



Building Coordinator Handbook for the Academic Year

2005-2006



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Overview

Contact Information

District MEAP coordinators should read this manual in its entirety before assessment begins. 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 assessment or accommodations, and information about the English Language Learner (ELL) program
Phone: 1-877-560-TEST (8378)
Fax: 517-335-1186
Web site: www.michigan.gov/meap
Email: MEAP@michigan.gov
- **MEAP Scoring Services** - for information about ordering, receiving, packaging, or returning assessment materials
Phone: 800-204-4109
Fax: 319-358-4293
Email: 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
Web site: www.michigan.gov/meritaward

About the MEAP

The Michigan Educational Assessment Program (MEAP) was initiated by the State Board of Education, supported by the Governor and funded by the Michigan legislature through Public Act 307 of 1969 (Section 14). From 1969 until 1973, MEAP used norm-referenced assessments from a commercial assessment publisher. Students' scores were ranked in comparison to each other, but gave no information in terms of meeting a specified standard. In 1973-74, Michigan educators began working with Michigan Department of Education (MDE) staff to develop specific performance objectives to serve as the basis for the first assessments built to Michigan specifications. Hundreds of educators throughout Michigan continue to revise and update Michigan curriculum documents that serve as the basis for MEAP. Their involvement is critical to the development and ongoing improvement of these assessments.

The Michigan Revised School Code and the State School Aid Act require the establishment of educational standards and the assessment of students' academic achievement but there is no state-mandated curriculum. Accordingly, the State Board of Education, with the input of educators throughout Michigan, approved a system of academic standards and a framework within which local school districts could develop, implement, and align curricula as they see fit.

The MEAP assessments have been recognized nationally as sound, reliable and valid measurements of academic achievement. Students who score high on these assessments have demonstrated significant achievement in valued knowledge and skills. Further, the assessments provide the only common denominator in the state to measure in the same way, at the same time, how all Michigan students are doing on the same skills and knowledge.

Properly used, the MEAP assessments can:

- measure academic achievement as compared to expectations, and whether it is improving over time;
- determine whether improvement programs and policies are having the desired effect; and,
- target academic help where it's needed.

Admittedly, there is some pressure associated with taking the MEAP assessments. Competitive scholastic experience provides Michigan students with excellent preparation for the real world which awaits them after high school graduation, and helps assure that they possess the knowledge and skill necessary for a successful future.

MEAP vs. Other Assessments

No other assessments measure what Michigan students should know and be able to do against established Michigan content standards and performance standards. Michigan's MEAP assessments are based on the Content Standards developed by Michigan educators and approved by the Michigan State Board of Education in 1995. MEAP assessments are criterion-referenced, meaning that each student's results are judged and reported against a set performance standard. If a student meets the standard, it means he/she meets expectations on the recommended state curriculum. In theory, all students in the state could achieve the standard in every subject.

Assessment Development

Assessment development is a painstaking, multi-step process involving thousands of Michigan administrators, teachers, curriculum experts and students. The first step is to have a curriculum upon which the assessment is based. All current MEAP assessments are based on the Content Standards contained within the Michigan Curriculum Framework. The Michigan Curriculum Framework was developed following a review of the most current educational research and then released for a statewide field review before State Board of Education approval in 1995.

Once a curriculum is approved, MEAP staff members oversee the development of an Assessment Plan. Assessment Planning Committees are convened from across the state with members chosen to represent the various educational professional organizations, MEAP staff, Michigan Department of Education (MDE) curriculum staff, and local and intermediate school district educators. In the past, Assessment Planning Committees have developed assessment blueprints, as well as models or prototypes showing assessment developers, teachers, students, and the public the format and item types for future assessments.

Bids for proposals are then taken for assessment developers with the capability of producing assessments to reflect the assessment plans and that also meet state quality and cost requirements. Once a contractor is hired, assessment development work begins with selecting potential texts and writing an initial pool of items and prompts. Contractor editors and content specialists and MEAP staff often preview, revise, and edit at this early stage before text passages and items are put through a rounds of committee reviews.

Bias and Sensitivity Committees (BSCs) review every single text selection, item, and prompt for fairness, to assure that no group is unfairly advantaged or disadvantaged compared to any other group by any MEAP content. The committee rejects items it considers inappropriate, suggests revisions to some, and passes on the majority of items to the next review committee.

Content Advisory Committees (CACs) are generally comprised of classroom teachers at the grade levels to be assessed, including some educators with special interest and expertise in the subject (ELA, mathematics, science or social studies). These committees review all MEAP content, primarily for two considerations: for grade-appropriateness and for the degree to which the assessment items reflect Michigan Content Standards. The CAC often recommends revisions to items and suggests additional items be written to more fully reflect state standards.

After committee reviews, items are pilot tested before they ever appear on a statewide assessment. Schools have historically been randomly selected to pilot test items, but have had the opportunity to opt out of MEAP pilots. Good pilot test participation helps ensure that assessment items are tried out with a wide range of Michigan students.

Individual student results at this stage are not the focus, but it is important that students put forth their best effort. Student performance data and constructive teacher and student feedback are carefully considered when deciding to place an item in the “item bank” for future use and when assessments are assembled for operational use statewide. Pilot test participation also allows for previewing assessment format and question types for which staff and students need to prepare.

