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Michigan Educational Assessment Program

MEAP High School Assessment Administrator Manual

Fall 2006

MICHIGAN Department of Education

Fall 2006 MEAP High School Assessment Administration
Important Dates

Materials Due in Districts	**Week of October 9, 2006**
Accommodated Materials	**Week of October 16, 2006**
Assessment Dates* ***(unless you have been granted an extension in writing or through e-mail)**	**October 23 – November 3, 2006**
Deadline for Return of all Assessment Materials	**November 10, 2006**
Results due back in Districts	**December 2006**

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Fall 2006 Michigan Educational Assessment Program (MEAP)

The purpose of this MEAP High School Assessment Administrator Manual is to provide information specific to the administration of the Fall 2006 MEAP high school assessments. Each assessment administrator should be provided an assessment administrator manual. A supply was shipped with assessment materials. Additional copies can be ordered on the OEAA secure website at www.michigan.gov/oeaa-secure. Copies are also available on the MEAP website at www.michigan.gov/meap.

A separate MEAP District and Building Coordinator Handbook was shipped with assessment materials. The handbook is a comprehensive guide for district and building MEAP coordinators. Copies are also available on the MEAP website at www.michigan.gov/meap.

ITEMS OF SPECIAL INTEREST

Field Testing

During fall 2006 high school assessments, only the social studies assessment will have multiple forms (6) with embedded field test items. The field test items will be scored, but will not be used for determining student scores or for reporting. Students will not be able to distinguish the field test items, since they will be mixed in with the operational items.

Accommodated Versions of the MEAP Assessments

Fall 2006 MEAP high school assessments in English language arts, mathematics and science will each have 1 form; social studies will have 6 different assessment forms. All accommodated versions of these assessments (Braille, enlarged-print, CD, cassette, DVD and VHS) will be reproduced from a Form 1 assessment booklet.

Unless there is a total loss of vision, each student using an accommodated version of an assessment must also have a regular copy of a printed Form 1 assessment booklet to use while taking the assessment. Accommodated versions of the assessments will be shipped with a Form 1 assessment booklet.

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

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

A school cannot make AYP if it does not have at a minimum a 95% participation rate for the entire school and each subgroup.

New Student Registration Forms

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

In the event labels or pre-ID answer documents are not possible, complete and accurate information on the New Student Registration Form (NSRF) is critical. Please carefully review directions for NSRF completion beginning on page 26.

Additional Sheets

Students are provided ample space within all answer documents for extended written responses. **No additional sheets may be used with any of the MEAP assessments unless prescribed by an IEP or Section 504 Plan.**

Arabic, Spanish, and English Videos Available for English Language Learners (ELL)

State-produced videos are available as an accommodation for English language learners who are at the basic or lower intermediate English language proficiency levels and who are dominant in a language other than English. In Fall 2006, videos for MEAP content areas of mathematics, science and social studies are available in Spanish, Arabic, and English.

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

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

English Language Arts Assessment

The integrated high school English language arts (ELA) assessment includes reading and writing. The listening portion of the high school ELA assessment has been eliminated.

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

Mathematics Assessment

Calculators, including graphing calculators, are permitted, though not required, on all parts of all MEAP high school mathematics assessments. Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. Students may not share calculators.

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

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

Use of Number 2 Pencils

Students are required to use a number 2 pencil on all multiple-choice and constructed-response items. Answer documents filled out with media other than a number 2 pencil cannot be scanned or scored.

Assessment and Accountability Practices

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

Packaging and Return of Materials

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

Districts are encouraged to complete and return assessment materials as early as possible during the assessment window. The contractor can then begin to scan and score student responses immediately. Please complete make-up assessments during the assessment window. **MEAP assessment booklets and student answer documents 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. They must be returned to MEAP Scoring Services as directed.**

All assessment materials (including Braille, enlarged-print, CD, cassette, DVD and VHS versions) should be returned in **one shipment.** The deadline for returning all assessment materials for each assessment cycle is indicated on the inside front cover.

