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Michigan Educational Assessment Program

MEAP
Assessment Administrator Manual

Grade 3

Fall 2005

MICHIGAN Department of Education

Fall 2005 MEAP Assessment Administration
Important Dates

Materials Due in Districts	**September 19, 2005**
Accommodated Materials	**September 26, 2005**
Assessment Dates	**October 3 – October 21, 2005**
Deadline for Return of all Assessment Materials	**October 28, 2005**
Results due back in Districts	**January 10, 2006**

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ISD 5656

Table of Contents

Fall 2005 Michigan Educational Assessment Program (MEAP) 2
Items of Special Interest; A Note for Grade 3 Teachers and Assessment Administrators; Field Testing; Accommodated Versions of the MEAP Assessments, Grade 3; New Student Registration Forms; Additional Sheets; Arabic, Spanish, and English Videos Available for English Language Learners; English Language Arts Assessment; Mathematics Assessment; New Assessment and Accountability Practices; Packaging and Return of Materials

Contact Information 5
MEAP Assessment Administration 6
Assessment Administrators and Proctors; MEAP Assessment Schedule; Students to Be Assessed; Students with Disabilities; English Language Learners; Foreign Exchange Students; MEAP and MI-Access Assessments for Ungraded Students; Ending an Assessment.

Assessment Administration Materials 11
Receipt of Materials

Additional Materials 12
Assessment Accommodations 13
Audio Versions of Assessments; Video Versions of Assessments; Scribes, Tape Recorders, and Braille Writers; Word Processors; Additional Paper; Rapid Onset of Medical Disability; Purpose of Assessment Accommodation Summary Table; Assessment Accommodation Consequences

Assessment Accommodation Summary Table....18
Assessment Administration Guidelines 22
Assessment Security; Leaving the Room During the Assessment; Monitoring Assessment Administration; Administrative Errors During Assessment; Unethical Practices During Assessment

New Student Registration Forms, Student Labels, and Student Answer Folders 25
New Student Registration Form – Side 2 – Alpha Grid; Ethnicity; School Use Only; Student Answer Folders; Accommodations; Class/Group Number; Assessment Date; Form

Assessment Administrator Directions:Grade 3 English Language Arts (ELA) Assessment 29
Assessment Administrator Directions: Grade 3 Mathematics....35
Assessment Administrator Responsibilities After Testing – Grade 3 40
Directions for MEAP School/Grade Header Sheet 42
Directions for MEAP Class/Group ID Sheet....44
Directions for MEAP Security Compliance Forms....46
Directions for New Student Registration Form 48
Comments Regarding MEAP Assessment Administration 55

Fall 2005 Michigan Educational Assessment Program (MEAP)

The purpose of this MEAP Assessment Administrator Manual for Grade 3 is to provide information specific to the administration of the Fall 2005 MEAP assessments. Each assessment administrator should be provided an assessment administrator manual. A supply was shipped with assessment materials. Additional copies are available on the MEAP website at www.michigan.gov/meap or ordering additional copies online at www.michigan.gov/meap-secure.

A separate MEAP District Coordinator Handbook and Building Coordinator Handbook are available on the MEAP website at www.michigan.gov/meap. These two handbooks are comprehensive guides for district and school MEAP coordinators.

ITEMS OF SPECIAL INTEREST

A Note for Grade 3 Teachers and Assessment Administrators

Fall 2005 is the first time that Michigan third grade students will be assessed using the Michigan Educational Assessment Program (MEAP). Third graders are required under the federal No Child Left Behind Act of 2001 to be assessed in the content areas of math and English language arts.

There are many educators who have expressed concern about the assessment of these younger students and, indeed, the Office of Educational Assessment and Accountability has taken care to provide an assessment that is appropriate for these young students.

The questions written for the grade 3 assessment were developed with assistance and review of groups of experienced Michigan classroom teachers, including third grade teachers and subject area specialists. These individuals spend many hours reviewing questions and answer choices during meetings of primarily two groups: the Content Advisory Committee and the Bias Review Committee. Their input has been carefully considered during and following the many meetings convened to develop the grade 3 assessments.

In addition, questions used on the grade 3 assessments were piloted last year in stand alone field tests involving at least 3,000 students. Comments from third grade teachers who administered the assessments, as well as statistics gathered for each question, were reviewed before items were selected for use on the assessment. In short, items were developed, reviewed, pilot tested and edited several times. Only those meeting high standards appropriate to third graders were selected for these assessments.

This year, instead of using stand alone field tests, there are a number of pilot items imbedded in the assessments. While these items will not count towards student scores, they will provide the MEAP office a wealth of information that will aid in the development and selection of future questions and assessments. Imbedded field test items are not identified in the assessment, and are indistinguishable from the scored operational items. Teachers administering these assessments can confidently encourage students to do their best on all items knowing that some items are field test items and may never survive the final review with real student data from the field testing.

As a final consideration, the grade 3 assessments use a combined assessment booklet and answer document. It is referred to as the Answer Folder. Students will record their answers in the booklet as opposed to having to juggle a separate answer document.

Please feel free to comment on your experience with the assessment this year by contacting the MEAP offices. Contact information is located on page 5. Your comments are important to us and will be considered during development of future assessments.

Field Testing

Because the MEAP office plans to release all items relating to the core Grade Level Content Expectations (GLCEs) each year, it is necessary to conduct field testing of new assessment items. All MEAP assessments will consist of

operational and field test items. Field test items will be scored, but will not be used for determining student scores or for reporting. Students should not be able to distinguish the field test items, since they will be mixed in with the operational items.

Accommodated Versions of the MEAP Assessments, Grade 3

Fall 2005 MEAP assessments use multiple forms for field test purposes. All accommodated versions of these assessments (Braille, enlarged-print, audio, and video) will be reproduced from a form 1 assessment booklet. Each student taking an accommodated version of an assessment must also have a printed form 1 assessment booklet to use while taking the assessment, unless there is a total loss of vision. Accommodated versions of the assessments will be shipped with a form 1 assessment booklet.

It is the policy of the U.S. Department of Education that if a student uses a nonstandard assessment accommodation, the student's score will NOT count as assessed when calculating the No Child Left Behind (NCLB) participation rates.

It is suggested that districts check to see how many Individualized Education Plans (IEPs) indicate that a student is to use a nonstandard assessment accommodation and review its use. The consequence of not counting as being assessed was not one that IEP Teams had to consider previously when the decision was made. Previously, the student counted as assessed, but the score would count as not proficient when calculating Adequate Yearly Progress (AYP).

All students are to be assessed. A school cannot make AYP if it does not have a minimum 95% participation rate for the entire school and for each subgroup.

New Student Registration Forms

Schools are strongly encouraged to register new students through the MEAP secure website (www.michigan.gov/meap-secure) to produce a label to affix to each completed answer folder.

In the event labels or pre-ID answer folders are not possible, complete and accurate information on the New Student Registration Form (NSRF) is critical. Please carefully review directions for NSRF completion beginning on page 48.

Additional Sheets

Students are provided ample space within all answer folders for extended written responses. **No additional sheets may be used with any of the MEAP assessments unless prescribed by an IEP.**

Arabic, Spanish, and English Videos Available for English Language Learners

State-produced videos are available as an accommodation for English language learners who are at the basic or lower intermediate English language proficiency levels and who are dominant in a language other than English. In Fall 2005, videos for MEAP content areas of mathematics, science and social studies are available in Spanish, Arabic, and English.

The Spanish and Arabic versions are appropriate for use with an ELL whose dominant language is Arabic or Spanish and is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting. If the ELL program uses an English-as-a-second language (ESL) approach, using the video translation of the MEAP assessment in English is appropriate.

There are no video translations for the reading portions of the ELA assessments as they would change the construct of what is being measured from reading to listening, making it a nonstandard accommodation for reading. Students receiving nonstandard assessment accommodations are NOT counted as being assessed for the calculation of No Child Left Behind assessment participation rates, and are counted as not proficient when calculating Adequate Yearly Progress (AYP).

English Language Arts Assessment

The integrated English language arts (ELA) assessment includes writing and reading, as well as the optional listening portion. Districts have the option of administering the listening portion. Listening assessment materials will be provided only to districts who ordered them last spring.

Students must have an answer folder that corresponds to the form of the ELA assessment they are taking. There is a separate ELA answer folder for assessment booklet forms 1-8, forms 9-10, forms 11-16, and forms 17-20.

Students taking the English language arts assessment **are no longer required to take the assessment in the order presented in this manual.** The MEAP Office recommends that each part of this assessment be administered in a separate session.

Mathematics Assessment

For the Fall 2005 Grade 3 mathematics assessments, calculators are **NOT** permitted in Part 1. Calculators, including graphing calculators, are permitted, though not required, on designated parts of the MEAP mathematics assessments. Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices, or that can communicate wirelessly with other calculators, are not permitted. Students may not share calculators.

Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cords removed.

It is important that students are made aware of the calculator rules prior to taking the assessments. Doing so will allow them to bring an acceptable calculator if they so desire.

New Assessment and Accountability Practices

On August 10, 2005, the State Board of Education approved an updated version of the Office of Educational Assessment and Accountability (OEAA) *Professional Assessment and Accountability Practices for Educators.* This document establishes the "ground rules" for how each assessment is to be administered and is available at the OEAA website (www.michigan.gov/oeaa). It is recommended that the document be downloaded from the website and read in its entirety prior to the assessment window as it contains specific information for individuals based on assessment responsibilities.

Packaging and Return of Materials

Assessment materials come shrink-wrapped in numbered sets. Answer folders with preprinted student bar codes are sorted according to school option, either alphabetically or by class/group number within school, grade, and subject. Additional blank answer folders and assessment materials are included for new students.

Districts are encouraged to complete and return assessment materials as early as possible during the assessment window. The contractor can then begin to scan and score student responses immediately. Please complete make-up assessments during the assessment window. **MEAP assessment booklets may no longer be copied or retained in schools. They must be kept in locked storage both before and after the assessments. They must be returned to MEAP Scoring Services as directed.**

All assessment materials (including Braille, enlarged-print, audio and video versions) should be returned in **one shipment.** Accommodated materials will be received a week later than the regular assessment materials. The deadline for returning all assessment materials is indicated on the inside front cover.

Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and assessment administrators should read this manual in its entirety before staff are trained and the assessments begin. To promote the most effective flow of information, district MEAP coordinators are to be the primary contact for all district communications. If district MEAP coordinators have questions after reviewing this manual, they should contact one of the following:

- **MEAP Office**—for information about MEAP assessment administration procedures, content, scheduling, information about students with disabilities and appropriate assessments or accommodations, and information about the English Language Learner (ELL) program
  Phone: 1-877-560-8378
  Fax: 517-335-1186
  website: www.michigan.gov/meap
  E-mail: MEAP@michigan.gov
- **MEAP Scoring Services**—for information about ordering, receiving, packaging, or returning assessment materials
  Phone: 800-204-4109
  Fax: 319-358-4293
  E-mail: meap@pearson.com
- **Michigan Merit Award Program**—for information about eligibility requirements, awardee and nonawardee reports, and student Merit Award records
  Phone: 888-4GRANTS (888-447-2687)
  Fax: 517-241-4638
  website: www.michigan.gov/meritaward

MEAP Assessment Administration

Valid and reliable MEAP assessments require that assessments are first constructed in alignment with Michigan Content Standards and then scored according to sound measurement principles. Sound assessment practices require that schools administer all assessments in a consistent manner across the state so that all students have a fair and equitable opportunity for a score that accurately reflects their achievement in each subject.

