunction with this appendix.

A. Receive Materials From Your Building Assessment Coordinator:

1. Test Booklets and Answer Documents are secure items and should never be left unattended.

2. List of accommodations for any students being tested.

3. Test Administration Script (see page 30)

4. Any supplemental materials:

   a. Scratch paper, if the school is supplying

   b. Calculators, if the school is supplying for the Work Readiness Math assessment

   c. Word-to-word dictionary

B. Once the Students Arrive

1. Distribute Answer Documents with bar code label and Testing Booklets to students.

2. Ask students to verify that the barcode label on the Answer Document is correct.

3. Instruct students to complete the following information on their Answer Documents and to fill in the corresponding bubbles.

   a. Student Name (Last, First, Middle Initial)

   b. Test Administrator

   c. School

   d. District

   e. Date of Birth (MM/DD/YYYY)

   f. Test ID (found on the Test Booklet cover)

   g. Version (found on the Test Booklet cover)

4. Instruct students to complete the following information on the front cover of the Test Booklet:

   a. Student Name (First and Last)

   b. Location

   c. Today's Date

5. Begin reading the Testing Rules section from the Test Administration Script.

   a. If testing on multiple days, read the Test Administration Instruction Script first each day.

  b. Spanish translations of the WIN Test Directions/Scripts have been translated and can be found online at the WIN Resource Page.

6. Pass out scratch paper (optional) and have student write their name.

7. Distribute calculators (optional, to be used for Work Readiness Math only).

  a. Ensure that the memory has been cleared prior to distribution.

8. Ensure students are seated according to the guidelines stated in Section IV Testing Environment.

9. Individual assessments can be administered on different days or after an extended break, for example before and after lunch. When ready for the next assessment, read the related section of the Test Administration Script.

10. Repeat process for Reading and then for Data (or in whichever order has been determined).

11. When testing is finished for the day, read the After Final Assessment section of the Test Administration Script.

12. Collect all materials. Verify that the information on Student Answer Documents and Test Booklet are complete including listed assessment accommodations, if appropriate. Refer to Appendix J for details.

Test Administration Script

This is a consolidated script for delivery of Paper-Based Testing. The verbiage can be used for all three Work Readiness tests. If something is specific to a test, it will be noted as such. Refer to the District/Building Assessment Coordinator Testing Instructions for more detailed instructions for test administration.

Testing Rules:

[SAY:] This is a secure test. During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the internet. At this time, please turn off and store electronic devices outside of your workspace. Your desk should be clear of everything except a #2 pencil.

[SAY:] You may not communicate with other students during the test, and you may not discuss specific test content after testing. You may not take copies of any test content or answers with you when you leave this room.

[SAY:] I can answer questions about the test directions, but I cannot discuss any test questions or answers with you before, during, or after the test. If you have questions, please raise your hand. Your test booklet must remain closed until further instruction.

Breaks: *Optional – to be used if you schedule a break*

[SAY:] There is one break during the test administration, which is scheduled after the second test. **[Edit based on the break schedule for your school.]**

Materials Check:

[SAY:] Be sure that you have a sharpened #2 pencil. If you do not have a #2 pencil, raise your hand and I will provide one for you. You may NOT use a pen, colored pencil, or marker on this test. I am going to give each of you an answer document, a test booklet, and scratch paper. Your test booklet must remain closed until further instruction.

Distributing and Finalizing Materials:

[SAY:] Look at the test booklet and answer document I have just given you. Please do not open the test booklet until I tell you to do so. Make sure the bar code label on the answer document has your correct information. If you do not have the correct answer document, please raise your hand.

[SAY:] Write your name on the scratch paper. On the front page of the test booklet, write your first and last name, school name, grade, today's date, and my name. *[Recommendation: write your name and the date on the board for the students to reference]*

Test ID and Version:

[It is essential to take the time to document Test ID and Version correctly as will impact scoring of the test.]