Contact Information

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

- **MEAP Office**—for information about MEAP assessment administration procedures, content, scheduling, information about students with disabilities and appropriate assessments or accommodations, and information about the English Language Learner (ELL) program

  Phone: 1-877-560-8378
  Fax: 517-335-1186
  Website: www.michigan.gov/meap
  E-mail: MEAP@michigan.gov

- **MEAP Scoring Services**—for information about ordering, receiving, packaging, or returning assessment materials

  Phone: 800-204-4109
  Fax: 319-358-4293
  E-mail: meap@pearson.com

- **Michigan Merit Award Program**—contact the Michigan Department of Treasury for information about eligibility requirements, awardee and nonawardee reports, and student Merit Award records

  Phone: 888-4GRANTS (888-447-2687)
  Fax: 517-241-4638
  Website: www.michigan.gov/meritaward

MEAP Administration

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

The schools play a key role in administering the MEAP assessment 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 this manual, follow the established assessment administration procedures carefully, and notify the MEAP Office if a problem arises.

Assessment Administrators and Proctors

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

- reading and becoming familiar with MEAP assessment administration procedures for the specific assessment cycle (i.e., fall or spring) prior to the assessments.
- reading directions ***exactly as they appear*** in this manual to students, and answering questions about assessment directions.
- verifying that no unauthorized materials or equipment are being used during the assessments.
- moving throughout the room and ensuring that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer documents using a number 2 pencil only.
- reporting instances of deviations in assessment administration or questionable student behavior to the building MEAP coordinator for early and fair resolution of any concerns.
- reviewing student information on answer documents 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.

Complete information regarding the responsibilities of assessment administrators and proctors, including checklists, may be found in *Professional Assessment and Accountability Practices for Educators*. This document establishes the "ground rules" for how each assessment is to be administered and is available at the OEAA website (www.michigan.gov/oeaa).

MEAP Assessment Schedule

The Fall 2006 MEAP High School Assessment window is from October 23 – November 3, 2006. Materials will be shipped to school districts approximately two weeks before the first day of the assessment window.

All 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.

Students should not be allowed to leave an assessment session for an extended length of time (i.e., lunch hour, leave for the rest of the school day due to illness) and allowed to resume testing where they left off. Contact the MEAP Office for instruction.

For planning purposes, the following times are recommended for each assessment session.

High School English Language Arts Assessment
Part 1 – Session 1: Writing.....70–80 minutes
Part 1 – Session 2: Writing.....30–40 minutes
Parts 2A and 2B: Reading .....55–65 minutes

High School Mathematics Assessment
Part 1.....50–60 minutes
Part 2.....50–60 minutes

High School Science Assessment .....90–105 minutes

High School Social Studies Assessment
Part 1.....45–55 minutes
Part 2.....45–55 minutes

IMPORTANT: Suggested times do not include the time necessary:

- For non-pre-identified students to fill out New Student Registration Forms (10 minutes, if needed).
- To distribute assessment materials to students (dependent upon the number of students in the group to be assessed).
- 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 window and all materials must be returned by the appropriate deadline. *(See inside front cover.)*

Assessment booklets (including Braille, enlarged-print, CD, cassette, DVD and VHS 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 documents are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after assessments. No person, other than students to be assessed, shall be allowed to review or take the assessment.**

Students to Be Assessed

Michigan has made the commitment that all students must be assessed as required by federal and state policy. The MEAP assessments provide an opportunity to assess the largest number of students in elementary, middle and high school. According to federal law, the Individualized Education Plan (IEP) or Section 504 Plan specifies whether or not the student participates in each of the MEAP assessments or in an alternate assessment. 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 accommodations where such accommodations are necessary to measure achievement relative to state standards.

During the Fall 2006 high school assessments, only grade 12 students, as defined by the local school district based on academic standing, who have not taken the HSA and who want to earn endorsements or to qualify for the Michigan Merit Award, must be given an opportunity to test.

Any grade 12 student who has previously taken the high school assessments should be given the opportunity to retest in order to qualify for an endorsement or a Michigan Merit Award, to receive a higher level, or to receive a higher scaled score.

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. 12–21.

English Language Learners

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

Further information regarding ELL assessment accommodations is provided on pages 12–21.