The schools play a key role in administering the MEAP assessments in a manner consistent with established procedures, monitoring the fair administration of the assessment, and working with the MEAP Office to address deviations from established assessment administration procedures. District and school faculty members play a key role in the fair and equitable administration of successful MEAP assessments. Please review the assessment procedures in this manual, follow the established assessment administration procedures carefully, and notify the MEAP Office if a problem arises.

Assessment Administrators and Proctors

The MEAP assessments were designed to be administered, when possible, by the students' own teachers for the subject area being assessed. Depending on the number of students in each room, proctors may also be assigned to assist the assessment administrator. Assessment administrators and proctors are responsible for

- reading and becoming familiar with MEAP assessment administration procedures for the specific assessment cycle (i.e., fall or spring) prior to the assessments.
- reading directions ***exactly as they appear*** in this manual to students, and answering questions about assessment directions.
- verifying that no unauthorized materials or equipment are being used during the assessments.
- moving throughout the room and ensuring that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer folders.
- reporting instances of deviations in assessment administration or irregular student behavior to the building MEAP coordinator for early and fair resolution of any concerns.
- reviewing student information on answer folders and the New Student Registration Form (if used) for accuracy.

It is very important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors ***may not give help of any kind*** to students during the assessments. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions.

MEAP Assessment Schedule

The MEAP Fall 2005 Grade 3 assessment cycle is from October 3 – October 21, 2005. Materials will be shipped to school districts approximately two weeks before the first day of the assessment administration.

All Fall MEAP assessments are ***untimed*** and student-paced. Arrangements ***must*** be made to allow additional time during the same continuous session for students who require more time to complete these assessments.

The following are approximate times that we believe will give most of your students ample time to complete the material.

Content Area	Grade(s)	Section/Part	Suggested Time (minutes)	Special Considerations
English Language Arts	3 thru 8	1 A	40	Can be done in two sessions within 1 – 2 days
		1 B	25	
		2	30	
		3	30 – 50	Varies according to form used
		4 A	50	A and B are independent of each other
		4 B	30	
English Language Arts – Listening	4 & 7	5	35	***Optional*** Listening Assessment
Mathematics	3 thru 8	1	30	Non-calculator
		2	50	Calculators allowed
		3	50	
		4	50	
Science	5 & 8	1	50	
		2	50	
Social Studies	6 & 9	1	50	
		2	50	

IMPORTANT: Suggested times do not include the time necessary:

(1) For non-pre-ID'd students to fill out New Student Registration Forms (10 minutes, if needed).
(2) To distribute assessment materials to students (dependent upon the number of students in the group to be assessed).
(3) To read the assessment directions to students at the beginning of each section or part (approximately 5 to 10 minutes).

All assessments must be completed during the assessment cycle and all materials must be returned by the appropriate deadline. *(See inside front cover.)*

Assessment booklets (including Braille, enlarged-print, audio, and video versions) are secure materials that must be carefully monitored. These materials must be kept in ***locked*** storage while in schools. All materials must be returned after the assessments. **MEAP assessment booklets and student answer folders are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after assessments. No person, other than students to be assessed, shall be allowed to review or take the assessment.**

Students to Be Assessed

Michigan has made the commitment that all students must be assessed as required by state policy and federal law. All students who are enrolled in grades 3 through 9 must be given the opportunity to take all of the MEAP assessments administered in their grades. Students who are repeating a grade and who took MEAP assessments the previous year are to be assessed again.

Students with Disabilities

The IEP Team is to determine how students with disabilities are assessed in each of the core content areas. According to federal law, the Individualized Education Plan (IEP) specifies whether or not a student with disabilities participates in each of the MEAP assessments or in an alternate assessment.

Keep in mind that accommodations may ONLY be used if (1) the student's IEP indicates that they are appropriate for the student, AND (2) they reflect what the student routinely uses or how he or she routinely responds during instruction.

The MEAP assessment window allows adequate time for schools to administer assessments and to provide opportunities for make-up assessments. Some students may require appropriate and reasonable accommodation where such accommodations are necessary to measure achievement relative to State content standards. See accommodations, pp. 13 – 21.

English Language Learners

English language learners (ELL), also known as Limited English Proficient (LEP) students, are to participate in the State assessment programs. English language learners may be given assessment accommodations that are customarily used during normal classroom activities and assessment.

Further information regarding ELL assessment accommodations is provided on pages 13 – 21.

The United States Department of Education allows flexibility for "recently arrived students with limited English proficiency". A recently arrived student is a student with limited English proficiency who has attended school in the United States (not including Puerto Rico) for less than ten months. For the Fall 2005 MEAP and MI-Access, this applies to English language learners who have entered a U.S. public school fewer than 10 learning months prior to the time of administering the assessment.

The flexibility specifies that a school or district has the option of not administering the English language arts portion of the state assessment (MEAP or MI-Access) to a recently arrived student provided that an English Language Proficiency (ELP) assessment has been given to the student. In this case, ELP participation counts toward the 95% participation rate requirement for Adequate Yearly Progress (AYP). The student must take the mathematics assessment: The score will not count for AYP. The science and the social studies portions of the state assessment are to be administered.

A form has been designed to capture all of the student information that is required to grant this flexibility for recently arrived ELL students. It is provided as a link to the Office of Educational Assessment and Accountability site with Michigan Department of Education.

Please note: A recently arrived student maybe exempted from one administration of the State's English language arts assessment.

Foreign Exchange Students

Foreign exchange students' scores on the state assessments will be included in the calculation of the participation rate for AYP if the districts include them in the state school aid membership count in a grade level where the state assessments are administered (for example in grade 11).

Some foreign exchange students may be classified as English language learners. This classification requires that an English Language Proficiency assessment be administered to the student. If the student is determined to be an ELL, and it is the first school year [adjust as necessary] that the student is enrolled in a U.S. public school, the student may be excused from the English language arts assessment. The ELP assessment will be substituted for the English language arts assessment when calculating the 95% participation rate for AYP.

The U.S. Department of Education requires that ELL students take the mathematics assessment. The mathematics scores may be excluded from the AYP proficiency calculation if the student had been enrolled in the school for less than a full academic year prior to taking the assessments.

Participation rates are not calculated for the science or the social studies assessments. There is no federal requirement that foreign exchange students participate in these assessments.

Ending an Assessment Session

All sections of these assessments are untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of an assessment. End an assessment session as soon as all students are finished. If only a few students need more time to finish than the rest of the class, an assessment administrator may collect all assessment materials and take those students to another room to immediately finish the assessment.

Collect all materials from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all materials have been returned.

Assessment booklets are secure materials that must be carefully monitored. They must be kept in ***locked*** storage while in schools.

If there is another section of the assessment to administer, return to the directions for that assessment when ready to begin the next section. If all sections of the assessment have been administered, follow the instructions on the next page.

MEAP and MI-Access Assessments for Ungraded Students

Michigan State Board of Education policy, the No Child Left Behind Act of 2001, and the Individuals with Disabilities Education Act require that state-level assessments be administered to ALL students in required content areas. District policy determines grade assignments for students. However, when the district identifies a student as ungraded in the Single Student Record Database (such as some programs for students with disabilities and alternative education programs), the state will assign students to a specific grade based on the following table.

Student Age* in Ungraded Programs	Grade Assignment	Required Content Areas to be Assessed in Academic year 2005–2006 (MEAP and MI-Access)
9	3rd	-English Language Arts -Mathematics
10	4th	-English Language Arts -Mathematics
11	5th	-English Language Arts -Mathematics -Science**
12	6th	-English Language Arts -Mathematics -Social Studies**
13	7th	-English Language Arts -Mathematics
14	8th	-English Language Arts -Mathematics -Science**
15	9th	-Social Studies**
16	10th	
17	11th	-English Language Arts -Mathematics -Science** -Social Studies**
18	12th	

* Students must be these ages on or before December 1 of the school year in which the assessment is administered.

** For students with an IEP requiring an alternate assessment, the IEP Team will determine how the student is assessed in these content areas until the state develops MI-Access assessments in these content areas.

Assessment Administration Materials

Receipt of Materials

Fall 2005 MEAP assessment materials for Grade 3 will be delivered approximately two weeks before the assessment cycle begins. A packing list will be provided and shipments will include the following:

MEAP Assessment Administrator Manuals—One manual is supplied for each district and building MEAP coordinator and each assessment administrator. This manual is available online at www.michigan.gov/meap.

MEAP District and Building Coordinator Handbooks—The MEAP District Coordinator handbook and the MEAP School Coordinator handbook are comprehensive guides that cover the responsibilities of the district MEAP coordinator and also contain specific instructions regarding online registration. The handbooks are available online at www.michigan.gov/meap.

Assessment Booklets—There is a separate assessment booklet/answer folder for each subject. One assessment booklet/answer folder per student is supplied for each subject. For fall assessments, assessment booklets/answer folders will be preprinted. Schools may register new students online and produce a preprinted label or use the New Student Registration Form (see sample on page 48). Assessment booklets/answer folders are secure materials that must be carefully monitored and kept in ***locked*** storage while in schools. **All assessment booklets/answer folders (including Braille, enlarged-print, audio, and versions) must be returned to MEAP Scoring Services. No copies shall be made of any assessment booklet or portion thereof. No person, other than students to be assessed, shall be allowed to review or take the assessment. Answers shall not be transcribed or recorded on any other document.**

New Student Registration Forms—These forms should be used as directed by the district MEAP coordinator for those students without a preprinted label or answer folder.

Mathematics Overlay—One is supplied for each student taking the mathematics assessment.

MEAP School/Grade Header Sheets—One of these forms should be completed by the assessment administrator for each grade/subject assessed.

Class/Group ID Sheet—One of these should be completed for every teacher or building coordinator.

MEAP Security Compliance Forms—This form should be read and signed by all MEAP coordinators, administrators and proctors.

Orange "Special Handling" Envelopes—This should be used for the return of word processed or other documents needing special handling.

Return Materials Packet—This contains labels, and instructions on returning the MEAP materials.

Immediately upon arrival of assessment materials, district or building MEAP coordinators should verify that sufficient quantities have been received. Any shortages of MEAP assessment materials should be reported to the district MEAP coordinator as soon as possible. The district MEAP coordinator is responsible for submitting additional orders. Assessment administrators should not open sealed assessment booklet packages until the first day of the assessment for a subject.

Additional Materials

Additional materials may be ordered online at www.michigan.gov/meap-secure. If you experience difficulties with the online ordering system, please contact MEAP Scoring Services at 1-800-204-4109

Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. For some students, accommodations that are customarily used during routine classroom activities may be considered to be used during the administration of the MEAP assessments. The Office of Educational Assessment and Accountability (OEAA) provides an Assessment Accommodation Summary Table on pages 18 through 21. It identifies standard and nonstandard accommodations for the MEAP assessments for students with disabilities, Section 504 students, and/or for students with limited English proficiency (also referred to as English language learners, or ELL). The table has been approved by the State Board of Education. It was developed in consultation with districts, schools, and Michigan practitioners in the education of these students.