[SAY:] On the front cover of your test booklet, locate the test ID and version of your test. Fill in your test ID and version on your answer document. Your version should be **100A, 200B, 300C, 400B, 400C, or 500A.**

Test Administration

[SAY:] The test you are taking today is Work Ready _____. This test will be administered in one testing session. You must complete the entire test at this time. If necessary, you may skip a question and return to it again within this test session. Do your best to answer every question. The test consists of multiple-choice questions. Mark only one answer for each question. You will have 60 minutes to complete the test.

[SAY:] Points are only earned for correct answers, so you should attempt to answer all the questions. If you finish early, you may go back and check your work **in this section only**. Do not turn the page or enter another test section until instructed.

Math Specific

[SAY:] You may use the Formula Sheet provided in your test booklet, a calculator, and scratch paper during the test as needed.

[SAY:] I will now give each of you a calculator. Everything will be collected at the end of this testing session. **[Pause to pass out calculators as necessary]**

Starting the test:

[SAY:] Turn to the first page of the Work Ready _____ test and follow along as I read the example. Do NOT record an answer in the answer document. **[Read the example question and answer choices out loud]**.

[SAY:] Turn to question 1 and begin.

Ending the test: *After 60 minutes*

[SAY:] Stop working and put your pencil down. The Work Ready _____ test is complete. Put your answer document and scratch paper on the page in your test book where you stopped working and close your test booklet.

Math Specific

[SAY:] I will collect school issued calculators at this time.

Optional Break: We will now break for ## minutes. Don't talk in the hallway or discuss the test questions with anyone.

After Final Assessment

[SAY:] The WIN Work Readiness assessments are now complete. Please remain seated. At this time, I will collect your answer documents and test booklets.

[SAY:] Do not discuss any questions or answers from the test. Your scores will be available in a few weeks. Thank you for your cooperation. You may now collect your belongings and quietly exit the testing location.

Appendix E – Example of District Shipment Inventory Form

Paper Based Testing Shipment Inventory Form

District Name:

Building Name:

Attn:

Address:

City, State, Zip

Phone:

Email:

Ship Date:

1. **Received by Testing Facility**: Upon receipt, verify the correct materials have been received. If there is any discrepancy, please contact WIN Learning at support@winlearning.com or 888-717-9461.

2. **Return to WIN Learning**: When testing is complete, return **ALL** materials to WIN Learning including unused at the below address:
   WIN Processing Center
   1000 Waterford Place
   Kingston, TN 37763

3. **Include this form in your return shipment. Retain a copy for your records.**

4. **Insert answers documents in the polybag provided.** If you cannot locate the polybag, that was provided, please use an envelope of similar size. (9x12 or 10x13)

SHIPPED BY WIN LEARNING			RECEIVED BY TESTING FACILITY			RETURN TO WIN LEARNING		
QTY	DESCRIPTION	SERIAL NUMBER RANGE	QTY	INITIALS	DATE	QTY	INITIALS	DATE

Appendix F – Example of School Shipment Inventory Form

Paper Based Testing Shipment Inventory Form

District Name:

Building Name:

Attn:

Address:

City, State, Zip

Phone:

Email:

Ship Date:

1. **Received by Testing Facility**: Upon receipt, verify the correct materials have been received. If there is any discrepancy, please contact WIN Learning at support@winlearning.com or 888-717-9461.

2. **Return to WIN Learning**: When testing is complete, return **ALL** materials to WIN Learning including unused at the below address:
   WIN Processing Center
   1000 Waterford Place
   Kingston, TN 37763

3. **Include this form in your return shipment. Retain a copy for your records.**

4. **Insert answers documents in the polybag provided.** If you cannot locate the polybag, that was provided, please use an envelope of similar size. (9x12 or 10x13)

SHIPPED BY WIN LEARNING			RECEIVED BY TESTING FACILITY			RETURN TO WIN LEARNING		
QTY	DESCRIPTION	SERIAL NUMBER RANGE	QTY	INITIALS	DATE	QTY	INITIALS	DATE

School Note: The first box for each school will contain a School Shipment Inventory Form, Preprinted and Blank Answer documents, Test Booklets, Test Administration Manual(s), Test Material Management Instructions, Oral Administration Guide, Oral Administration Script, All Answer documents Labels and Booklets Labels, FedEx® Poly Bags (for completed answer documents), and return labels. Each additional box will contain only Test Booklets and additional Oral Administration Scripts, as appropriate.