The U.S. 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 2006 MEAP and MI-Access, this applies to English language learners who have entered a United States 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 on the Office of Education Assessment and Accountability, English Language Proficiency Assessment (ELPA) webpage at www.michigan.gov/elpa.

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

Foreign Exchange Students

In some cases, foreign exchange students will need to take the state assessment for the purpose of Adequate Yearly Progress (AYP). Foreign exchange students will be included in enrollment used for AYP if the student is enrolled in grade 11 and if the school district counts the student for state school aid membership. Foreign exchange students count for AYP participation, but their scores are not counted for proficiency if the student has been enrolled at the school less than a full academic year prior to testing. There is no requirement that foreign exchange students enrolled in grade 12 participate in state assessment.

Some foreign exchange students may be classified as English language learners (ELL). 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 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. A form is available at www.michigan.gov/elpa to identify such students.

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, 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 2004–2005 (MEAP and MI-Access)	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	-English Language Arts -Mathematics
11	5th	-Science** -Social Studies**	-English Language Arts -Mathematics
12	6th		-English Language Arts -Mathematics
13	7th	-English Language Arts	-English Language Arts -Mathematics
14	8th	-Mathematics -Science** -Social Studies**	-English Language Arts -Mathematics -Science**
15	9th		-Social Studies**
16	10th		
17	11th	-English Language Arts -Mathematics -Science** -Social Studies**	-English Language Arts -Mathematics -Science** -Social Studies**
18	12th		

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

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

Assessment Administration Materials

Receipt of Materials

Fall 2006 MEAP high school 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/Building Coordinator Handbook—The MEAP District/Building Coordinator handbook is a comprehensive guide that covers the responsibilities of the district MEAP coordinator and also contains specific instructions regarding online registration.

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, CD, cassette, DVD or VHS 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 Documents—There is a separate answer document for each subject. For fall assessments, answer documents will be preprinted or preprinted barcode labels will be shipped to schools. **Student answer documents may not be copied. Answers shall not be transcribed or recorded on any document other than a student answer 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 document.

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—This is an optional form. One form should be completed for every teacher or building coordinator as determined by the district MEAP 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 packet contains labels, and instructions on returning the MEAP materials.

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

Additional Materials Requests

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

Assessment Accommodations

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

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

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

Fall 2006, all MEAP high school assessments in mathematics, science and social studies 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, CD, cassette, DVD and VHS) will be reproduced from a form 1 assessment booklet for each content area. Unless there is a total loss of vision, each student taking an audio version of an assessment must also have a regular printed 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. 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 and are counted as not proficient when calculating AYP.

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 additional audio versions of the assessments, the district MEAP coordinator should order online at www.michigan.gov/oeaa-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 form 1 on their answer documents 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 2006 answer documents, but may be given one of the following options:
   - Gridding their own answer documents
   - Marking answers in their assessment booklets and having a certified school staff member transcribe the answers into the answer documents
   - Indicating their responses to a certified school staff member who will then grid the answer documents
   - Braille their responses and have a certified school staff member transcribe the answers into the answer documents
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 version of the 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 documents for students who used the audio versions of the assessments must be packaged and returned with the other answer documents.
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. In Fall 2006, 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. <u>Make sure students indicate form 1 on their answer documents as noted in the assessment directions.</u>
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 document. The instructor will need to make sure that the student has marked the appropriate video accommodation bubble on the student answer document.

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 additional materials online at www.michigan.gov/oeaa-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.

Reading Assessments Aloud

Reading aloud the MEAP mathematics, science, social studies or MI Access mathematics assessment is a standard accommodation for students with disabilities (students who have this type of accommodation specified in their IEP or Section 504 Plan) and English language learners (see #43 in the Assessment Accommodation Summary Table).

When using this accommodation with appropriate students, the assessment(s) *must be administered to each student individually.*

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 document. 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 document(s). Use the "Other" bubble on the student answer document(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 document(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 document 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 cycle, grade, and subject), OR the student's barcode label can be affixed to each word-processed page, and inserted into an answer document that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer document.

All answer documents 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 Materials Packet. This envelope is to be placed on the top of the first of the school's answer documents.

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 document 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, content area, and item number, OR
7. affix the student's barcode label to each additional page.