In general, the determination for the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, documentation must be documented in the student's Individualized Education Program (IEP). The documentation must be specific for each content area administered. For general education students who have a Section 504 Plan, the accommodations must be documented in the student's plan.

English language learners (ELL) may be given accommodations for MEAP assessments if the accommodations are customarily used during normal classroom activities and assessment. Decisions regarding appropriate accommodations for ELL may be determined in a number of ways. Districts with large populations of ELL may assign this responsibility to a coordinator or specialist at the administrative level who consults with the classroom teacher. In districts with small populations of ELL, the decision may be the responsibility of the classroom teacher and the district MEAP coordinator. The U.S. Department of Education allows flexibility for recently arrived students with limited English proficiency. See page 8 for additional information.

During Fall 2005, all MEAP assessments will have more than one form administered in order to maximize the number of embedded pilot items administered across the state. All accommodated versions of these assessments produced by the State (Braille, enlarged print, audio, and video) will be produced using Form Number 1 for each content area. Unless there is a total loss of vision, each student using an audio version of an assessment must also have a regular print copy of a Form 1 assessment booklet to use with the audio version. Accommodated versions of the assessments will be shipped with a Form 1 assessment booklet for the content area being assessed.

NOTE: Standard assessment accommodations do not change the construct that the assessment is measuring and do provide a valid score. Nonstandard accommodations change the construct that the assessment is measuring, rendering scores that are not valid. Use of nonstandard accommodations may also adversely affect a student's eligibility to earn a Michigan Merit Award scholarship. In addition, students who use nonstandard assessment accommodations will NOT count as being assessed for the calculation of the No Child Left Behind participation rates for both the school and district.

A school cannot make Adequate Yearly Progress (AYP) if it does not have a minimum participation rate of 95% for the entire school and each subgroup. Therefore, for students with disabilities, it is highly recommended that districts check to see how many IEPs indicate that a student is to use a nonstandard assessment accommodation. In light of the significant consequence of using nonstandard assessment accommodations, the IEP Team may find it prudent to review the use of nonstandard accommodations. Remember, this is an IEP Team decision! If there needs to be a change in what is stated in the IEP, the IEP can be amended using the Individualized Addendum Manual Insertion (February 2005). These documents can be found at www.mi.gov/ose-eis in the Administrative Forms, Guidelines & Procedures section.

All questions related to assessment accommodations for students with disabilities and Section 504 students should be directed to Peggy Dutcher, coordinator of Assessment for Students with Disabilities (email: **dutcherp@michigan.gov**, or phone 517-241-4416).

All questions related to assessment accommodations for English language learners, also referred to as Limited English Proficient, should be directed to Marilyn Roberts, director of the Office of Educational Assessment and Accountability (email: **robertsm@michigan.gov**, or phone 517-335-0567).

All questions related to the Michigan Merit Award scholarship should be directed to the Michigan Department of Treasury (toll-free 888-447-2687).

Audio Versions of Assessments

Only students whose IEP or Section 504 Plan specifies that the student routinely use audio accommodations may use the audio versions (compact discs or audiotapes) of the mathematics, science, and social studies MEAP assessments. Please note that there is no audio version of the writing sections of the English language arts (ELA) assessment because the directions and writing prompts are read aloud to all students. There is no audio version for the reading portion of the ELA assessments as it will change the construct being measured from reading to listening, making it a nonstandard accommodation.

- To order audio versions of the assessments, the District MEAP Coordinator should order online at www.michigan.gov/meap-secure.

The following instructions are to be used when administering audio versions of the assessments:

1. The assessments *must be administered to each student individually,* using equipment with a headset and counter if available or in a setting where the audio will not disturb other students.
2. Unless the student has a total loss of vision or needs the enlarged print version, students using the audio versions must have a printed copy of a Form 1 assessment booklet while they are taking the assessment. Make sure students indicate the form number on their answer folders as noted in the assessment directions. Also, make sure students indicate Form 1 on their answer folders as noted in the assessment directions.
3. Students should be able to use the equipment independently since this accommodation is used routinely in the classroom. Students may be assisted in playing the audio version, but may *not* be given any help with answering any assessment item.
4. Students who use the audio versions must use standard Fall 2005 answer folders, but may be given one of the following options:
   - Gridding their own answer folders
   - Marking answers in their assessment booklets and having a school staff member transcribe the answers into the answer folders
   - Indicating their responses to a certified school staff member who will then grid the answer folders
   - Braille their responses and have a certified school staff member transcribe the answers into the answer folders
5. The assessment administrator must read the directions from this *MEAP Assessment Administrator Manual* to the student exactly as written. Assessment directions are also included at the beginning of each audio version, but should be presented by the assessment administrator first so any questions the student has can be addressed.
6. Students should set their audio equipment counters to “0” at the start of each assessment and should be encouraged to write the counter number in their assessment booklet whenever there is a question they wish to reconsider later in the assessment session.

7. The CD Audio Assessment contains item-by-item CD tracking. Any instructions or assessment item scenario information is included on the track for the subsequent item. For example, Track 1 contains all assessment information leading up to and including item 1. Track 2 contains item 2, Track 3 contains item 3, and so on.
8. Answer folders for students who used the audio versions of the assessments must be packaged and returned with the other answer folders.
9. Audio versions of the assessments are **secure materials** that must be returned at the end of the assessment window. **No copies of these materials may be made, downloaded or retained.**

Video Versions of Assessments

Only English language learners (ELL) for whom it has been determined are at the basic or lower intermediate proficiency levels are eligible to use video versions of MEAP assessments. Until the English Language Proficiency assessment is implemented statewide, schools and districts are encouraged to continue using their current local processes and assessments to determine a student's level of English proficiency. In Fall 2005, videos are available in Spanish, Arabic, and English. Please note that there is no video version for the writing portions of the English language arts (ELA) assessment, as the directions and writing prompts are read aloud to all students. There is no video version for the reading portions of the ELA assessments as it will change the construct of what is being measured from reading to listening, making it a nonstandard accommodation.

- Spanish and Arabic video accommodations are an option for use with an English language learner who
  - ✓ is at the basic or lower intermediate English language proficiency levels, and
  - ✓ whose dominant language is Arabic or Spanish, and
  - ✓ is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting.
- English video accommodations that are read in English are an option for use with an English language learner who:
  - ✓ is at the basic or lower intermediate English language proficiency levels, and
  - ✓ is dominant in a language other than English.

When administering video versions of the assessments:

1. The assessments are to be administered to students, either individually or in small groups, in a setting where the video will not disturb other students.
2. Students using the video version must have a printed copy of a Form 1 assessment booklet while they are taking the assessment. Make sure students indicate the form number on their answer folders as noted in the assessment directions. NOTE: Make sure students indicate Form 1 on their answer folders as noted in the assessment directions.
3. Assessment directions are included at the beginning of each video version and the student will be shown how to mark bubbles on the separate answer folder. The instructor will need to make sure that the student has marked the appropriate video accommodation bubble on the student answer folder.
4. Each assessment question is marked on the DVD or videotape. This assists in rewinding to the appropriate place, if needed, during the assessment administration. If using a videotape, make sure it has been totally rewound prior to administering the assessment to a new student or group.

Videos are an optional accommodation. The district MEAP coordinator may order materials online at www.michigan.gov/meap-secure. When ordering, provide total numbers of student assessment materials needed by grade level, content area, and language (Spanish, Arabic, or English). Please note: This oral accommodation is provided for Form 1. All assessment booklets and answer documents are printed in English. Each school will receive one DVD or videotape per 20 students to be assessed.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. Students using one of these accommodations are to include specific instructions about punctuation, spelling, indentation, etc., for the writing assessment. Also, the use of a Braillewriter is permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a member of the school staff must transcribe the student's response into an answer folder. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response. For students using the Braille version, it is important to grid the "Spec. Ed. – Braille" bubble on their answer folder(s). Use of the "Other" bubble on the student answer folder(s) to indicate the student used a tape recorder or scribe as an accommodation.

Word Processors

The use of word processors is *only* permitted for students with disabilities who need that accommodation as defined in their IEP, or for general education students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability. Because the English language arts assessment assesses use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Other" bubble on the student answer folder(s) to indicate the student used a word processor as a standard assessment accommodation. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the nonstandard assessment accommodation bubble must be gridded.

Word-processed answers do not need to be transcribed into an answer folder by school staff. Each word-processed page must be printed and identified with student and assessment identification information (student name and birth date; student's state Unique Identification Code (UIC); school and district codes and names; assessment window, grade, and subject), and inserted into an answer folder that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer folder.

All answer folders containing a word-processed insert must be shipped in an orange envelope marked "SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS" This envelope is provided to the district MEAP coordinators with their Return of Materials Kit. This envelope is to be placed on the top of the first of the school's answer folders.

Additional Paper

Additional paper may be used as an assessment accommodation if a student needs additional space to write the equivalent of the space provided in the student answer document and it will not fit in the student's answer folder due to large handwriting. Each additional piece of paper must be identified with student and assessment identification information:

1. student name
2. birth date
3. the student's Unique Identification Code (UIC)
4. school and district codes and names
5. assessment window
6. grade, and content area

The word processing document should be inserted into the student's answer folder that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer folder.

All answer folders containing additional papers must be shipped in an orange envelope marked "SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS." This envelope is provided to the district MEAP coordinators with their Return of Materials Kit. This envelope is to be placed on the top of the first of the school's answer folders.

Rapid Onset of Medical Disability

Prior to the MEAP assessments, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example,

- A few days prior to assessment, a student broke his/her arm. The student may need an assessment accommodation, either a word-processor or a scribe.
- A student has recently undergone surgery and is homebound or still in the hospital. The student may need to take the assessment at home or in the hospital with appropriate supervision of a school district professional.

In the case of rapid onset of a medical disability, MEAP asks the school's principal or guidance counselor to document, for the student's file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and should be filled in appropriately on the student answer folder.

Purpose of Assessment Accommodation Summary Table

The State Board of Education, at its June 2005 meeting, approved standard and nonstandard assessment accommodations for both the Michigan Educational Assessment Program (MEAP) and MI-Access (Michigan's Alternate Assessment Program). The following provides a summary for Michigan educators, parents, and parties who are interested in the standard (S) and nonstandard (ns) accommodations for the MEAP for students eligible for special education, Section 504 students, and English language learners. The summary table of assessment accommodations is to be used by educators as a reference to determine if an assessment accommodation that has been determined appropriate for the student is a standard or nonstandard accommodation for the MEAP. It is *not* to be used as a checklist for determining *what* assessment accommodations should be used for a student.

Assessment Accommodation Consequences

It is important to know whether an assessment accommodation is standard or nonstandard since it can affect whether a school or district meets the No Child Left Behind Adequate Yearly Progress (AYP). At the school, district, and subgroup (ethnicity, economically disadvantaged, English language learners, and Students with Disabilities) levels, a minimum of 95% of the students enrolled in each of the grades being assessed must first participate in the state's English language arts and mathematics assessments in order to make AYP.

A standard assessment accommodation is one that does not change what the specific assessment is measuring. The score received by a student using a standard assessment accommodation would count when calculating NCLB participation rates. A nonstandard assessment accommodation does change what the assessment is measuring and results in an invalid score. For example, the MEAP reading assessment is intended to measure how well a student can read through decoding. Therefore, if the reading passages and items are read to a student it becomes a listening assessment and not a reading assessment. Another example is the use of a calculator on any portion of the MEAP mathematics assessments where calculators are not permitted. If a calculator is used on those portions of the assessment, it becomes a nonstandard assessment accommodation because it changes what the mathematics assessment is measuring. As a result, a student using a nonstandard assessment accommodation will not count as being assessed when calculating NCLB participation rates.