Recently the Office of Educational Assessment and Accountability has decided to use a different strategy, field testing, to determine if trial items measure what is intended, reliably, across the demographic diversity of the State’s student population. This year, field-testing of new items for grades that have an operational assessment (e.g. ELA assessments at grades 4 and 7) will be embedded in statewide operational or “real” assessments to broaden student participation. A few field test items will be on each of several forms of the assessments. For grades not currently administered an operational assessment (e.g. ELA assessments at grades 3, 5, 6 and 8), we will administer a freestanding field test to a sample of schools across the state. These schools will be selected to represent the diversity of the State of Michigan.

Following the field test, items are again reviewed by the Bias/Sensitivity Committee and the Content Committee to make the final determination, approve the items for use in operational assessments, revise the items before using in operational assessments, or reject the items effectively removing them from use.

Validity of Assessment Items

The MEAP Office looks at data in many ways to assure items are measuring what they are intended to measure. One of the first criteria considered is whether an item appropriately assesses the content. The Bias/Sensitivity and Content Advisory Committee reviews are one of the best ways to determine the validity of an item. However, examining student performance data from field-assessment assists these committees.

p-Value – For every assessment item, MEAP staff first examine the “p-value,” or the percentage of students who correctly answered the item, as well as the percent of students who chose each of the “distracters” (incorrect answers on a multiple-choice assessment). Particular attention is paid when less than 30% of the students select the correct answer. Since all multiple-choice items on MEAP assessments have four options, chance alone says that 25% of the students should mark the correct answer. Even if the content is appropriate, the item may not be measuring well - perhaps the graphic shown on the assessment is somehow misleading, or the question is poorly worded. P-values are not used to make the final decision on an item, but simply to indicate the need for further review.

DIF - Differential Item Functioning is a fancy way of saying an item is potentially biased, or that it functions differently for one group than it does for another, according to statistical data from a pilot. If an item is “flagged” as being potentially biased, it is returned to the BSC for review, because human judgment is needed to determine whether an item is truly biased. Sometimes an item is flagged for what is really a curricular or instructional issue; i.e., one group did not do as well as another because they had not been taught the material measured by the item. All unusual patterns in the data are reviewed to consider anything in the context of the item that might have been missed in the first round of reviews. Again, based on BSC and CAC decisions, most items are retained, some may be revised, and some are discarded completely. Changes to an item necessitate that it be pilot tested again before it may appear on an operational assessment.

Discrimination - Item discrimination examines performance between students who score high on the assessment compared to those who score low. If an item discriminates poorly, it means that students who scored poorly on the entire assessment may have done as well or better on an individual item than students who scored well on the entire assessment. This often occurs on very easy items that practically everyone answers correctly. Sometimes an item that discriminates poorly is kept if it measures content that is considered important, that is part of the state Content Standards, but may not have been widely taught. If more low-scoring students do as well or better than high-scoring students on a moderately difficult or difficult item, the item is given a closer look by the MEAP staff and the CAC or BSC. Perhaps there is more than one correct answer, or perhaps something in the knowledge base of the high-

scoring students is interfering with the way they are answering the question. The committees and MEAP staff also looks at the distracters to assure they are not misleading students in unintended ways.

Range - While variety may be “the spice of life,” it is also an important part of the assessment. The MEAP staff aggressively seeks a wide range of difficulty in items. There is, however, no “magic formula” for how many “difficult” or how many “easy” questions are used. The MEAP staff does everything they can to help assure that overall differences from one year to the next are small. The most important goal is that each item measures an important part of the curriculum framework, benchmarks, standards, and expectations.

Other Factors - For constructed-response items, the staff examines the percent of students receiving points at each score level. If no one is receiving the top score possible, the staff takes another look at what the question is asking. This occurs more frequently when a type of response is asked for the first time on a state assessment, or in a grade that has not taken MEAP before. The staff also considers consistency among those who score the assessment. If an item is not being scored reliably, the staff assesses if something is wrong with the item or with the training of those who score the item.

Rangefinding and Scoring

For every MEAP constructed or written response, scoring begins with a process called “rangefinding” in which a committee establishes the “range” of achievement that defines each potential score on a rubric. Participants, generally classroom teachers, typically score 100 or more actual responses representing a range of possible achievement, as well as the state student population. Every single paper is discussed until a consensus is reached on the score the paper should receive. Some papers are easier to score than others, and require little discussion. Others lead to lengthy, spirited discussions because group members are divided in their opinions of what score to give (for example, a “two” or a “three”). The scoring contractor and Michigan Department of Education staffs participate in these meetings, but the educators make the final decisions.

In math, science, and social studies, the scoring rubrics are item-specific and can be adjusted during rangefinding. Sometimes students interpret a prompt in a way that was not intended when the prompt was written. If it is considered to be a valid interpretation of the item, students are given the benefit of the doubt and the response is scored accordingly. In pilot rangefinding, problems with items often lead to improvements in the questions.

Independent scorers score all MEAP written responses (constructed or extended). Before being hired, scorers qualify on a set of responses already scored during rangefinding. Additional rangefinding papers are used during scoring for validity purposes, as sort of a “pop quiz” to monitor whether scorers are scoring according to state guidelines. The MEAP staff also studies daily “inter-rater reliability” reports tracking the degree to which each scorer’s scores agree exactly with those of a second scorer, are within one point (adjacent), or are non-adjacent (two or more points apart). If scorers disagree by more than one point on a response, it is sent to a third scorer with more training and experience (e.g., scoring director) for resolution. Such situations are rare. Additional data show whether a scorer is scoring low or high compared to others and the number of responses scored daily to track progress. This information is used by MEAP staff and the scoring contractor to monitor and adjust the scoring process over time.