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

All answer documents 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 Materials Packet. This envelope is to be placed on the top of the first of the school's answer documents.

Rapid Onset of a 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 document.

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.

Please note that the Assessment Accommodation Summary Table contains a statement (#20) that indicates the use of resource materials (dictionary, etc.) is considered a nonstandard accommodation. While this is true for grades 3 – 9 for all content areas, it is not true for the Writing portion of the MEAP English Language Arts (ELA) High School Assessment. All students may use resource materials on the Writing portion (Part 1: Sessions 1 and 2) of MEAP ELA High School Assessment, as specified in the directions for administering writing in the MEAP High School Administrator Manual and the MEAP High School English Language Arts student assessment booklet.

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 requirements of the No Child Left Behind (NCLB) participation rates and 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 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 the construct that the 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 and is counted as not proficient when calculating AYP.

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

Assessment Accommodation Summary Table

Assessment accommodations not listed below are considered nonstandard.

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

Assessment Accommodation	MEAP		
	IEP	504	ELL
Timing/Scheduling			
1. Extended assessment time within reason (approximately 1½ times the estimated assessment time)	S	S	S
2. Frequent or appropriate supervised breaks	S	S	S
3. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S
4. Clock or method of informing students of remaining time	S	S	S
Setting			
5. Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S
6. Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S
7. Administration of the assessment in a special education setting	S	S	NA
8. Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional	S	S	NA
9. Administration of assessment in a distraction free space or alternate location (e.g., separate room, or location within the room) with appropriate supervision	S	S	NA
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional	S	S	NA
11. Administration of the assessment in a small group	S	S	S
12. Administration of the assessment individually	S	S	NA
13. Tools to assist with concentration	S	S	NA
14. Qualified person familiar to the student administers the assessment	S	S	S
15. Appropriate seating, special lighting, or furniture	S	S	NA
16. Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	S	S	S
17. Background music or noise buffers	S	S	NA

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

33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S
34. Administration of the assessment by person familiar to the student	S	S	S
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NS	NS	NS
37. Administer assessment sections in any order for English language arts, science, and social studies	S	S	S
38. Administer assessment sections in any order for Mathematics	S	S	S
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S
40. Emphasis on key words in directions	S	S	NA
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA
42. Reading aloud the MEAP reading components of the ELA assessment or the MI-Access accessing print assessment to the student	NS	NS	NS
43. Reading aloud the MEAP mathematics, science and social studies assessments or the MI-Access mathematics assessment	S	S	S
44. Reading of mathematics, social studies, and science assessment content and questions to a student <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 disabled for ELA assessment	S	S	NA
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science and Social Studies	S	S	NA
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S
73. Use of Braillewriter	S	S	NA
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA
75. Adapted paper, lined or grid paper for recording answers	S	S	NA
76. Use of computers with alternative access for an alternative response mode	S	S	NA
77. Use of speech to text word processor for responses for English language arts	NS	NS	NA
78. Use of speech to text word processing for mathematics, science and social studies	S	S	NA
79. Use of alternative writing position	S	S	NA
80. Use of special adaptive writing tools such as pencil grip or larger pencil	S	S	NA
81. Write directly in assessment booklet	S	S	S

Assessment Administration Guidelines

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

- maintain the security of all assessment materials before, during, and after the assessment, and between assessment sessions;
- administer the assessments in a manner consistent with established assessment procedures;
- establish assessment conditions that prevent opportunities for students to engage in questionable behaviors (intentional or unintentional);
- review student information completed on answer documents 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, CD, cassette, DVD and VHS 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 63 in this manual. This form is to be signed by each district and building MEAP coordinator, assessment administrator, assessment proctor, and accommodations provider and returned to the MEAP Scoring Services along with the completed assessment materials.

Leaving the Room During the Assessment

Students may be allowed to go to the restroom during the assessment, but it is best not to make a general announcement to that effect. Only one student may leave the assessment room at a time. Collect the assessment booklet and answer document 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.***

Students who leave an assessment session for an extended length of time (i.e., lunch hour, remainder of the school day due to illness, etc.) shall NOT be allowed to resume testing. Contact the MEAP Office for instruction.