Use of a nonstandard assessment accommodation may also adversely affect a student's eligibility to earn a Michigan Merit Award. All questions related to the Michigan Merit Award should be directed to the Michigan Department of Treasury (toll-free 888-447-2687).

Assessment Accommodation Summary Table

Assessment accommodations not listed below are considered nonstandard.

Term	*Explanation*
504	General education students who have Section 504 plans under the 1974 Americans with Disabilities Act (ADA)
ELL	English Language Learners
IEP	Individualized Education Program (special education student)
MEAP	Michigan Educational Assessment Program
NA	Not applicable
NS	Nonstandard assessment accommodation
S	Standard assessment accommodation

Assessment Accommodation	MEAP		
	IEP	504	ELL
Timing/Scheduling			
1. Extended assessment time within reason (approximately 1 1/2 times the estimated assessment time)	S	S	S
2. Frequent or appropriate supervised breaks	S	S	S
3. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S
4. Clock or method of informing students of remaining time	S	S	S
Setting			
5. Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S
6. Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S
7. Administration of the assessment in a special education setting	S	S	NA
8. Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional.	S	S	NA
9. Administration of assessment in a distraction free space or alternate location (e.g., separate room, or location within the room) with appropriate supervision	S	S	NA
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional.	S	S	NA
11. Administration of the assessment in a small group	S	S	S
12. Administration of the assessment individually	S	S	NA
13. Tools to assist with concentration	S	S	NA
14. Qualified person familiar to the student administers the assessment	S	S	S
15. Appropriate seating, special lighting, or furniture	S	S	NA
16. Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	S	S	S
17. Background music or noise buffers	S	S	NA

Presentation			
18. Use of bilingual word-for-word non-electronic translation glossary for English language learners	S	S	S
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS
21. Use of screen reader for English language arts reading assessment	NS	NS	NS
22. Use of an abacus	S	S	NA
23. Use of arithmetic tables	NS	NS	NS
24. Use of actual coins and bills	S	S	NA
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	S	S	NA
26. Use of state-produced video or audio version of assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP ELA or MI-Access ELA Expressing Ideas assessment.	S	S	S
27. Use of state-produced video or audio version of the assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment.	NS	NS	NS
28. Use of state-produced video or audio version, for English language learners, of the mathematics, science, or social studies assessments read in Arabic or Spanish for a student whose dominant language is Arabic or Spanish and who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student's native languages in the school setting.	S	S	S
29. Reading all directions to the student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student's native language in the school setting.	S	S	S
30. Provision for student restatement of directions in the student's own words	S	S	S
31. Students asking for clarification of directions	S	S	S
32. Directions provided using sign language	S	S	NA

33.	Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S
34.	Administration of the assessment by person familiar to the student	S	S	S
35.	Any assessment administration not directly supervised by a school district professional	NS	NS	NS
36.	Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NS	NS	NS
37.	Administer assessment sections in any order for English language arts, science, and social studies	S	S	S
38.	Administer assessment sections in any order for Mathematics	S	S	S
39.	Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S
40.	Emphasis on key words in directions	S	S	NA
41.	Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA
42.	Reading aloud the MEAP reading components of the ELA assessment or the MI-Access accessing print assessment to the student	NS	NS	NS
43.	Reading aloud the MEAP mathematics, science and social studies assessments or the MI-Access mathematics assessment	S	S	S
44.	Reading of mathematics, social studies, and science assessment content and questions to a student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting.	S	S	S
45.	Sign the mathematics, science and social studies assessments	S	S	NA
46.	Sign the English language arts assessments	NS	NS	NA
47.	Use of a page turner	S	S	NA
48.	Placement of teacher/proctor near student	S	S	NA
49.	Use of rulers as provided by the State	S	S	S
50.	Use of adapted rulers, protractors, Braille and large print rulers and protractors.	S	S	NA
51.	Use of list of formulae as provided by the state	S	S	S
52.	Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment	NS	NS	NA
53.	Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	S	S	S
54.	Use of a calculator on the science and social studies assessments	S	S	S
55.	Use of magnification devices	S	S	NA
56.	Use of auditory amplification devices or special sound systems	S	S	NA

57.	Use of closed circuit television	S	S	NA
58.	Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides.	S	S	S
59.	Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	S	NA
60.	State produced Braille and enlarged print versions of assessment	S	S	NA
61.	State produced audio versions of the assessments	S	S	S
	Response			
62.	Responding in the student's native language to the constructed response items on assessments.	NS	NS	NS
63.	Oral responses	S	S	NA
64.	Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for ELA assessments	S	S	NA
65.	Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	S	S	S
66.	Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessments.	S	S	NA
67.	Respond in sign language for English language arts	NS	NS	NS
68.	Respond in sign language for mathematics, science and social studies assessments	S	S	S
69.	Use of augmentative communication devices	S	S	NA
70.	Use of computer or word processor with spell check, thesaurus, and grammar check disabled for ELA assessment.	S	S	NA
71.	Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science and Social Studies.	S	S	NA
72.	Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S
73.	Use of Braillewriter	S	S	NA
74.	Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA
75.	Adapted paper, lined or grid paper for recording answers	S	S	NA
76.	Use of computers with alternative access for an alternative response mode	S	S	NA
77.	Use of speech to text word processor for responses for English language arts	NS	NS	NA
78.	Use of speech to text word processing for mathematics, science and social studies	S	S	NA
79.	Use of alternative writing position	S	S	NA
80.	Use of special adaptive writing tools such as pencil grip or larger pencil.	S	S	NA
81.	Write directly in assessment booklet	S	S	S

Assessment Administration Guidelines

The purpose of the MEAP assessments is to accurately measure student achievement in English language arts, mathematics, science, and social studies. To accomplish this purpose, school personnel administering the assessments play a crucial role. Assessment administrators can minimize problems that interfere with assessing students by addressing the following guidelines:

- maintain the security of all assessment materials before, during, and after the assessment, and between assessment sessions;
- administer the assessments in a manner consistent with established assessment procedures;
- establish assessment conditions that prevent opportunities for students to engage in irregular behaviors (intentional or unintentional);
- review student information completed on answer folders and the New Student Registration Form (if used) for accuracy;
- communicate with the district MEAP coordinator if questions arise.

Assessment Security

Assessment booklets (including Braille, enlarged-print, audio, and video versions) are secure materials that must be carefully monitored. **MEAP assessment booklets are secure documents and may no longer be copied or retained in schools. They must be kept in locked storage both before and after the assessments and returned to MEAP Scoring Services as directed. No person, other than students to be assessed, shall be allowed to review or take the assessment.**

A sample of the MEAP Security Compliance Form is included on page 47 in this manual. This form is to be signed by each district and building MEAP coordinator, assessment administrator, assessment proctor, and accommodations provider and returned to the MEAP Scoring Services along with the completed assessment materials.

Leaving the Room During the Assessment

Students may be allowed to go to the restroom during the assessment, but it is best not to make a general announcement to that effect. Only one student may leave the assessment room at a time. Collect the assessment booklet and answer folder from the student upon leaving and redistribute them to the student upon returning. ***Assessment administrators must not leave an assessment room unsupervised at any time.***

Monitoring Assessment Administration

District and/or building MEAP coordinators should monitor assessment sessions when possible to verify that instructions are carried out properly. Consider the following:

- Are students being allowed to work at their own pace?
- Are student questions about the directions being answered before an assessment session begins?
- Are assessment administrators only answering questions about assessment directions and not about specific items?

Assessment administrators and proctors are responsible for monitoring student activities during the assessment to make sure students are progressing through the assessments and are not confused about directions. During the assessment, make sure to:

- Distribute all materials to students. Check for appropriate assessment booklets and answer documents.
- Remind students to turn off all electronic communication devices (cell phones, pages, PDAs, etc.) and store out of sight.

- Ensure that the only materials on students' desks and tables are those authorized for use in that part of the assessment.
- Administer the assessments according to the assessment administration manual.
- Read directions **exactly as they appear** in the administration manual to students. Answer questions about assessment directions as described in the administration manual.
- Monitor the assessment sessions by moving throughout the assessment room.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided unless specified as an accommodation.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of questionable student behavior or deviations in assessment administration to the building assessment coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, assessment administrators must collect the assessment booklet and answer folder and return them to the student upon his/her return. Only one student may leave the room at a time.

Also consider the following:

- Are students marking their responses in the correct document (answer folder versus the booklet)?
- Are students marking their responses in the correct section of the answer folder?
- Are there a large number of erasures? Are students confused about the directions or having other problems?
- Are students doodling or marking randomly? Do they appear to be racing through the assessment? Students may underline, highlight, or write notes in their booklets only. Remind them of the importance of the assessment results.
- Are any students distracting others? If so, they should be moved to a separate assessment room.
- Are students working in the correct section of the assessment booklet? Students are not permitted to return to previously-administered sections of a assessment after a session is complete. Students may *not* revisit assessment answers *for any reason* after assessment booklets and answer folders have been collected.

Administrative Errors During Assessment

If an administrative error occurs during assessment, it should be reported immediately to the MEAP office by the District MEAP Coordinator. Phone 1-877-560-8378 or email MEAP@michigan.gov. The prompt reporting of an administrative error may allow a remedy to be implemented (administration of an emergency assessment to affected students, for example) that would allow the school and students to obtain valid scores.

- Some examples of administrative errors include:
  - Not allowing a student to complete the assessment.
  - Failing to keep assessment materials secure at any time before, during, or after the assessment.
  - Allowing students to be unsupervised during assessment.

If there is any question about whether or not administrative error has occurred, please contact the MEAP office. The first concern of MEAP staff will be to assist the district in obtaining valid scores.

Unethical Practices During Assessment

The "Unethical Practice" bubble on student answer folders is to be used to identify students who engage in an unethical practice. On November 9, 2004, the State Board of Education approved the Office of Educational Assessment and Accountability (OEAA) *Professional Assessment and Accountability Practices for Educators*. This document is available at the OEAA website (www.michigan.gov/oeaa). This document establishes the "ground rules" for how each assessment is to be administered. It is recommended that the document be downloaded from the website and read in its entirety as it contains specific information for individuals based on assessment responsibilities.

School personnel should review this section prior to administering the assessments. Students should also be informed of appropriate assessment practices. Students should also be made aware of unethical assessment practices and the potential consequences. Inappropriate and unethical student assessment practices include any of the following instances:

- Communicate or collaborate in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.
- Copy another student's answers, or request or accept any help from another person.
- Use any material or equipment that is not expressly permitted by the assessment administration manual.
- Answer an assessment question or any part of an assessment for another student, or provide assistance to another student before or while that student is taking a state assessment.
- Return to previously administered sections of the assessment after an assessment session is complete.
- Use prohibited calculator, communication, or information storage device (i.e., pager, cell phone, PDA, etc.).
- Engage in any other practice that has the intent of artificially affecting the student's score or the score of another student.

