



District Coordinator Handbook for the Academic Year

2005-2006



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STATE BOARD OF EDUCATION

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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.

District MEAP Coordinator Responsibilities

Each district or school has one person designated as the district MEAP coordinator who is responsible for

- reading and becoming familiar with the information in this handbook, the school coordinator handbook, and assessment administrator manuals prior to the assessment window.
- serving as the contact person between the district and the MEAP Office and/or MEAP Scoring Services.
- coordinating the ordering, distribution, collection, return, and security of assessment materials.
- directing the accurate completion of student identification information and “School Use Only” sections of student answer folders.
- disseminating assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers, and counselors), and to students and parents where appropriate.

The principal (or a designee) of non-public schools serves as the district MEAP coordinator.

In addition, district and building MEAP coordinators must review assessment coordinator responsibilities on the following pages, B-2 to B-5.



Office of Educational Assessment and Accountability

District Assessment Coordinator Responsibilities

Each district, public school academy and nonpublic school must designate a District Assessment Coordinator. The District Assessment Coordinator sets the tone of high performance with integrity for the entire district and holds specific responsibilities. The District Assessment Coordinator shall:

Before Assessment Administration

- Serve as the designated person for the district or ISD/RESA in all communications with OEAA and/or Scoring Services.
- Be aware of appropriate assessment activities and ethical practices at all levels.
- Inform District Superintendent and local Board of Education of state assessment practices document.
- Be aware of assessment preparation guidelines.
- Attend statewide assessment program meetings and apply training to assessments.
- Coordinate the pre-identification, ordering, distribution and security of assessment materials.
- Be a resource to the Building Assessment Administrator in developing and disseminating 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.
- Review identification and demographic information for accuracy and consistency with other school records.
- Approve Assessment Administrator qualifications.
- Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers and counselors), and to students and parents where appropriate.
- Read and become familiar with the information in the Coordinator and Assessment Administrator Manuals.
- Train Building Assessment Coordinators in ethical standards and appropriate administration practices specific to MEAP, MI-Access and ELPA.
- Oversee inventory of all assessment materials.
- Store assessment materials in a secure location.
- Organize assessment materials for individual schools in the district.
- Be sure that assessment materials arrive at schools before the assessment period.
- Direct the accurate completion of student identification information and “School Use Only” sections of answer documents.
- Ensure that Building Assessment Coordinators know the procedure for the return of materials after assessments are completed.

During Assessment Administration

- Monitor at least a sample of assessment administrations.
- Answer questions from the Building Assessment Coordinators and Assessment Administrators that might arise during the assessment administration.
- Report any assessment irregularities and administration procedural errors to the OEAA. Immediately contact the OEAA office at the number provided in the Administration Manuals with detailed information and steps taken. You may wish to call the OEAA Director or Test Administration Coordinator directly (see inside cover).

After Assessment Administration

- Assist Building Assessment Coordinators with any assessment administration issues such as invalidation of assessments and special codes/accommodations.
- Ensure that answer documents have been completed and filled in correctly.
- Consolidate and assemble all assessment materials after assessment administration according to procedures specified.
- Arrange for assessment materials to be returned to the appropriate scoring service by the required deadlines.
- Complete Assessment Security Compliance Form as provided and return to the appropriate scoring service with used answer documents.

My District 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 Assessment Coordinator.

Assessment Administration Materials

Receipt of Materials

Fall 2005 MEAP assessment materials for Grades 4 – 9 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 (see sample on page 98 in the MEAP Assessment Administrator Manual). **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.

Packaging and Return of Materials – One Return Shipment

Assessment materials come bar-coded and shrink-wrapped in numbered sets. Preprinted student labels and answer folders will be sorted by district, school, subject, grade, class, (if included in the pre-ID file). Additional blank answer folders and assessment materials will be included for new students.

Districts are encouraged to complete and return assessment materials as early as possible during the assessment window. The contractor can then begin to scan and score student responses immediately. Please allow students to make-up their assessment during the assessment window. All assessment materials (including Braille, large-print, CD and audio versions) should be returned in one shipment to MEAP Scoring Services, Pearson Educational Measurement, according to the timeline in the MEAP Assessment Administrator Manual. **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 the assessment.**

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

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

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

Materials Return

District MEAP Coordinator Responsibilities

Word-Processed Answer Documents

If a student used a word-processor as an accommodation, his or her written responses must be transcribed into a student answer folder by school staff. Place the answer folder in with the materials to be scored. Word-processed pages must be printed and identified with student and assessment identification information (student name and birth date; student UIC 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 Word-processed pages must be shipped in an envelope or box using the bright orange label that is marked “Special Handling/Word Processed.” These labels are provided to the district MEAP coordinator with the Material Return Kit. This envelope is to be placed on the top of the school’s answer folders.***

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.

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.