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 the 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 manuals.
- 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 using only a number 2 pencil. Student responses are limited to the answer spaces provided.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of questionable student behavior or deviations in the 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 document 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 document versus the booklet)?
- Are students marking their responses in the correct section of the answer document?
- 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 an assessment after a session is complete. Students may *not* revisit assessment answers *for any reason* after assessment booklets and answer documents 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.
- Allowing students to resume testing after the student left an assessment session for an extended length of time (anything longer than an emergency restroom break).

If there is any question about whether or not an 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 documents is to be used to identify students who engage in an unethical practice. In August, 2005, the State Board of Education approved a revised 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 Administrator should allow the suspected student(s) to finish the assessment and code the student's answer document 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 Adequate Yearly Progress (AYP). This may also adversely affect a student's eligibility to earn a Michigan Merit Award scholarship. A student without a valid assessment score will be considered "not assessed" for AYP purposes.**

Note: The "Student Unethical Practice" bubble is NOT meant to be used for students who do not appear to be working hard on the assessment or otherwise not taking the assessment seriously. It is only intended for students engaging in practices deemed unethical.

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

Every student taking a MEAP assessment will have a separate answer document for English language arts (ELA), mathematics, science, and social studies. Answer documents 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 document 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 are not familiar with online registration.

Online Registration

Students can be registered online up until the day assessment materials are returned using several different options on the OEAA secure website. Step-by-step instructions can be found on the login page (www.michigan.gov/oeaa-secure) of the website by clicking on the pink link entitled *Enhancement How-To-Help Documents*.

- SRSD Copy
- Student Test Cycle Copy
- One Student at a Time
- Pre-ID File Import Process
- Adding a New Assessment Cycle to an Existing Student

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 of the following classifications:

1. ***Economically Disadvantaged*** – 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 also known as Limited English Proficient*** – 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*** – 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*** – 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 Documents

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

There are several boxes on student answer documents 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 code one response per report on his or her answer document (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 documents.

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

Accommodations

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

The English language arts answer documents provide the opportunity to identify specific accommodations used for students on different parts of the ELA test. Answer documents for mathematics, science and social studies list the same accommodations, in addition to use of an audio version of the test 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 (mathematics, science, social studies, and writing portion of the ELA).

Spanish Video – A student who used the Spanish video version of the assessment (mathematics, science, and social studies only).

Arabic Video – A student who used the Arabic video version of the assessment (mathematics, science, and social studies only).

Reading in English – A student who had the assessment read in English (mathematics, science, and social studies only).

Reading in Native Language – A student who had the assessment and/or directions read in a native language other than English (mathematics, science, and social studies only).

Other – A student who has used other standard accommodations.

Students with Disabilities:

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

Enlarged Print – A student who has used the enlarged-print version 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 document. (See Assessment Accommodations beginning on page 12.)

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

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

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

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

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

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

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

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

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

Birth Date

Students are given instructions to fill in their birth date at the time of the assessment.

Class/Group Number

This optional information allows districts and schools to receive reports organized by class or group designation(s). It is the decision of the school or district to use this option and to define class/group numbers that are most useful to the district or school. This is an optional field. Contact your MEAP coordinator for your 4-digit class/group number.

Assessment Date

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

Form

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

Assessment Administrator Directions: MEAP High School English Language Arts (ELA) Assessment

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

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

Materials

Assessment Administrator

- MEAP High School Assessment Administrator Manual, Fall 2006
- MEAP High School ELA Assessment Booklet
- MEAP High School ELA Answer Folder
- Dictionaries, thesauri, grammar books, spelling books*

Student

- MEAP High School ELA Assessment Booklet
- MEAP High School ELA Answer Folder
- Number 2 Pencil **
- Dictionary, thesaurus, grammar book, spelling book*

Assessment booklets are secure materials that must be carefully monitored. These materials must be kept in ***locked*** storage while in schools. Students may underline, highlight or write notes in their assessment booklets. **No** scrap paper or additional sheets of paper may be used unless specified as an assessment accommodation.