All reasonable attempts should be made to redirect students with questionable activity. If the Assessment Administrator (or Assessment Proctor) observes a student who appears to be engaged in one or more of the unethical practices, the Assessment Coordinator should allow the suspected student(s) to finish the assessment and code the student's answer folder by filling in the "Unethical Practice" bubble. The Assessment Administrator is to immediately notify the building assessment coordinator of the suspected prohibited practice. An immediate preliminary investigation with appropriate documentation is to be conducted to determine if an unethical practice occurred. The District Assessment Coordinator can be a valuable resource in the preliminary investigation and should be notified about any unethical practice(s).

The principal is to then notify the student and his or her parent or guardian of the alleged prohibited practice and provide them with a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice, as reported, and notifies the OEAA in writing within 20 school days of the last day of the assessment cycle, the assessment score(s) will not be invalidated, the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated and the results will not be used for Merit Award purposes. Adequate Yearly Progress (AYP) requires the use of a valid assessment score. A student without a valid assessment score will be considered "not assessed" for AYP purposes.

New Student Registration Forms, Student Labels, and Student Answer Folders

Every student taking a MEAP assessment will have a separate answer folder for English language arts (ELA), mathematics, science, and social studies. Answer folders will be delivered to schools in sufficient quantities based on student registration and the school's historical information allowing for an adequate overage to accommodate any late registrants. Students who have no preprinted label or answer folder will need to provide registration information using the online registration process or the New Student Registration Form – Side 2. Contact your district MEAP coordinator if you need to do online registration.

New Student Registration Form – Side 2 – Alpha Grid

If online registration is not available, please read Side 1 of the New Student Registration Form and then continue on to Side 2 to complete a student's registration using the alpha grid.

Clearly print the student name, teacher name, grade level, school name, district name, and subject in the spaces provided at the top of the form. Fill in and darken the appropriate circles for the student's name (last, first, and middle initial), birth date, ethnicity, grade and gender.

Once the student information is complete, peel the label off side 1 and place it on the Grade 3 answer folder in the box labeled "Place Student Label Here."

A separate New Student Registration Form must be completed for **each** subject.

Ethnicity

The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any federal program." (OMB Directive No. 15.) The student should fill out the classifications since they reflect the individual's recognition of his or her community. Classifications will be used only for the purpose of reporting.

1. ***American Indian or Alaskan Native*** – a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition
2. ***Asian or Pacific Islander*** – a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa
3. ***Black, not of Hispanic Origin*** – a person having origins in any of the black racial groups of Africa
4. ***Hispanic*** – a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
5. ***White, not of Hispanic Origin*** – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East
6. ***Multiracial*** – a person of mixed racial and/or ethnic origins.

School Use Only

It is very important to fill in and darken the circles for the **building code** accurately. If this information is inaccurate or blank, the student's results cannot be returned to the proper district/school. An assessment administrator can obtain the correct building code by contacting the district MEAP coordinator or by accessing the Center for Educational Performance and Information (CEPI) School Code Master website http://cepi.state.mi.us/scm/ and following the steps listed.

The *"MEAP Use Only"* is to be used only as instructed under special notice by the MEAP Office.

In the *"School Use Only"* box at the bottom of the page, mark all that apply for the following classifications:

1. ***Economically Disadvantaged (ED)*** – A student from a low-income family defined as eligible by the income guidelines for free and reduced-price meals (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

2. ***English Language Learners (ELL) also known as Limited English Proficient (LEP)*** – The term "limited English proficient," when used with respect to an individual, means an individual

   (A) who is aged 3 through 21;
   (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
   (C) (i) who was not born in the United States or whose native language is a language other than English;
   (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
   (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
   (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
   (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
   (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
   (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
   (iii) the opportunity to participate fully in society.

3. ***Migratory Status (MS)*** – A student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.

4. ***Special Education (SE)*** – A student who is determined by an individualized education program team or a hearing officer to have 1 or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated. (Reference Michigan Administrative Rule 340.1702, Rule 2)

Student Answer Folders

It is very important that students are using the answer folder that corresponds to the assessment being administered.

There are several boxes on student answer folders with "School Use Only" coding. Schools must make the decision as to whether these circles are filled in.

Research I and II Fields – In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

a. Is there a relationship between the number of years students have attended school in our district and their test scores?

b. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.?

c. Do students in nongraded classrooms score differently from students in "conventional" classrooms?

The following three important points should be considered before deciding to use research codes:

a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may enter one response per code on his or her answer

folder (one response in the Report I column and one response in the Report II column).

b. Coding information must be provided to building MEAP coordinators and assessment administrators if students are to code their own answer folders.

c. Districts may elect to use one or both of the Research Report options at any or all of the grades assessed.

Accommodations

This accommodations section of the *"School Use Only"* area on student answer folders is used to identify the accommodation as required by the No Child Left Behind Act of 2001.

The English language arts answer folders provide the opportunity to identify specific accommodations used for students on different parts of the ELA assessment. Answer folders for mathematics, science and social studies list the same accommodations, in addition to use of an audio version of the assessment for use with special education students. Mark all that apply.

English Language Learner (ELL) Students

English Video- A student who used the English video version of the assessment.

Spanish Video- A student who used the Spanish video version of the assessment

Arabic Video- A student who used the Arabic video version of the assessment

Reading in English- A student who had the assessment directions read in English.

Reading in Native Language- A student who had the assessment directions read in a native language other than English.

Other- A student who used other standard accommodations.

Students with Disabilities:

Braille – A student who has used the Braille edition of the assessment.

Enlarged Print – A student who has used the enlarged print edition of the assessment.

Audio – A student who has used the audio version of the assessment. There is no audio version of the English language arts assessment.

Other – A student who used other standard accommodations.

Nonstandard Accommodations – Any student who receives a nonstandard accommodation on the assessment must have this circle filled in on their answer folder. (See Assessment Accommodations beginning on page 13).

Report Codes have been included in the box marked *"School Use Only."* Schools must make the decision as to whether these circles are completed, using the following guidelines. Mark all that apply.

Home Schooled – If an assessed student is home schooled, fill in the "Home Schooled" circle. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are not required to take the MEAP assessments, but may test during the district's assessment window. Home-schooled students should contact their local school district for assessment information. Public school districts are required to administer the MEAP assessments to home-schooled students who wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of each home-schooled student.

Formerly Limited English Proficient (LEP) – A student is designated as formerly LEP when he or she is no longer designated LEP by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)

Homeless – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Student Unethical Practice – See definition for use of the "Unethical Practice" bubble on page 24 of this manual.

Spanish – Used to identify native language for ELL or FLEP students.

Arabic – Used to identify native language for ELL or FLEP students.

Chaldean – Used to identify native language for ELL or FLEP students.

Other Language – Used to identify native language for ELL or FLEP students.

Class/Group Number

The purpose of this information is to allow districts and schools to receive their reports organized by a class or group designation. It is the responsibility of the school or district to define class/group numbers that are most useful to the district or school. This is an optional field. See your MEAP coordinator for your class/group number.

Assessment Date

Students are given instructions to fill in the assessment date at the time of the assessment. If an assessment is administered over more than one day, the first date the subject area assessment was administered should be completed.

Form

Students are given instructions to fill in the form number from the front of their assessment booklet at the time of the assessment.

Assessment Administrator Directions: Grade 3 English Language Arts (ELA) Assessment

This *MEAP Assessment Administrator Manual* contains detailed assessment administration procedures. It also contains appropriate and inappropriate assessment preparation and administration guidelines, and other valuable tips and instructions. It is important that assessment administrators review this entire manual before administering the assessment.

It is particularly important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors ***may not give help of any kind*** to students during this assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions. These activities are inappropriate and will result in assessment scores being invalidated.

Needed by Assessment Administrators:

- Grade 3 English Language Arts Booklet (labeled "Answer Folder" on the cover)
- MEAP Assessment Administrator Manual

Needed by Students:

- Grade 3 English Language Arts Booklet (labeled "Answer Folder" on the cover)
- Number 2 Pencil

NOTE: The Fall 2005 Grade 3 booklet (labeled "Answer Folder" on the front cover) is the test booklet and answer folder combined into a single booklet. Students will record all their answers directly in these booklets.

Assessment booklets are secure materials that must be carefully monitored. These materials must be kept in ***locked*** storage while in schools. Students may underline, highlight or write notes in their assessment booklets. **No scrap paper or additional sheets of paper may be used.** Students are not allowed to use dictionaries or other reference materials during any part of this assessment.

There are 20 different forms of the Grade 3 English Language Arts assessment. **Only ONE form will be administered per school.** The Form Number of the assessment appears on the top of the front cover of the test booklet.

Approximate Assessment Times

Part 1: Reading
- Part 1A: Paired Reading Selections .....40 minutes (approximately)
- Part 1B: Response to the Paired Reading Selections .....25 minutes (approximately)
- *Note: Part 1A and Part 1B should be administered as closely together as possible (e.g., same day with a break, morning/afternoon, two consecutive days).*

Part 2: Reading: Independent Reading Selections.....30 minutes (approximately)

Part 3: *Varies According to Form Number Used (Directions will also vary according to form number used)* .....30-50 minutes (approximately)

Part 4: Writing
- Part 4A: Writing from Knowledge and Experience .....50 minutes (approximately)
- Part 4B: Student Writing Sample .....30 minutes (approximately)

The ELA assessment no longer needs to be administered in the order given in this manual. Unlike the integrated ELA assessments of 2003-2005, the different parts of the assessment are not thematically linked. This assessment is untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each session of this assessment.

Directions

Passages printed in boldface and preceded by the word ***SAY*** are instructions to students and are to be read aloud ***exactly as they are written.*** (The italicized instructions to the assessment administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a particular section or to a new section of the test booklet, hold the item up and point to the proper area to help students find their place.

Approximately 10 minutes should be scheduled prior to the assessment to complete the New Student Registration Form for any student who does not have a preprinted label or test booklet. See page 48 for instructions on completing this form. A separate form must be placed in the student's test booklet for each subject.

Additional time is necessary to distribute materials and read directions.

Beginning Testing

Distribute an English Language Arts assessment booklet to every student.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: **Make sure you have the MEAP Fall 2005 Answer Folder for Grade 3 English Language Arts. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.**

If a student has used a New Student Registration Form, there will not be a student name on the test booklet. Please make sure each student has his or her own assessment booklet before testing begins. If the student's name is misspelled, corrections can be made at a later date on the MEAP Web site. The problem may have to be corrected by giving the student a blank test booklet. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Assessment administration may proceed.

SAY: **Look at the top of your test booklet. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).**

Instruct students to give the full name of the teacher, district and school (do not use abbreviations). Give students time to complete this information.

SAY: **Also on the front of your assessment booklet, there is a box entitled "Assessment Date." Please write in today's date and fill in the corresponding circles using a number 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.**

Inform students of the correct date (which is the first date the assessment is administered) and assist them in filling in the circles.

Part 1: Reading

Part 1A: Paired Reading Selections

SAY: **You must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only materials you should have are your own assessment booklet, and a pencil. No additional sheets may be used for any part of this assessment.**

Open your English Language Arts test booklet to page 1. Read the directions silently while I read them aloud.

Read all of page 1 aloud from a MEAP Grade 3 English Language Arts assessment booklet.

SAY: **I can help you understand the directions, but I cannot help you answer any of the items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.**

Please raise your hand if you do not understand these directions.

You may begin.

After approximately 40 minutes, or when you think most students have had sufficient time to complete this part,

SAY: **It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending an Assessment Session" on page 9.