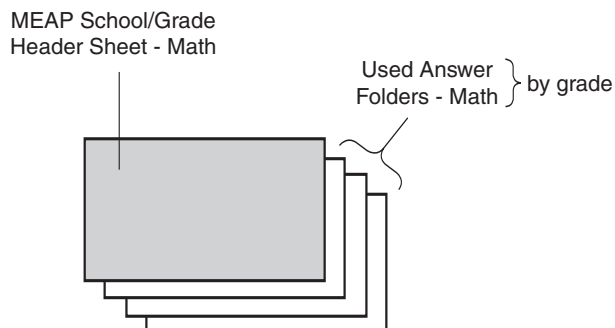
Instructions for Returning Non-Scorable Materials via FedEx:

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.

Assembling Answer Folders for Return

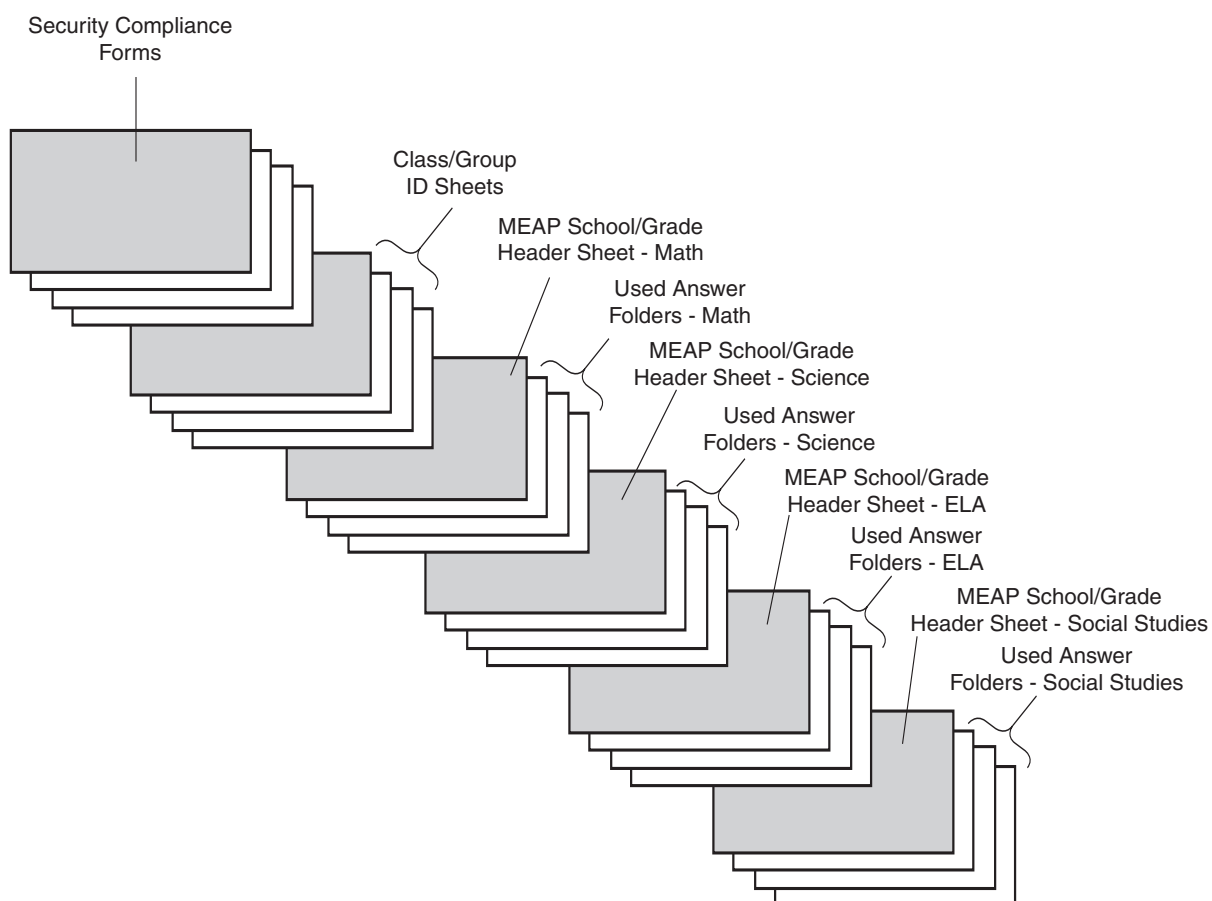
The diagrams below demonstrate how to assemble used answer folders by subject.

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 Materials Return Form

Directions

Complete this form immediately after answer folders are packaged for return shipment to Pearson Educational Measurement.

Fax this form to MEAP Scoring Services (319-358-4293). Also place a copy of this form in box #1 of the boxes you are returning. Keep the original copy for your records.