Standard Setting

Right after a new MEAP assessment is administered, a process called standard setting is conducted to determine “cut” scores for reporting and categorizing student performance into levels of achievement. Standard setting begins with the selection of a statewide committee representing the geographic and ethnic diversity of our state. While most standard-setting panelists are classroom teachers, the process also includes administrators, curriculum specialists, counselors, parents, and business leaders. Over three days, standard setters rate student work on MEAP assessments against a performance standard. For all current MEAP assessments, the final recommendations for “cut” scores from standard setting committees were reviewed and approved by the Bias/Sensitivity Committee, Content Advisory Committee, Assessment Advisory Committee, Technical Advisory Committee, and the State Board of Education. The following levels are now used for all MEAP content areas and grades.

- Level 1: Exceeded Michigan Standards
- Level 2: Met Michigan Standards
- Level 3: Basic Level – Grades 4, 5, 7, 8
Endorsed at the Basic Level – high school
- Level 4: Apprentice Level – Grades 4, 5, 7, 8
Not Endorsed – high school

Reliability and Validity

The MEAP staff often fields questions about two critical technical concepts in measurement: reliability and validity. To assist and advise staff in making decisions about such issues, the MEAP Office contracts and consults with a Technical Advisory Committee comprised of nationally known psychometricians (experts in measuring student achievement). The MEAP staff has always followed, and will continue to follow, current psychometric practice in developing, administering, analyzing, and scoring the Michigan Educational Assessment Program assessments.

For the MEAP assessments, reliability values are determined by using internal consistency formulas, which indicate how homogeneous items are in an assessment, or the degree to which students' responses to each item correlate with their total assessment scores. Generally, Cronbach's Coefficient Alpha has been used as the measure of internal consistency reliability when constructed-response items appear on a MEAP assessment. It can also be used when there are solely multiple-choice items, or when combinations of item types are used. Typically, the longer the assessment, the higher the reliability. Both the reliability of MEAP assessments and the inter-rater reliability of the scoring process meet high technical standards.

Validity addresses the question of whether an assessment measures what it is supposed to measure. It refers to the degree of appropriateness, meaningfulness, and usefulness of the specific inferences made from assessment scores. There are three kinds of validity discussed in *Standards for Educational and Psychological Assessment* (AERA-APA-NCME, 1985, updated 1999): criterion validity, construct validity, and content validity. Psychometricians are often concerned about criterion and construct validity. Criterion validity refers to whether a measure can predict a student's future performance. For example, for the ACT and SAT, which are used to predict college success, criterion validity is very important. This is not, however, the purpose of the MEAP High School Assessment (HSA).

The dilemma of whether to estimate construct validity on the basis of the total score, or upon strand scores, is one with which psychometricians constantly struggle. Construct validity is concerned with the parts (or dimensions) of an assessment, and whether they relate to the construct under study in a total assessment. A construct validity analysis could show whether questions fit into particular strands; for example, whether all geometry items on an assessment are most strongly related to one another, or if one fits better with data analysis. MEAP results are determined using the total assessment score, not scores from individual strands, dimensions, or assessment components. The Rasch model in Item Response Theory (IRT) is used to equate and scale all MEAP assessments. Item Response Theory assumes that the assessments under study are "unidimensional." This means that the assessments measure one construct (or one domain) only, such as mathematics. Ongoing research evaluates these assumptions.

Because the current MEAP assessments are achievement assessments used to assess what students have learned and should be able to achieve in specific content areas and grades, the most important type of validity of concern is content validity. To verify content validity, assessment items must reflect content defined within the Michigan Curriculum Framework, the basis for the content of all MEAP assessments.

For more information regarding the history, purpose, and technical aspects of the MEAP, please visit <http://www.michigan.gov/meap>.

MEAP Assessment Administration

Valid and reliable MEAP assessment requires that assessments are first constructed in alignment with State curriculum and then administered and scored according to sound measurement principles. Sound assessment principles 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 assessment. Please review the assessment procedures in the MEAP Assessment Administrator Manual, follow the established assessment administration procedures carefully, and notify the MEAP Office if a problem arises.

MEAP Assessment Administration Important Dates			
Assessment Cycle	Assessment Dates	Materials Due in Schools	All Assessment Materials Returned
Fall 2005 Grades 3 – 9	October 3 – October 21, 2005	September 19, 2005	October 28, 2005
Fall 2005 High School Re-take	October 24 – November 4, 2005	October 10, 2005	November 11, 2005
Spring 2006 High School Assessment (HSA)	¹ Cycle 1: March 20 – March 31, 2006 ²	Week of March 6, 2006	April 7, 2006
	¹ Cycle 2: March 27 – April 7, 2006 ²	Week of March 13, 2006	April 14, 2006
	¹ Cycle 3: April 3 – April 14, 2006 ²	Week of March 20, 2006	April 21, 2006

¹Districts will be given the option to choose one of these three cycles.

²Unless an exception has been granted in writing or through email.

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. E-1 – E-9.

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 E-1 – E-9.

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. This form may be located on-line at www.michigan.gov/meap.

Please note: A recently arrived student may be 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.

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.

Fall Assessment Cycle—Grades 3–9

All students in grades 3-9 must be given the opportunity to take all of the MEAP assessments administered in their grades. The Individualized Education Plan (IEP) Team is to determine how students with disabilities are assessed in each of the core content areas.

Students in grades 3-9 who are repeating a grade and who took the MEAP assessments the previous year are to be assessed again. Students in nongraded programs must be assessed if they are in the 3rd-9th year after kindergarten.