Part 1 – Reading

Part 1B: Response to the Paired Reading Selections

If necessary, redistribute the students' English Language Arts assessment booklets. No additional sheets may be used for any part of this assessment. Students are not allowed to use dictionaries or other reference materials during any part of this assessment.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: **You must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only materials you should have are your own assessment booklet, and a pencil.**

I can help you understand the directions, but I cannot help you answer any of the items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your English Language Arts assessment booklet to page 13. Read the directions silently while I read them aloud.

Read all of page 13 aloud from a MEAP Grade 3 English Language Arts assessment booklet.

SAY: **Please raise your hand if you do not understand these directions.**

You may begin.

After approximately 25 minutes, or when you think most students have had sufficient time to complete this part,

SAY: **It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending an Assessment Session" on page 9.

Part 2: Reading: Independent Reading Selections

If necessary, redistribute the students' English Language Arts assessment booklets. No additional sheets may be used for any part of this assessment. Students are not allowed to use dictionaries or other reference materials during any part of this assessment.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: **You must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only materials you should have are your own test booklet, and a pencil.**

I can help you understand the directions, but I cannot help you answer any of the items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Now, listen carefully as I read the directions to you.

Open your English Language Arts assessment booklet to page 19. Read the directions silently while I read them aloud.

Read all of page 19 aloud from a MEAP English Language Arts test booklet.

SAY: **Please raise your hand if you do not understand these directions.**

You may begin.

After approximately 30 minutes, or when you think most students have had sufficient time to complete this part,

SAY: **It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.**

Follow the instructions for "Ending an Assessment Session" on page 9.

Part 3: Varies According to Form Number Used

Please note: The Directions for Part 3 will vary depending upon which assessment form is being administered.

Redistribute the students' English Language Arts assessment booklets. Remind students to put away all other materials. Dictionaries and other reference materials may **not** be used during this part of the assessment.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: **You must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only materials you should have are your own assessment booklet, and a pencil.**

Open your assessment booklet to page 27. Follow along in your assessment booklet as I read the directions to you.

Read aloud the Directions.

SAY: **Please raise your hand if you do not understand these directions.**

You may begin.

When most or all of the students have completed this part,

SAY: **It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.**

Part 4: Writing

Part 4A: Writing from Knowledge and Experience

Redistribute the students' English Language Arts assessment booklets. Remind students to put away all other materials. Dictionaries and other reference materials may **not** be used during this part of the assessment.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: **You must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only materials you should have are your own assessment booklet, and a pencil.**

The directions for Part 4A will begin on a separate page depending upon which form is being administered. Assessment administrators need to direct students to the appropriate page in their assessment booklets based on the form students are using:

SAY: **Open your assessment booklet to Part 4A, found on page _____.**
(for Forms 1 - 8, turn to page 37; for Forms 9 - 10, turn to page 33; for Forms 11 - 16, turn to page 43; for Forms 17 - 20, turn to page 35)

Follow along in your assessment booklet as I read the directions to you.

Read aloud the Directions.

SAY: **Please raise your hand if you do not understand these directions.**

You may begin.

After approximately 50 minutes, or when most or all of the students have completed this part,

SAY: **It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending an Assessment Session" on page 9.

Part 4: Writing

Part 4B: Student Writing Sample

Redistribute the students' English Language Arts assessment booklets. Remind students to put away all other materials. Dictionaries and other reference materials may **not** be used during this part of the assessment.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: **You must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only materials you should have are your own assessment booklet, and a pencil.**

The directions for Part 4B will begin on a separate page depending upon which form is being administered. Assessment administrators need to direct students to the appropriate page in their assessment booklets based on the form students are using.

SAY: **Open your assessment booklet to Part 4B, found on page _____.**
(for Forms 1 - 8, turn to page 43; for Forms 9 - 10, turn to page 39; for Forms 11 - 16, turn to page 49; for Forms 17 - 20, turn to page 41)

Follow along in your assessment booklet as I read the directions to you.

Read aloud the Directions.

SAY: **Please raise your hand if you do not understand these directions.**

You may begin.

After approximately 30 minutes, or when most or all of the students have completed this part,

SAY: **It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending an Assessment Session" on page 9.

Assessment Administrator Directions: Grade 3 Mathematics

This *MEAP Assessment Administrator Manual* contains detailed assessment administration procedures. It also contains appropriate and inappropriate assessment preparation and administration guidelines, and other valuable tips and instructions. It is important that assessment administrators review this entire manual before administering the assessment.

It is particularly important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors ***may not give help of any kind*** to students during this assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions. These activities are not acceptable and will result in assessment scores being invalidated.

Materials Needed

Assessment Administrator

- Grade 3 MEAP Mathematics Assessment Booklet (labeled "Answer Folder" on the cover)
- MEAP Assessment Administrator Manual
- Calculators for Student Use (optional)
- Overlay Sheet

Student

- Grade 3 MEAP Mathematics Assessment Booklet (labeled "Answer Folder" on the cover)
- Number 2 Pencil
- Calculator (optional)
- Overlay Sheet

NOTE: The Fall 2005 Grade 3 assessment booklet (labeled "Answer Folder" on the front cover) is the test booklet and answer folder combined into a single booklet. Third grade students will record all their answers directly in these booklets.

Assessment booklets are secure materials that must be carefully monitored and kept in ***locked*** storage while in schools. Students may ***not*** use dictionaries or other reference materials during this assessment. Students may not use scratch paper or other devices not listed above unless specified for student accommodation. Students may underline, highlight or write notes in their assessment booklets only.

Assessment Length

This assessment is untimed and student paced. Students must be given as much time as needed during the same continuous session to complete each section of this assessment. Following are the times needed for each assessment session:

Part 1 .....30 minutes (approximately)
Part 2 .....50 minutes (approximately)
Part 3 .....50 minutes (approximately)
Part 4 .....50 minutes (approximately)

Approximately 10 minutes should be scheduled prior to the assessment to complete the New Student Registration Form for any student who does not have a preprinted label or assessment booklet. See page 48 for instructions on completing this form. A separate form must be placed in the student's assessment booklet for each subject.

Additional time is necessary to distribute materials and read directions.

Directions

Passages printed in boldface and preceded by the word ***SAY*** are instructions to students and are to be read aloud ***exactly as they are written.*** (The italicized instructions to the assessment administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Part 1: Grade 3 Mathematics

Distribute assessment materials to each student. Remind students to put away all other materials, including dictionaries and other reference materials that may ***not*** be used during the assessment. There is sufficient space in the assessment booklet for students to provide a complete and correct response. No additional sheets may be used.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

Students may **not** use calculators on Part 1 of this assessment.

SAY: **During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, calculators, etc. The only items you should have on your desk or table are the materials necessary for the assessment.**

Make sure that you have the Fall 2005 Answer Folder for Mathematics. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

If a student has used a New Student Registration Form, there will not be a student name on the assessment booklet. Please make sure each student has his or her own assessment booklet before the assessment begins. If the student's name is misspelled, corrections can be made at a later date on the MEAP Web site. The problem may have to be corrected by giving the student a blank assessment booklet. Immediately notify the building MEAP coordinator who can help you resolve this problem after the assessment is completed. Assessment administration may proceed.

SAY: **Look at the top of your assessment booklet. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).**

Instruct students to give the full name of the teacher, district and school (do not use abbreviations). Give students time to complete this information.

SAY: **Also on the front of your assessment booklet, there is a box labeled "Assessment Date." Please write in today's date and fill in the corresponding circles using a number 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.**

Inform students of the correct date (which is the first date the assessment is administered) and assist them with filling in the circles.

SAY: **Turn to page 1 of the your assessment booklet. It says "Part 1" at the top of the page. Read the directions silently, as I read them aloud.**

Read aloud all of pages 1 and 2 to the students.

SAY: **You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment.**

You may NOT use a calculator on this part of the assessment.

Record all of your answers directly in your assessment booklet.

If you do not understand any of these directions, please raise your hand.

You may now turn the page and begin.

After approximately 35 minutes,

SAY: **It is time now to stop. Please put all assessment materials down, and close your assessment booklets. Remain quietly in your seats until all materials are collected.**

If you are ***not*** going to administer another section of this assessment at this time, follow the instructions under "Ending an Assessment Session" on page 9.

Part 2: Grade 3 Mathematics

If necessary, redistribute all assessment materials to students. All grade 3 students may use their own calculators on the remainder of this assessment, but may **not** share calculators with another student. Remind students to put away all other materials, including dictionaries and other reference materials that may ***not*** be used during the assessment. There is sufficient space in the assessment booklet for students to provide a complete and correct response. No additional sheets may be used.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: **During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for the assessment. Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.**

Make sure that you have your own assessment booklet for the Fall 2005 Grade 3 Mathematics assessment. Make sure your name is on the cover of the assessment booklet.

Directions for Part 2 begin on page 13.

SAY: **Turn to page 13 of your assessment booklet. Read the directions silently as I read them aloud.**

Read aloud all of page 13 to the students.

SAY: **You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment. You may use a calculator on this part of the assessment, but you may not share your calculator with another student.**

If you do not understand any of these directions, please raise your hand.

You may now turn the page and begin.

After approximately 50 minutes,

SAY: **It is time now to stop. Please put all assessment materials down, and close your assessment booklets. Remain quietly in your seats until all materials are collected.**

If you are ***not*** going to administer another section of this assessment at this time, follow the instructions under "Ending an Assessment Session" on page 9.

Part 3: Grade 3 Mathematics

If necessary, redistribute all assessment materials to students. All grade 3 students may use their own calculators on the remainder of the assessment, but may **not** share calculators with another student. Remind students to put away all other materials, including dictionaries and other reference materials that may ***not*** be used during the assessment. There is sufficient space in the assessment booklet for students to provide a complete and correct response. No additional sheets may be used.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: **During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for the assessment. Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.**

Make sure that you have your own assessment booklet for the Fall 2005 Grade 3 Mathematics assessment. Make sure your name is on the cover of the assessment booklet.

Directions for Part 3 begin on page 29.

SAY: **Turn to page 29 of your assessment booklet. Read the directions silently as I read them aloud.**

Read aloud all of page 29 to the students.

SAY: **You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment. You may use a calculator on this part of the assessment, but you may not share your calculator with another student.**

If you do not understand any of these directions, please raise your hand.

You may now turn the page and begin.

After approximately 50 minutes,

SAY: **It is time now to stop. Please put all assessment materials down, and close your assessment booklets. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending an Assessment Session" on page 9.

Part 4: Grade 3 Mathematics

If necessary, redistribute all assessment materials to students. All grade 3 students may use their own calculators on the remainder of the assessment, but may **not** share calculators with another student. Remind students to put away all other materials, including dictionaries and other reference materials that may ***not*** be used during the assessment. There is sufficient space in the assessment booklet for students to provide a complete and correct response. No additional sheets may be used.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: **During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for the assessment. Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.**

Make sure that you have your own assessment booklet for the Fall 2005 Grade 3 Mathematics assessment. Make sure your name is on the cover of the assessment booklet.

Directions for Part 4 begin on page 43.

SAY: **Turn to page 43 of your assessment booklet. Read the directions silently as I read them aloud.**

Read aloud all of page 43 to the students.

SAY: **You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment. You may use a calculator on this part of the assessment, but you may not share your calculator with another student.**

If you do not understand any of these directions, please raise your hand.