Appendix G – Chain of Custody Form

TEST MATERIAL CHAIN OF CUSTODY FORM

winlearning.com

District Name: _____   **Test Administrator:** _____

School Name: _____   **Phone Number:** _____

School ID: _____   **Email:** _____

1. THIS FORM IS ONLY USED IF TEST MATERIALS ARE TRANSFERRED BETWEEN SCHOOLS BY THE DAC OR BAC.

2. Upon receipt, verify the correct materials have been received. If there is any discrepancy, please have the BAC/DAC contact WIN Learning Support at: Support@winlearning.com or 888-717-9461 option 2.

3. When testing is complete, return ALL materials (including unused materials) to the BAC. Indicate quantity and date the Test Material was received, then print your name and sign. Make a copy of this form for the BAC's records.

BEFORE TEST ADMINISTRATION

	DELIVERED			RECEIVED			
QTY	DESCRIPTION	SERIAL # RANGE	QTY	PRINT NAME	SIGNATURE	DATE	

AFTER TEST ADMINISTRATION

	DELIVERED			RECEIVED			
QTY	DESCRIPTION	SERIAL # RANGE	QTY	PRINT NAME	SIGNATURE	DATE	

Appendix H – Example of Test Booklet Cover

WIN Work Readiness Assessments

Do **NOT** open this test booklet until the instructor says to start.

Please write your name, location, and today's date.

Student Name: _____

Location: _____

Today's Date: _____

Please write in and bubble the Test ID and Version Number on your Answer Sheet.

Test ID: <SERIAL#>   **Version:** 200B

Directions for Answering the Questions

Directions for answering the questions for each test are located at the beginning of each test section. Please read the directions carefully.

Use the #2 pencil provided to completely fill in the bubble next to the correct answer **ON YOUR ANSWER SHEET**. Make solid marks and completely fill in the circles. Be sure to completely erase any answers you change.

When you finish the test section, put your pencil down. Your instructor will provide directions.

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Appendix I – Example of Answer Document

Michigan Department of Education
WIN Work Readiness Assessments
Answer Document

Print Student, Test Administrator, School and District Information:

Student Name: _____

Test Administrator: _____

School: _____

District: _____

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ball point, or felt tip pens.
- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

USE A NO. 2 PENCIL ONLY

INCORRECT ⊘⊗⊖⊙   CORRECT ●

Date of Birth

M M D D Y Y Y Y

Assessment Accommodations

Mark ALL that apply. See Manual for specific definitions.

- ○ Alternate Response
- ○ ASL
- ○ Bilingual Glossary
- ○ Extended Time
- ○ Oral Administration
- ○ Scribe
- ○ Other

ATTENTION: Apply Student Barcode Label Here. A valid barcode label is required in this area to ensure the test is scored.

▶ ALIGN TOP OF BARCODE LABEL HERE ▶

IMPORTANT!
Must be completed to ensure accurate scoring.

Test ID   Version

© 2026 WIN Learning

DO NOT WRITE IN THIS AREA   **SERIAL #**

Appendix J – Test Material Management Instructions

Before Test Administration

- ➢ Test Materials in this package will include:
  - • Test Booklets
  - • Answer Documents
  - • Oral Administration Kits if applicable
  - • Instruction Sheet (this document)
  - • Chain of Custody Form
  - • Shipment Inventory Form
  - • Barcode labels
  - • Return shipping label(s)
  - • Poly Bag(s) for returning Answer Documents
- ➢ Use the Shipment Inventory Form to inventory and confirm material counts provided.
- ➢ Contact WIN Learning's Help Desk at 888-717-9461 Option 2 if you are missing any materials from this order.