MEAP Assessment Schedule

The MEAP Fall 2005 Grades 3 – 9 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	<i>Optional</i> 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 p. B-1)

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.**

Fall Assessment Cycle—High School Retest

The only students who may be assessed include:

- Students who will graduate the following spring (including those in grade 12, alternative education, and adult education) who have not yet taken the HSA.
- Students who have previously taken the HSA should be given the opportunity to reassess in order to qualify for an endorsement or a Michigan Merit Award, to receive a higher level, or to receive a higher scaled score.
- Grade 10 or Grade 11 students who must assessment early for dual enrollment purposes and have provided a letter from a parent or guardian to the school indicating their intention to dual enroll. Note that students who wish to dual enroll in the fall of their senior year must be assessed in the fall of their sophomore or junior year (not in the spring of the junior year) to be eligible.

Spring Assessment Cycle—High School Assessment

Every Grade 11 student as defined by the local school district based on academic standing, who has not taken the HSA and wants to earn endorsements or to qualify for the Michigan Merit Award, must be given an opportunity to assess. The only other students who may take the HSA for the first time during the spring assessment window include:

- Grade 10 students who have provided a letter from a parent or guardian to the school indicating their intention to dual enroll in the winter of their junior year will want to assess now in order to meet dual enrollment eligibility deadlines.
- Every student who is graduating in the current school year (including those in grade 12, alternative education, and adult education) who has not yet taken the HSA needs an opportunity to assess.
- Any student who has previously taken the HSA should be given the opportunity to reassess in order to qualify for an endorsement or a Michigan Merit Award, to receive a higher level, or to receive a higher scaled score.

Building MEAP Coordinator Responsibilities

Each school building that is involved in the assessment (including adult and alternative education programs) should have a building MEAP coordinator who will be responsible for

- reading and becoming familiar with the information in the MEAP Assessment Administrator Manual for the specific assessment cycle prior to the assessment.
- serving as the building contact person between the school and the district MEAP coordinator.
- carrying out building-level duties involved in the distribution, security, and collection of assessment materials.
- returning materials after the assessment to the district MEAP coordinator.

Building MEAP coordinators should meet with the district MEAP coordinator to discuss topics such as scheduling, procedures for receiving and returning materials, assessment security, completion of “School Use Only” sections of student answer folders, and other issues.

In addition, building MEAP coordinators must review assessment coordinator responsibilities on the following pages, B-7 to B-9.

 My Assessment Administrator

 Phone email


Office of Educational Assessment and Accountability

Building Assessment Coordinator Responsibilities

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator shall:

Before Assessment Administration

- Serve as the building contact person between the school and the District Assessment Coordinator.
- Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- Read and adhere to the information in the Assessment and Administrator Manuals.
- Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Train the Assessment Administrators and Proctors on administrative procedures and ethical practices.
- Provide information regarding ethical and unethical assessment practices information to students, assessment administrators, proctors, teachers, and parents.
- Conduct an inventory of assessment materials received from the District Assessment Coordinator.
- Ensure assessment materials are kept in a secure location.
- 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.
- Assemble and distribute assessment materials to Assessment Administrators.
- Ensure that assessment materials that are allowed by the state assessments are made available to students.
- Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners.
- Have a plan for students who finish early or who require extra time.
- Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e. pagers, cell phones, PDAs).

During Assessment Administration

- Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.
- Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.
- Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that standardized assessment procedures are being followed.
- Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After Assessment Administration

- Collect and conduct an inventory of assessment materials after the assessment.
- Notify the District Assessment Coordinator of any missing materials and follow instructions for recovering them.
- Ensure that answer documents have been completed and filled in correctly.
- Ensure that any cover or return form has been completed correctly.
- Prepare all assessment materials for return to the District Assessment Coordinator.
- Return assessment materials to the District Assessment Coordinator consistent with required timelines.
- Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.

Complete Assessment Security Compliance Forms found in the Assessment Administrator Manual and submit all signed forms from any Assessment Administrators, Assessment Proctors, or Accommodation Providers to the District Assess.

In addition, assessment administrators and proctors must review responsibilities as outlined in the MEAP Administrator Manual.

Assessment Administrators and Proctors

The MEAP assessments were designed to be administered, when possible, by the students' teacher(s) 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 prior to the assessment.
- reading directions *exactly as they appear* in the assessment administrator manual to students, and answering questions about assessment directions.
- verifying that no unauthorized materials or equipment are being used during the assessment.
- moving throughout the assessment 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.

For complete information regarding the responsibilities of assessment administrators and proctors, review the Assessment Administrator Manual for Grades 4 – 9 or Grade 3.

Announcing the Assessments

Inform teachers about the MEAP and the assessment that will occur. An announcement at a staff meeting would serve this purpose. Provide teachers with guidelines about preparing for the assessment, conducting the assessments, and materials to be removed from the room during the assessment.

Students and parents should be informed about the MEAP assessments and the Michigan Merit Award Program requirements well before the assessment dates. Students should also be told ahead of time what materials they will need to bring to each assessment. School staff should assist students in determining which students should assess during this assessment administration window.

If there is a school newsletter sent to parents, an announcement of the assessment dates, with a brief description of the MEAP assessments, endorsements, and the Michigan Merit Award Program should be included. A brief announcement in the local newspaper may also be considered.

Assessment Administration Materials

Receipt of Materials

Fall 2005 MEAP assessment materials 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 Building 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 for each subject. One assessment booklet per student is supplied for each subject. Assessment booklets are secure materials that must be carefully monitored and kept in **locked** storage while in schools. **All assessment booklets (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.**

Answer Folders—There is a separate answer folder for English language arts (ELA), mathematics, science, and social studies. For fall assessments, answer folders will be preprinted. Schools may register new students online and produce a preprinted label or use the New Student Registration Form. **Student answer folders may not be copied. 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 and for whom the school can not print a label from the secure site.