You may now turn the page and begin.

After approximately 50 minutes,

SAY: **It is time now to stop. Please put all assessment materials down, and close your assessment booklets. Remain quietly in your seats until all materials are collected.**

Follow the instructions under “Ending an Assessment Session” on page 9.

Assessment Administrator Responsibilities After Testing – Grade 3

Before sorting materials, **please note** that an answer folder is considered used if a student has taken all or part of the assessment.

1. Check that the peel-off barcode label for each New Student Registration Form has been affixed to the correct answer folder. Verify that all required student identification fields (Student Name, building code, etc.) have been completed accurately on each New Student Registration Form. Place the New Student Registration Form on top of the answer folders before returning to MEAP Scoring Services.
2. Verify that there is only one of each appropriate answer folder for each student. The appropriate answer folders are as follows:

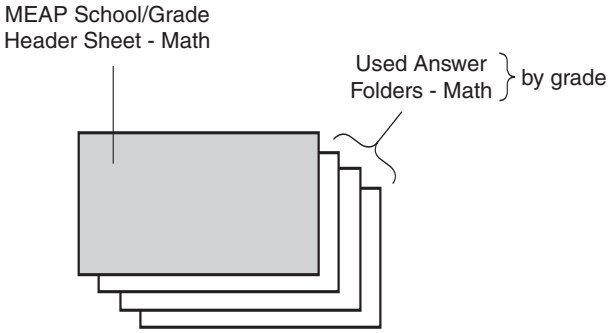
   English Language Arts
   Mathematics

3. Check answer folders for the following:
   a. Only answer folders dated Fall 2005 have been used.
   b. The appropriate form number has been filled in correctly.
   c. All required student identification fields (Student Name, Teacher Name, etc.) have been completed accurately.
   d. All optional data fields the district chose to use and all "School Use Only" fields have been completed accurately.
   e. No correction fluid, crayons, markers, highlighters, or colored pencils have been used on student answer folders.
   f. No staples, glue, rubber bands, or paper clips have been used on student answer folders.
   g. No extra paper is attached (except when approved as an accommodation).
   h. No answer folders have been disassembled or damaged.
   i. If a New Student Registration Form has been completed, verify that all student identification fields, including the building code, have been completed accurately.
4. If an answer folder is found to have been damaged, or to contain markings by writing utensils that are not allowed, the district MEAP coordinator must be notified. The district coordinator should contact the MEAP Office for assistance.
5. Notify the building MEAP coordinator of any student answer folders that require the bright orange envelope that is marked "Special Handling and/or Word Processed Documents." These envelopes are for those students who used a word processor as an accommodation.
6. If they have not been written on, the mathematics overlays and reference sheets may be kept for use in future classroom activities. Those that have been written on must be destroyed or returned to the building MEAP coordinator.
7. Return ***all answer folders*** to the building MEAP coordinator as soon as possible after the assessment. Refer to the page titled Assembling Answer Folders for Return.
8. Complete the Security Compliance Form and return it to your building MEAP coordinator. Follow your MEAP building coordinator's instructions for completing the MEAP School/Grade Header Sheet and the optional Class Header Sheet.
9. Destroy or keep this manual; do not return with assessment booklets or used answer folders.

Assembling Answer Folders for Return

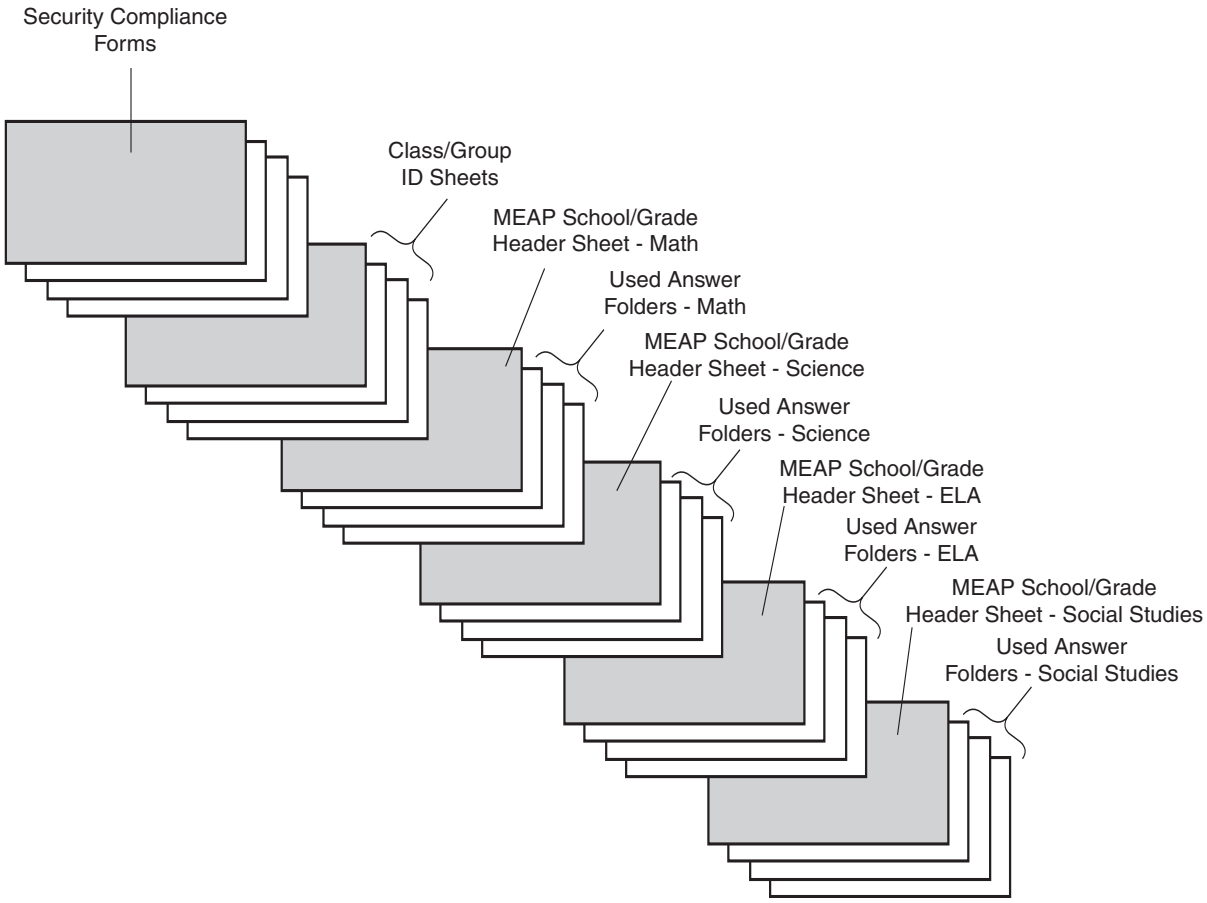
The diagrams below demonstrate how to assemble used answer folders by subject.

For example, assemble your Math Answer Folders as follows:



Continue to assemble used answer folders for each subject.

The diagram below shows how your answer folders will look after all subject areas are assembled.



Directions for MEAP School/Grade Header Sheet

The purpose of the MEAP School/Grade Header Sheet is to ensure that all answer folders returned are scored and that districts and schools receive the appropriate reports. The School/Grade Header Sheet is intended to be a helpful tool for both the schools and the scoring contractor in accounting for all answer folders returned for scoring.

If the following information is not preprinted on the sheet, please fill it in:

District Name, School Name, District Code, and School Code.

Directions for Completing the MEAP School/Grade Header Sheet

- The district MEAP coordinator will determine who is responsible for completing the School/Grade Header Sheet.
- Begin by organizing your used answer folders by subject and grade. You do not need to separate answer folders with preprinted labels from answer folders with New Student Registration Forms.
- Place one MEAP School/Grade Header Sheet on top of each subject's set of answer folders.
- Fill in the bubble for the subject and grade that corresponds to the answer folders under each MEAP School/Grade Header Sheet.
- Write the answer folder count in the spaces provided and fill in the bubbles for that number.
- Use a paper band to secure the School/Grade Header Sheet with the answer folders.
- Deliver all sets of answer folders with the School/Grade Header Sheets to the building or district MEAP coordinator.

Refer to the diagram on page 41 for more information on how to organize your answer folders.

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2)
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the circles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK INCORRECT MARKS

1 PLEASE PRINT

Oliver Smith
Name of Person Completing this Form

District ABC
District Name

School ABC
School Name

2 DISTRICT CODE				
1	2	3	4	5
0	0	0	0	0
●	1	1	1	1
2	●	2	2	2
3	3	●	3	3
4	4	4	●	4
5	5	5	5	●
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

3 SCHOOL CODE				
1	2	3	4	5
0	0	0	0	0
●	1	1	1	1
2	●	2	2	2
3	3	●	3	3
4	4	4	●	4
5	5	5	5	●
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Please be sure all fields are completed.

4 GRADE
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- HS

5 ANSWER DOCUMENT COUNT		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

6 SUBJECT
- ELA
- Mathematics
- Science
- Social Studies

meap™ Michigan Educational Assessment Program

SCHOOL/GRADE HEADER SHEET

INSTRUCTIONS

1. Write the name of the person completing this form, the district name and the school name on the lines provided.
2. In the boxes under District Code, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under School Code, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
4. In the box under Grade, grid the appropriate grade level of the students whose documents are under this header sheet. Grid only one grade per header.
5. In the boxes under Answer Document Count, write the appropriate amount of used answer documents that are under this header. Grid the corresponding bubbles.
6. In the box under Subject, grid the appropriate subject of the documents under this header. Grid only one subject per header.

Directions for MEAP Class/Group ID Sheet

The purpose of the MEAP Class/Group ID Sheet is to collect the information needed to provide teachers with student results organized by class or group.

If the following information is not preprinted on the sheet, please fill it in:

District Name
School Name

Directions for Completing the MEAP Class/Group ID Sheet

- The teacher or building coordinator is responsible for completing the Class/Group ID Sheet.
- Fill in the name of the teacher for whom the class/group number(s) are being provided.
- Indicate the class/group number assigned to the teacher.
- Place the Class/Group ID sheets on top of the student answer folder under the security compliance forms.

Refer to the diagram on page 41 for more information on how to organize your answer folders.

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the circles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK INCORRECT MARKS

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 TEACHER NAME

LAST NAME	FIRST NAME

Michigan Educational Assessment Program

CLASS/GROUP ID SHEET

INSTRUCTIONS: The purpose of this form is to collect the information needed to provide teachers with student results organized by class or group.

This form needs to be completed for every teacher. It may be completed by the teacher or the building MEAP coordinator. The person completing this form will need a teacher name and the class/group code(s) assigned to the teacher. Class/group codes should be assigned by the building coordinator using instructions in the building coordinator manual.

Instructions for each area on the form are as follows:

1. Provide the name of the person completing this form (teacher or building coordinator) and the district and school name.
2. In the boxes under TEACHER NAME, indicate the name of the teacher for whom class/group code(s) are being provided and mark the corresponding bubbles under each block.
3. In the boxes under CLASS/GROUP CODE, indicate the 4-digit class/group codes assigned to this teacher and mark the corresponding bubble under each block. If less than a 4-digit number is used, fill in with zeroes ahead of the number.