For further instructions about how to return assessment materials see either the Instruction Sheet included in the “Material Return Kit” or the MEAP Coordinator Handbook.

If you have any questions, you may call MEAP Scoring Services (800-204-4109).

Please complete the following information:

District Name _____

District Code _____

District Coordinator _____

Phone Number _____

Non-Public Schools please indicate School Name _____

Number of Boxes of Scorable Materials being returned _____

Number of Boxes of Non-Scorable Materials being returned _____

Total Number of Boxes being returned _____

Pearson Educational Measurement. Contact Information

Phone: 800-204-4109

Fax: 319-358-4293

e-mail: meap@pearson.com

Address: 2510 North Dodge

Iowa City, IA 52245

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

Technical Advisory Committee

The Technical Advisory Committee (TAC) was first established in 1993 to assist the Michigan Department of Education (MDE) in developing a high school proficiency assessment as a requirement for high school graduation as required by P.A. 118 of 1991. At that time the purpose of the TAC was to assist MDE staff in implementing provisions of the law. The TAC continues to be made up of individuals from Michigan and across the nation who are recognized experts in developing or reviewing high stakes assessment programs. The TAC advises and assists the Office of Educational Assessment and Accountability to ensure that the MEAP assessments are developed in keeping with technical guidelines that meet national standards.

Adequate Yearly Progress

No Child Left Behind requires that all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014. In order to accomplish this goal, each school is responsible for making Adequate Yearly Progress (AYP). MDE defines AYP as “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 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, and attendance or graduation rates.

Schools can meet the AYP proficiency targets in two different ways:

1. Schools can meet the objective for the grade and content area.
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.

Michigan will continue to use the MEAP to assess its students in grades 3-8 and 11. There are four proficiency levels: 1=Exceeded Expectations; 2=Met Expectations; 3=Basic; and 4=Apprentice.

The subgroups, as defined by No Child Left Behind, include Racial/Ethnic Group, Economically Disadvantaged students, Students with Disabilities, and English language learners. Each subgroup with 30 or more students is measured for AYP.

The following table indicates the targets for proficiency in English Language Arts (ELA) at the elementary, middle, and high school levels as well as the intermediate goals for the increase in target achievement points leading to 100% proficiency in the year 2013-14.

Table 1: Proficiency Levels for Elementary, Middle, and High School Reading

Content Area	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary ELA	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School ELA	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School ELA	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

The following table indicates the targets for proficiency in Mathematics at the elementary, middle, and high school levels as well as the intermediate goals for the increase in target achievement points leading to 100% proficiency in the year 2013-14.

Table 2: Proficiency Levels for Elementary, Middle, and High School Mathematics

Content Area	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary Math	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
Middle School Math	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School Math	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%

For more information on AYP and how to calculate it, please visit <http://ayp.mde.state.mi.us/ayp/>.

Michigan Merit Award Program

The Michigan Merit Award Program is a scholarship administered by the Michigan Department of Treasury.

For information, contact your high school guidance counselor, refer to the Michigan Merit Award Web site www.michigan.gov/meritaward, or call 888-447-2687.

Students' Post Secondary School Choices

High school students will be asked to identify their top four choices of post secondary schools or colleges on the mathematics answer folder prior to beginning the high school mathematics assessment. A list of Michigan post secondary schools and their four-digit code is included in the high school assessment (HSA) mathematics booklet. The purpose of collecting this data is to assist the Merit Award Office in notifying Michigan post secondary institutions of students' *potential* interest in attending their school following graduation. Actual student scores will not be given to colleges, only student eligibility for a Merit Award will be indicated.

National Assessment of Educational Progress

What is NAEP? The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what America's students know and can do in a variety of key subject areas. Commonly known as the Nation's Report Card, NAEP assessments have been given periodically since 1969. Full participation in NAEP will continue to provide uniquely valuable information on the performance of American students in a variety of subjects.

NAEP is mandated by the U. S. Congress and is administered by the National Center for Education Statistics, within the Institute of Education Sciences at the U. S. Department of Education. The National Assessment Governing Board (NAGB), whose members are appointed by the Secretary of Education, sets policies for NAEP.

NAEP is conducted in both public and private schools. Schools are randomly selected to participate in NAEP assessments using a stratified random method. Schools are put into categories and then randomly selected from each category to represent the student population in each state.

For the 2005-2006 school year, NAEP will be conducting several studies:

- Grade 4 and 8 assessments in U.S. history and civics. Results will produce national-level data results.
- Grade 12 assessments in economics and a high school Participation and Engagement Study (Fall & Winter). Results from these assessments will be a part of a national release of results.

Schools selected for NAEP assessments are contacted in early fall. For further information, contact Paul Stemmer, Assessment Administration and Reporting Coordinator, at 517-241-2360 or by e-mail, naep@michigan.gov.



MEAP District Coordinator Handbook

Fall 2005