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.

Assessment materials will come shrink-wrapped in numbered sets. District and building MEAP coordinators should open these packets only as necessary to provide schools and classrooms with the exact quantity of materials needed. Extra materials should not be distributed to building coordinators or assessment administrators unless they are needed for the assessment. Assessment administrators should not open sealed assessment booklet packages until the first day of the assessment for a subject.

Monitoring of Assessment Shipments

Materials are scheduled to be shipped to districts two weeks prior to the assessment cycle.

District MEAP coordinators will receive an email from United Parcel Service (UPS) when each shipment is shipped. If the district elected school delivery, the district MEAP coordinator will receive an email from UPS for each school shipment as well as the district materials, i.e., overage shipment. Most shipments should be delivered within two - three days of the email notification. NOTE: If the MEAP Office does not have a current email address for the district MEAP coordinator, they will not receive this email notification. You may update this email address by contacting the MEAP Office at meap@michigan.gov or by calling at 877-560-8378.

In addition to the email notification from UPS, the status of a shipment can be checked by going to the login page of the MEAP secure Web site. Look for the delivery truck at www.michigan.gov/meap-secure and click on **MEAP Shipping Report** (you do not need to enter your User ID or password). The report will provide the following information for all MEAP assessment shipments:

- District code
- District name
- School code (only if the district elected school delivery)
- School name (only if the district elected school delivery)
- Ship date (Remember, the shipment will be delivered two-three days after the ship date.)
- Anticipated Arrival Date
- Actual Arrival Date
- Tracking number

Shortages and Missing Materials

Immediately upon arrival of assessment materials, district MEAP coordinators should verify that sufficient quantities have been received.

Overage materials should be distributed within the district before requesting additional materials.

Additional material requests are to be gathered from all schools in a district, including adult and alternative education programs, and ordered by the district MEAP coordinator. See **Additional Materials** below.

Additional Materials

Additional materials may be ordered online by the district MEAP coordinator 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.

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.

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 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 E-1).

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 F-3 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 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 20 through 23. 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 B-2 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 students 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) 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.

<i>Term</i>	<i>Explanation</i>
504	General education students who have Section 504 plans under the 1974 <i>Americans with Disabilities Act</i> (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, <u>read in English</u> 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, <u>read in English</u> 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 <u>read in Arabic or Spanish</u> 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 <u>student's native language</u> , 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 <u>in the student's native language</u> , 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 <u>disabled</u> 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 97 in the MEAP Assessment Manual Grades 4 – 9. 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, pagers, 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.

After MEAP Assessment Guidelines

Building MEAP Coordinator Responsibilities

1. Verify that all assessment booklets have been returned from assessment administrators.
2. Check answer folders for the following:
 - a. Only answer folders dated for the current cycle 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.

Assessment administrators should also have checked student answer folders for these items, and should have notified the district MEAP coordinator of any student answer folders found to have been damaged, or to contain markings by writing utensils that are not allowed. In these cases, it is the responsibility of the district MEAP coordinator to contact the MEAP Office for assistance.

In general, a new student answer folder should be used if the damage to the original folder would prevent it from moving properly through a computerized scanner. Markings made in number 2 pencil are required for all items on the MEAP assessment. Pencils allow the use of erasers, which is helpful for scanners geared to read the “darker mark.”

3. **If a student used a tape recorder, scribe, or Braille as an accommodation, a member of the school staff must transcribe his or her response into an answer folder.** Spelling, punctuation, indentation, etc., must be transcribed *exactly* as it was in the student’s original response.
4. If a student used a word-processor as an accommodation, his or her written responses do not need to be transcribed into a student 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 MEAP Internal Tracking (MIT) number; school and district codes and names; assessment window, grade, and subject), and inserted into a student answer folder that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer folder. ***All student answer folders containing word-processed inserts must be placed in an orange envelope marked “Special Handling and/or Word Processed Documents.” This envelope is provided to the district MEAP coordinators with their Material Return Kit. This envelope is to be placed on the top of the school’s answer folders.***
5. Ensure that any student answer folders that require a New Student Registration Form have the form inserted into the answer folder and that the peel-off barcode label for each New Student Registration Form has been attached to the correct student answer folder. With the exception of Grade 3 Answer Folders, all ***unused*** answer folders should have been sorted out and destroyed by assessment administrators. All ***unused*** Grade 3 Answer Folders must be returned with nonscorable materials.

6. Before sorting materials, **please note** that an answer folder is considered used if a student has made any marks in it even if it is only to write his or her name.

Organizing Answer Folders for Return

The district MEAP coordinator determines who is responsible for completing the MEAP School/Grade Header Sheet and the optional MEAP Class/Group ID Header Sheet.

1. Separate each school's used answer folders by the following subjects, then by grade (if applicable), and then by class/group (if used).
 - Mathematics
 - Science
 - English Language Arts
 - Social Studies
2. Verify that any answer folders that require a New Student Registration Form have the form inserted into the answer folder and that the peel-off barcode label for each New Student Registration Form has been affixed to the correct student answer folder.