This form should be delivered to the building MEAP coordinator. Instructions for return to the scoring contractor may be found in the building and district coordinator manuals.

3 CLASS/GROUP CODE

Directions for MEAP Security Compliance Forms

The purpose of the MEAP Security Compliance Form is to ensure that all parties that have access to the MEAP assessment materials understand that these are highly secure materials and are to be used for assessment purposes only.

The Security Compliance form will have the district name, school name, district code and school code preprinted.

Directions for Completing the MEAP Security Compliance Form

- All district and school personnel that have access to the assessment materials must read and complete a MEAP Security Compliance Form.
- Assessment administrators, proctors and accommodations providers must write their class code in the space provided and fill in the corresponding bubbles.
- Fill in the bubble next to your role in the MEAP assessment.
- Print your school name, city and district name in the lines provided.
- Use a paper band to secure the MEAP Security Compliance Forms together and place on top of the answer folders to return to MEAP Scoring Services.

Refer to the diagram on page 41 for more information on the MEAP Security Compliance Form.

Pages 51 – 54 are excerpted from *Professional Assessment and Accountability Practices for Educators* (August 2005) which is available in each school and district and is publicly available on the OEAA web page at www.michigan.gov/oeaa.

- "Building Assessment Administrator Responsibilities" pages 51 – 52
- "Assessment Proctor Responsibilities" pages 53 – 54

Each person assigned responsibilities as the building assessment administrator or assessment proctor should receive a copy of the appropriate two page document so that they can honestly sign the MEAP Security Compliance Form, and more importantly will understand their responsibilities before, during and after the assessment.

Similarly, the District Assessment handbook and the Building Assessment handbook contain copies of two additional documents excerpted from *Professional Assessment and Accountability Practices for Educators* that should be copied and made available to the District Assessment Coordinator and Building Assessment Coordinator.

MEAP Security Compliance Form

I, the undersigned, do certify and attest to all of the following:

I have had access to a printed or electronic copy of the *Professional Assessment & Accountability Practices for Educators* as published by the Office of Educational Assessment and Accountability of the Michigan Department of Education, and

I have read the sections applicable to assessment security, preparation, and administration, and

I have read the section regarding the duties and responsibilities of my role in the assessment process, and

I have followed the practices as they relate to my role in the current assessment.

Date: _____

Signature: _____

Printed Name: _____

Note: An electronic copy of the *Professional Assessment & Accountability Practices for Educators* is available on the world wide web at http://michigan.gov/oeaa. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI 48909, call toll-free 1-877-560-8378

1 CLASS SCHOOL DISTRICT

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

2

- District Coordinator
- Building Coordinator
- Assessment Administrator
- Proctor
- Accommodations Provider

3 INFORMATION BOX

PLEASE PRINT—Use full names.

School Name: _____

City: _____

District Name: _____

INSTRUCTIONS

1. In the boxes under Class, School, District, indicate the district code if you are a District Coordinator. Indicate the district code and school code if you are a Building Coordinator. All other assessment administrators must fill in the class code, school code and district code. Grid the corresponding bubbles.
2. Grid the corresponding bubble next to your role in the MEAP assessment (ex: district coordinator, school coordinator, etc.)
3. In the box under Information Box, print your school name, city and district name on the lines provided.
4. Once the form has been filled out, return it with your "Scorable MEAP Materials" to Pearson Educational Measurement.

Mark Reflex® by NCS Pearson IM-1 -22 1 D S Printed in U.S.A.

Directions for New Student Registration Form

The purpose of the MEAP New Student Registration Form is to collect the information for students who have not received preprinted answer folders or Pre-ID label.

Directions for Completing the MEAP New Student Registration Form

- If on-line registration is available, log on to www.michigan.gov/meap-secure.
- Enter the student demographic information on the Pre-ID Student demographics screen.
- Print the student demographic information on one of the four corners of the New Student Registration Form.
- If on-line registration is not available, fill out the student demographic information on side 2 of the New Student Registration Form.
- Peel off the label from side 1 of the New Student Registration Form and place on the student answer folder in the box labeled, “Place Student Label Here.”.
- Place the New Student Registration form on top of the student answer folder and return to MEAP Scoring Services.

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM • NEW STUDENT REGISTRATION FORM • SIDE 1

Online Registration Only

Student Name: _____ Grade: _____

Teacher: _____

School Name: _____

District Name: _____

Subject: _____

New Student Registration Form

This form is used to register new students for the MEAP test. This includes any student for whom you did not receive a preprinted answer folder or Pre-ID Label. A separate New Student Registration Form must be completed for each answer folder. By following these steps, you can ensure that test scores for new students are reported accurately and on time for your school.

For online registration, complete Side 1 only.

Clearly PRINT student name, teacher name, grade level, school name, district name, and subject in the spaces provided at the top of this side of the form, and ethnicity, birth date, gender, and student no./other in the spaces provided at the bottom.

Logon to the MEAP Pre-ID web site: www.michigan.gov/meap-secure.

Use the MEAP Pre-ID Student Demographics screen to register students.

This screen is used to enter new students into MEAP Pre-ID and update previously entered information.

You can then overprint the new student record on either side of this sheet.
It may print on side 1 or 2, any corner.

After printing, verify that you have printed the correct student's demographics on this sheet.

Peel off the barcode label below, and place it in the space provided on the front cover of this student's answer folder.

Place this registration form on top of the student's answer folder.

For further information, refer to the MEAP School Coordinator Manual section on New Student Registration.

If online registration is <u>not</u> available, complete Side 2 only.

Clearly PRINT student name, teacher name, grade level, school name, district name, and subject in the spaces provided at the top of this side of the form.

Follow the directions from the MEAP School Coordinator Manual section on New Student Registration to guide students in completing the alpha grid. If a manual is not readily available, this information may also be downloaded from the MEAP web site: www.michigan.gov/meap.

Check all of the bubbled information carefully.

Peel off the barcode label above and place it in the space provided on the front cover of this student's answer folder.

Place this registration form on top of the student's folder.

Online Registration Only

Ethnicity: _____

Birth Date: _____ / _____ / _____

Gender: _____

Student No./Other: _____

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PLEASE DO NOT WRITE IN THIS AREA

NEW STUDENT REGISTRATION FORM • SIDE 2

Student Name: _____

Teacher: _____ Grade: _____

School Name: _____

District Name: _____

Subject: _____

LAST NAME	FIRST NAME	MI
○	○	○
A	A	A
B	B	B
C	C	C
D	D	D
E	E	E
F	F	F
G	G	G
H	H	H
I	I	I
J	J	J
K	K	K
L	L	L
M	M	M
N	N	N
O	O	O
P	P	P
Q	Q	Q
R	R	R
S	S	S
T	T	T
U	U	U
V	V	V
W	W	W
X	X	X
Y	Y	Y
Z	Z	Z

BIRTH DATE

MONTH	DAY	YEAR
JAN ○	0 0	0 0
FEB ○	1 1	1 1
MAR ○	2 2	2 2
APR ○	3 3	3 3
MAY ○	4	4 4
JUN ○	5	5 5
JUL ○	6	6 6
AUG ○	7	7 7
SEP ○	8	8 8
OCT ○	9	9 9
NOV ○		
DEC ○		

STUDENT ETHNICITY

- ○ 1. American Indian or Alaskan Native
- ○ 2. Asian or Pacific Islander
- ○ 3. Black, not of Hispanic origin
- ○ 4. Hispanic
- ○ 5. White, not of Hispanic origin
- ○ 6. Multiracial

GRADE

○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12

GENDER ○ Male ○ Female

SCHOOL USE ONLY

STUDENT NO./OTHER	BUILDING CODE
0 0 0 0 0 0 0 0 0 0	0 0 0 0 0
1 1 1 1 1 1 1 1 1 1	1 1 1 1 1
2 2 2 2 2 2 2 2 2 2	2 2 2 2
3 3 3 3 3 3 3 3 3 3	3 3 3 3
4 4 4 4 4 4 4 4 4 4	4 4 4 4
5 5 5 5 5 5 5 5 5 5	5 5 5 5
6 6 6 6 6 6 6 6 6 6	6 6 6 6
7 7 7 7 7 7 7 7 7 7	7 7 7 7
8 8 8 8 8 8 8 8 8 8	8 8 8 8
9 9 9 9 9 9 9 9 9 9	9 9 9 9

MEAP USE ONLY

A B C D E F G H I J

SCHOOL USE ONLY (Mark all that apply)

- ○ Economically Disadvantaged
- ○ Limited English Proficient
- ○ Migratory Status
- ○ Special Education

_____
My Building Assessment Coordinator

_____
Phone email

MICHIGAN Department of Education	Office of Educational Assessment and Accountability **Building Assessment Administrator Responsibilities**

Assessment Administrators must be at least one of the following:

1. An employee of the district who is a certified or licensed educational professional;
2. A substitute teacher who is certified and employed by the district on an as needed basis;
3. Someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified assessment administrator.

The Assessment Administrator sets the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Administrators shall:

Before Assessment Administration

- Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to MEAP, MI-Access, or ELPA.
- Read the Assessment Administrator Manual prior to assessments.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, dictionaries, thesaurus, etc.).
- Know assessment security procedures and be prepared to follow them before, during, and after each assessment session.
- Have a plan for students who finish assessments early or who require extra time.
- Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), 504 Plans, and instructional practices for English Language Learners.

During Assessment Administration

- Distribute all materials to students. Check for appropriate assessment booklets and answer documents.

During Assessment Administration (continued)

- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- Administer the assessments according to the Assessment Administration Manual.
- Read directions exactly as they appear in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.

- When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.

After Assessment Administration

- Collect assessment materials and account for all assessment materials regardless of perceived student effort.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Do not erase or darken any marks in the student answer section of any document.
- Deliver assessment materials in person to the Building Assessment Coordinator at the end of each assessment administration.
- Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
- Complete Assessment Security Compliance Form found in the Assessment Administration Manual and submit to the Building Assessment Coordinator. Security forms can be found in the back of the administration manuals.

_____
My Assessment Administrator

_____
Phone email

MICHIGAN Department of Education	Office of Educational Assessment and Accountability **Assessment Proctor Responsibilities**

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they should be trained with appropriate testing procedures; family of students in the assessment group should not be used as proctors.

Assessment proctors who are used in the capacity of providing assessment accommodations to students must be thoroughly trained in providing the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

Before Assessment Administration

- Participate in assessment administration training.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

During Assessment Administration

- Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (cell phones, pagers, PDAs, etc.).
- Assist the Assessment Administrator in distributing assessment materials.
- Observe students and monitor those who have been given permission to temporarily leave the assessment room.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Ensure the assessment room is quiet during the entire assessment administration.
- Report any questionable or unusual activity to the Assessment Administrator immediately.

- Accompany students who are being directed to an alternate assessment room to complete assessments.
- Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and instructional practices for English Language Learners.

After Assessment Administration

- Assist the Assessment Administrator in collecting and accounting for all assessment materials.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Complete Assessment Security Compliance Form found in the manual and submit form to the Building Assessment Coordinator.

Student Challenges of Assessment Items

Clearly identify items being challenged.

Comments Regarding MEAP Assessment Administration

A. Good Points

B. Areas Needing Improvement

Return this form to:

MEAP
P.O. Box 30008
Lansing, MI 48909
Fax: 517/335-1186

MEAP Assessment Administrator Manual – Grade 3

Fall 2005