During Test Administration

- ➢ Please refer to the Test Administration Manual or the Test Administrator and Monitor Testing Duties document for detailed test administration instructions.
- ➢ Please be sure the following information is carefully filled in on the front cover of the Test Booklet:

  (Students with accommodations may need assistance)
  - • Student Name (First and Last)
  - • Location
  - • Today's Date
- ➢ The Answer Documents are included in your Test Materials. In order to accurately match test scores and student information, ensure that all fields are completely filled in using a #2 pencil.
- ➢ **Students must enter the Test ID and Version from the Test Booklet onto their Answer Document.**
- ➢ Ask students to verify what they have entered matches exactly the Test Booklet cover.
- ➢ Please be sure the following information is carefully handwritten in the Answer Documents:
  - • Student Name (Last, First, Middle Initial)
  - • Test Administrator
  - • School
  - • District
- ➢ Please be sure the following information is completed and correct on the Answer Documents:
  - • Date of Birth (MM/DD/YYYY)
  - • Assessment Accommodations (If applicable)
  - • Test ID (found on the Test Booklet cover)
  - • Version (found on the Test Booklet cover)
- ➢ **Please be sure that a valid barcode label is adhered within the barcode label box.**
- ➢ Students taking large-print and Braille tests may indicate their answers directly on the Test Booklet. Answers should be transcribed to Answer Documents per policies outlined in the Test Administration Manual.
- ➢ Students Not Available for Testing: If an answer document is provided for a student who is no longer enrolled at the school or is not available to take the test, do not destroy the document. Instead, return the unmarked form along with the answer documents of students who have completed the test. Do not write

the student's status over the bubble responses on their answer document.

After Test Administration

All materials must be shipped by May 5, 2026 for return.

➢ Once all Test Materials have been collected, count Test Booklets, Answer Documents, and other administrative materials and verify with the Shipment Inventory Form counts to ensure you have accounted for all materials.

➢ Examine each Answer Document to confirm:

- The Answer Document information is accurate and that all appropriate bubbles are filled in.
- All erasures are complete and there are no stray marks (Note: Faint or poorly marked answers should be darkened so that they can be read during scanning. Do NOT alter nor change student answers.)
- There are no stray marks in Test ID or Version areas, as these marks can cause test documents to be misidentified, mis-scored or rejected.

➢ Check that the identifying information on each student's Answer Document is appropriately filled in with accurate and complete information.

➢ **Do not** staple, fold, or apply adhesive tape to Answer Documents.

➢ **Do not** include scratch paper in shipment. Shred all scratch paper immediately after testing.

➢ **Do not** include non-secure materials in the return shipment: Test Administration Manuals, Test Administrator and Monitor Testing Duties manuals, and Oral Administration Guides, are non-secure material and should not be returned.

➢ Package materials for Shipment.

- Answer Documents used and unused are to be placed in supplied poly bag(s) for shipping.
- Test Booklets and any other secure materials (Oral Admin Scripts, Braille Booklet, Large Print Booklets) should also be returned.
- Place the poly bag(s) with the answer documents in the box on top of the other materials.
- Secure the box and place the return UPS shipping label in the appropriate area on the box.

➢ If packaging is damaged, you may ship in your own packaging to:

WIN Processing Center 1000 Waterford Place Kingston, Tennessee 37763

➢ **All Secure Test Materials: Test Booklets (including Braille), Answer Documents, and Oral Administration Scripts should be shipped back to WIN Learning as soon as testing for the building is completed but no later than two days after test administration. Deadline date is published on page 1 of the Test Administration Manual**

➢ Concerns or questions may be directed to: WIN Learning's Help Desk at: support@winlearning.com or 888-717-9461 Option 2 - Hours of operation 7:00 a.m.-5:00 p.m. EST during the test window, and 8:00am-5:00pm EST outside of the test window.

➢ Please ensure all test materials are securely stored as referenced in the Test Administration Manual.

➢ Exam items, exam content (such as passages, graphics, etc. contained within the exam), and answers choices are confidential and secure testing materials. Confidential testing materials also include all assessment-related information and discussion, whether oral or written. Failure to maintain security severely jeopardizes district and state accountability requirements and the accuracy of student data.

Change Management

Date	Description of Change

WIN Learning
1000 Waterford Place
Kingston, TN 37763

888.717.9461
winlearning.com