Class/Group ID Sheets, Security Compliance Forms and any orange Special Handling and/or Word Processed Documents envelopes must be on top of the first box being returned for each school:

3. Place all the Class/Group ID Sheets for the entire school on top of the School/Grade Header Sheet of the first subject being returned.
4. Place all the Security Compliance Forms for the entire school on top of the Class/Group ID Sheets. Be sure to include a form for each assessment proctor, assessment administrator, building coordinator, and the district coordinator. (The district coordinator form may be placed in the box for any school.)
5. If the orange Special Handling and/or Word Processed Documents envelopes were used, place them on top of the Security Compliance Forms.
6. Repeat the process for each school.
7. If shipping all materials from the district coordinator, start a new box for each school, unless all schools can be returned in one box.

Materials Return for Scorings

If your district coordinator is returning materials from your school to MEAP Scoring Services, please pack scorable materials as shown on page G-5 and promptly deliver to your district coordinator. Non-scorable materials need to be also need to be delivered to your district coordinator for return to MEAP Scoring Services, kept by the school, or destroyed, as indicated in the table on page G-4.

If materials are being returned directly from your school to MEAP Scoring Services, please follow the instructions below.

Most districts will return both scorable and non-scorable materials via UPS.

Larger districts will return scorable materials via K2 Logistics and non-scorable materials via FedEx Ground.

Instructions for Returning Scorable and Non-Scorable Materials via UPS:

1. Pack materials in the boxes using cushioning materials to keep them secure. It is preferred to use the same boxes that the materials originally came in to ship the materials to the MEAP Scoring Services. If these boxes are not available, use sturdy boxes to return the materials.
2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape.

3. Affix a blue “Scorable MEAP materials” label to any package containing used answer folders. In addition to the blue label, affix a white, pre-addressed Authorized Return Label (ARS) on each box to be returned.
4. The ARS Tracking Number is scanned at time of pickup. Make no alterations to the label. UPS will not accept ARS packages with altered labels.
5. On the ARS Label, indicate box ____ of _____. (Example Box 1 of 2, Box 2 of 2, etc.)
6. To track your return shipments, please remove and save the little tab at the bottom left corner of the ARS label. Each label will have its own unique tracking number.
7. Place the boxes where the UPS driver normally delivers or picks up packages.
8. If UPS does not make regular stops at your location, you may call 1-877-536-2719 to schedule a pickup. This is the UPS customer phone number that has been established by UPS for Pearson to schedule ARS pickups. *Do not call the number that is printed on the back of the ARS Label.*
9. Please have the following information available when you call (1) your phone number (if you have called to schedule UPS pickups or ship materials prior to this call, UPS will have your address information in their system, otherwise this information will need to be provided,) (2) the pickup date, (3) this tracking number 1Z65901W0610568660 or one of the tracking numbers from the return ARS labels provide, (4) the number of boxes you are returning, and (5) the average package weight (You can use 15 pounds per box). In most cases your pickup will be scheduled for the following business day or date you requested. You will not receive a return call.
10. Please allow 24 hours for the driver to show up after you call for a pickup. The delivery time is 2 days ground from Michigan to Iowa.
11. If you do not have enough ARS labels, (one is required for each box) call 1-800-204-4109. Do not photocopy the ARS labels. UPS will not accept packages with photocopied ARS labels.
12. After returning your materials for this project, destroy any remaining ARS labels. These labels are project specific so please destroy remaining labels.
13. Fill out the “Materials Return Form” and fax it to 319-358-4293. Instructions are printed on the form.
14. Return of assessment materials immediately after the assessment is strongly encouraged. Because of timeline constraints involved in handscoring written responses and returning results, MEAP will not guarantee the scoring of any answer folder picked up after the deadline.

Instructions for Returning Scorable Materials via K2 Logistics:

1. Larger districts will be using K2 Logistics for the return of scorable materials.
2. Pack materials in the boxes using cushioning materials to keep them secure. It is preferred to use the same boxes that the materials originally came in to ship the materials to the MEAP Scoring Services. If these boxes are not available, use sturdy boxes to return the materials.
3. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape.
4. Affix a blue “Scorable MEAP materials” label to any package containing used answer folders.
5. A K2 Logistics Bill of Lading was provided in the return kit.
6. K2 Logistics will contact the district coordinator to schedule an appointment for the pick-up of scorable materials.
7. K2 Logistics can be contacted at 800-445-7213.
8. Fill out the “Materials Return Form” and fax it to 319-358-4293. Instructions are printed on the form.

9. Return of assessment materials immediately after the assessment is strongly encouraged. Because of timeline constraints involved in handscoring written responses and returning results, MEAP will not guarantee the scoring of any answer folder picked up after the deadline.

Instructions for Returning Non-Scorable Materials via FedEx:

1. Larger districts will be using FedEx Ground for the return of non-scorable materials.
2. Pack materials in the boxes using cushioning materials to keep them secure. It is preferred to use the same boxes that the materials originally came in to ship the materials to the MEAP Scoring Services. If these boxes are not available, use sturdy boxes to return the materials.
3. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape.
4. Affix a white “non-scorable MEAP materials” label on all packages.
5. A Pearson Educational Measurement Bill of Lading was provided in the return kit.
6. Call the number on the bill of lading to schedule an appointment.
7. Fill out the “Materials Return Form” and fax it to 319-358-4293. Instructions are printed on the form.

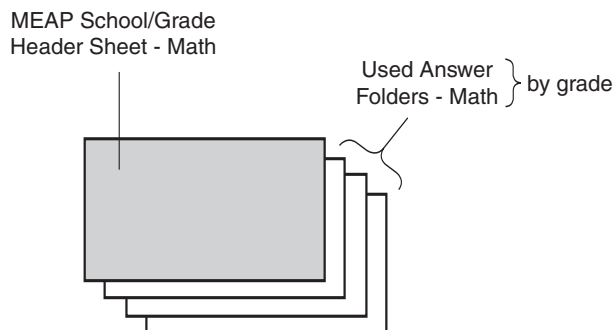
Table of Assessment Materials to be Returned

Assessment Materials	Return to MEAP Scoring Services	Schools Keep	Schools Destroy
MEAP Administrator Manual		X	X
Assessment Booklets (including Braille, large-print, audio and video versions)	X		
Used Answer Documents	X		
Unused Answer Documents			X
Unused Answer Documents – Grade 3	X		
Marked Math Reference Sheets and Overlays			X
Unmarked Math Reference Sheets and Overlays		X	
MEAP Assessment Security Compliance District Coordinator	X		
Used School/Grade Header Sheets	X		
Used Class/Group ID Sheets	X		
Unused School/Grade Header Sheets			X
Unused Class/Group ID Sheets			X

Assembling Answer Folders for Return

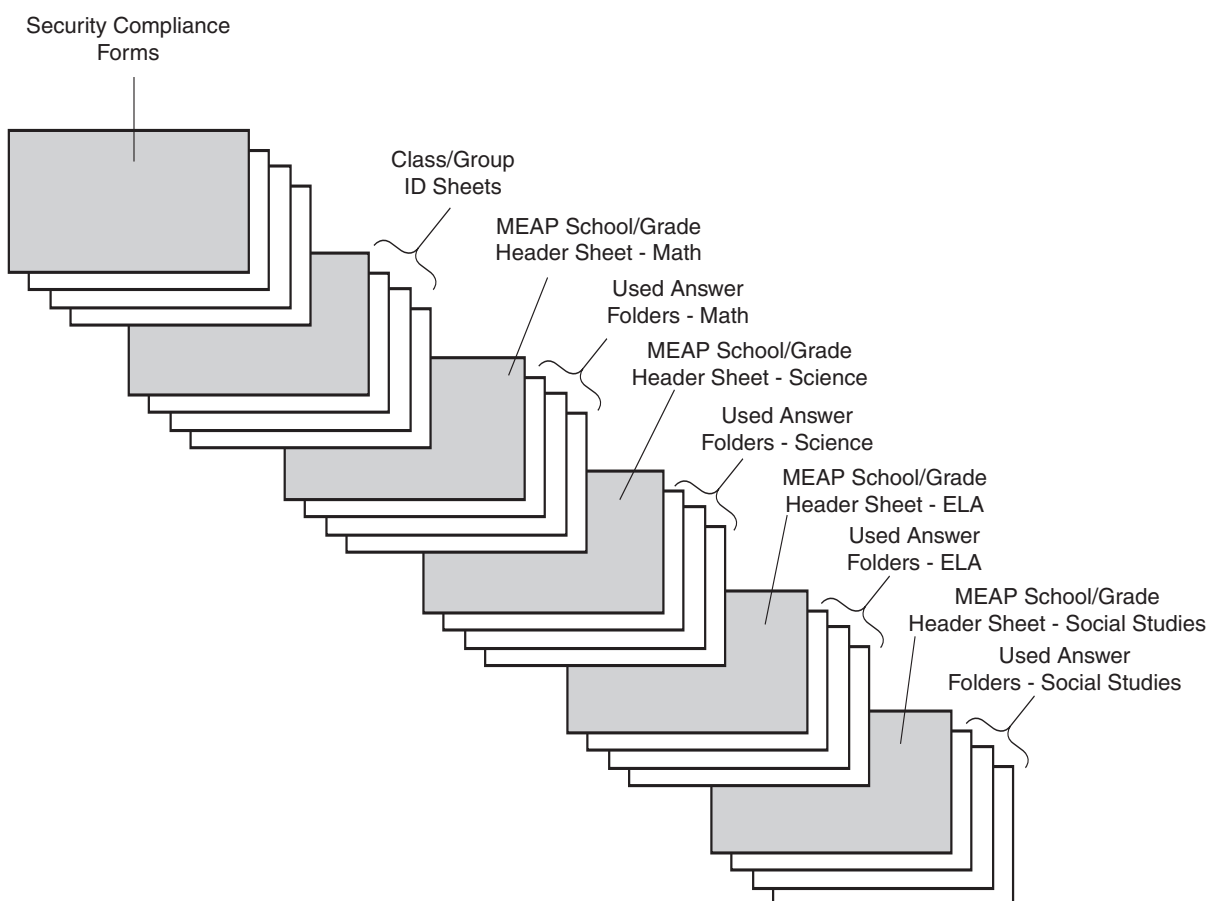
The diagrams below demonstrate how to assemble used answer folders by subject.

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.



MEAP Glossary and Forms

Glossary

Accommodation – A student for whom an assessment provision is made so that the effect of a disability is minimized or removed, and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses.

Adequate Yearly Progress (AYP) – The measure used to hold schools and districts responsible for student achievement in English language arts and mathematics.” AYP is based on state assessment, including Michigan Educational Assessment Program (MEAP) and MI-Access, Michigan’s alternate assessment for students with disabilities. AYP includes measurement of proficiency (as measured by state assessment), participation rates in state assessment ing, and attendance or graduation rates. Schools can meet the AYP proficiency targets in two different ways: (1) Schools can meet their objective or (2) the school can show sufficient improvement (Safe Harbor). For a public school and local educational agency (LEA) to make adequate yearly progress, the school as a whole and each student subgroup must meet or exceed the state annual measurable objectives, the school as a whole and each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State’s requirement for other academic indicators. For more information on AYP, please visit <http://ayp.mde.state.mi.us/ayp/>

Braille – A bubble on student answer folders that indicates the Braille version of the assessment was used.

Class/Group No. – The purpose of this field 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.

Comprehensive Reports – Provides summary score information for each MEAP content area for each student assessed by grade level, by building. This report identified the student’s demographics, as well as whether or not the student is Limited English Proficient (LEP), formerly LEP (FLEP), or Special Education. The assessment form, scale score, and the performance level earned by the student on each content assessment are provided.

Content Analysis Reports – Presents specific content information by building for each student who took the MEAP assessments. A student’s total raw score points, percent of points correct, scale score and performance level are provided. The mean points correct for each strand of a content area are provided to give specific information to educators on a student’s strengths and weaknesses. Information in this report is summarized for each classroom or group as well as for the school, district, and state level.

Demographic Analysis Reports – Provides a summary breakdown of scores by several demographic factors for each content area assessed. The report sorts scores by demographics and educational program categories including gender, ethnicity, economically disadvantaged, special education, Limited English Proficient (LEP) or Formerly LEP (FLEP), migrant, homeless, and Less Than Full Academic Year. The reports also indicate whether the student took the assessment with standard or non-standard accommodations. The scale score, the number of students for each subgroup category of students, and the percent that met or exceeded Michigan standards are included. Summary data comparing the school, district, and state scores concludes the report.

Dual Enrollment – Students who are enrolled in high school but take courses through a local college.

Economically Disadvantaged (E.D.) – 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.)

English Language Arts (ELA) Assessment – The integrated English Language Arts Assessment includes writing, reading, and listening. Districts have the option of administering the listening portion during the spring assessment cycle. The listening portion is not given in the fall assessment cycle.

English language learner (ELL) – see Limited English Proficient (LEP)

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.

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

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

Black, Not of Hispanic Origin – a person having origins in any of the black racial groups of Africa

Hispanic – a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race

White, Not of Hispanic Origin – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East

Multiracial – a person of mixed racial and/or ethnic origins

Formerly Limited English Proficient (FLEP) – A student is designated as FLEP 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)

Item Analysis Report – Provides a description of each selected-response (multiple-choice) item and each constructed-response (open-ended) item on the assessment, including the primary Michigan benchmark measured by each item. This report also indicates statistics summarized by classroom or group, building, district, and state to enable comparisons to be made across the state.

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.

Home Schooled – The "Home Schooled" bubble exists for students who are home schooled and take the MEAP in their local school district. Public school districts are required to administer the MEAP assessments to home-schooled students who wish to assess.

Less Than a Full Academic Year – This should be bubbled in for a student that has not been enrolled in the school building for the two most recent semi-annual official count days.*

Note: The designation of "full academic year" is used to determine scores that are included in a building's student achievement data used for Adequate Yearly Progress (AYP) and Education YES! accountability systems.

Michigan's definition of a full academic year is based on the two semi-annual student count days, as provided in the State School Aid Act. Count days are the fourth Wednesday in September and the second Wednesday in February.

*For students in their first year at a school building due to the grades served, such as a 5th grade student in a 5–8 middle school, students are considered as being there a full academic year if the student was enrolled in another school in the same school district for the previous year – in this case 4th grade.

Limited English Proficient (L.E.P.) – The terms “limited English proficient” or “English language learner”, 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.

Mathematics Assessment – The mathematics assessment is designed to demonstrate students’ understanding of mathematics through both multiple-choice questions and constructed-response questions.

MEAP Use Only – Special use bubbles have been added to answer folders. These bubbles, labeled “MEAP Use Only” are to be used only as instructed under special notice by the MEAP office.

Michigan Merit Award Program – A program established for high school seniors designed to reward student achievement and to make postsecondary education more affordable. The award amount is determined by the Legislature.

Migratory Status (M.S.) – 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.

Nonstandard Accommodation — Any accommodation not included as a standard accommodation that violates the Michigan Merit Award Assessment Administration Ethics Procedure. The “Nonstandard Accommodation” circle must be filled in on the answer folder of any student who receives a nonstandard accommodation on that assessment. (*See the Michigan Merit Award Board Policy on Standard and Nonstandard Accommodations at www.michigan.gov/meritaward*), click on “About Michigan Merit Award”, select “Board Resolutions”, and click on “Resolution 2001-02.”)

Parent Report — The Parent Report provides a detailed description of each student’s performance in the content areas assessed on the MEAP. This report is designed to help parents and guardians recognize the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

Research I and II Fields – Research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report.

Single Record Student Database — Data submitted by school districts via the Single Record Student Database (SRSD) include discrete information about individual students such as age, gender, race and ethnicity, and program participation. The data collected via the SRSD will be used to meet the reporting requirements of the federal *No Child Left Behind Act of 2001*, including the determination of Adequate Yearly Progress (AYP).

Science Assessment – The science assessment is designed to demonstrate students’ understanding on science through multiple-choice and written-response questions.

Social Studies Assessment – The social studies assessment is designed to demonstrate students’ understanding of social studies through multiple-choice and constructed-response questions.

Special Education – 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 from high school. (Reference Michigan Administrative Rule 340.1702, Rule 2)

Standard Accommodation – An assessment provision given so that the effect of a disability is minimized and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses. (The list of standard accommodations can be found in Section D of this Handbook.)

Unethical Practice Bubble – The bubble on the student answer folder that is to be used to identify students who engage in an unethical practice.

Unique Identifier Code (U.I.C.) – A ten-digit identification code that is assigned to a student through the SRSD process.



MEAP Building Coordinator Handbook

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