* Students may **NOT** use dictionaries or any other reference materials **for any portion of Parts 2A or 2B, the Reading assessments.** Students *may* use dictionaries or other reference materials for the Writing assessments, Part 1 – Session 1: *Writing from Knowledge and Experience* and Part 1 – Session 2: *Reporting and Reflecting*.

** **Final answers must be written in the Answer Folder using a number 2 pencil only.**

Assessment Length

This assessment is untimed and student-paced. Students must be given as much time as needed during the *same continuous session* to complete the assessment session being administered. For planning purposes, the following times are recommended for each assessment session:

Part 1 – Session 1: Writing from Knowledge and Experience .....70–80 minutes
Part 1 – Session 2: Writing – Reporting and Reflecting .....30–40 minutes
Parts 2A and 2B: Reading .....55–65 minutes

Additional time is necessary to distribute materials and read directions.

Approximately 10 minutes should be scheduled prior to the assessment to complete the New Student Registration Form (if being used by your district) for any student who does not have a preprinted label or Answer Folder. See page 60 for instructions on completing the New Student Registration Form. A separate New Student Registration Form must be placed on top of the student's Answer Folder for each subject.

The ELA assessment no longer needs to be administered in the order given in this manual because the parts are not thematically linked. The optional listening portion of the ELA assessment has been eliminated.

Students who are ***retesting*** and need only a Reading ***or*** Writing score for Michigan Merit Award purposes, may take only the Reading or Writing portion of the assessment.

Retest Score needed for Michigan Merit Award purposes:	Students must take the following Parts:
Reading only	Parts 2A and 2B
Writing only	Part 1 – Session 1 Part 1 – Session 2

Directions

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

When directed by this manual to read directions from a student booklet, the assessment administrator or proctor must read the specific directions only without attending to any other part of the student booklet.

The assessment administrator or proctor may have a student booklet from which to read the directions. The student booklet may only be used for that purpose and must be secured with the student booklets prior to and following each testing session.

Beginning the MEAP High School English Language Arts (ELA) Assessment

Distribute a MEAP High School English Language Arts booklet and Answer Folder to every student. There is sufficient space in the Answer Folder for students to provide a correct and complete response to each writing prompt. **No additional papers may be used for any part of this assessment.**

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

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, calculators, etc. The only items you should have on your desk or table are the materials necessary for this assessment. All answers must be written in your Answer Folder using a number 2 pencil only.

Make sure that you have the Fall 2006 MEAP High School English Language Arts booklet. Write your name on the cover of the booklet in the upper right-hand corner.

Please look at your Fall 2006 Answer Folder for High School English Language Arts. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

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

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

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

SAY: Also on the cover page of your Answer Folder, find box 4 entitled "Birth Date." Please fill in the correct month, day, and year of your date of birth using a number 2 pencil. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the day in the spaces provided (two digits) and fill in the corresponding circles below. The last two columns are for the year you were born. Write the last two digits of the year you were born in the spaces provided and fill in the corresponding circles below.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

If your school or district has made the decision to use the Class/Group Number, post the 4-digit number so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for box 5. If your school or district is NOT using the Class/Group Number, please skip to box 6 "Assessment Date" directions.

SAY: Now find box 5 entitled "Class/Group Number." I have written the 4-digit number for you to use to complete this box. Please write in the 4-digit number in the spaces provided and fill in the corresponding circles using a number 2 pencil.

Note: If the assigned "Class/Group Number" is less than 4 digits, fill in with leading zeros. Give students time to complete this information and assist them in filling in the correct numbers and circles.

SAY: Also on the cover page, box 6 is entitled "Assessment Date." Please write in today's date and fill in the corresponding circles using a number 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.

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

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

You may now remove the security seal from your booklet.

Proceed to the directions for the first Part of the MEAP High School English Language Arts assessment that you are administering.

Directions for *Continuing* the MEAP High School English Language Arts Assessment

If any students were absent during a previously administered portion of the ELA assessment, allow them to take the Part you are currently administering. They may make up the Part(s) they missed at a time to be arranged by the Building MEAP Coordinator. Students, who have not previously done so, must complete the student identification information on their Answer Folders, and write their name on the cover of their booklet before beginning this session. Refer to the directions for ***Beginning the MEAP High School ELA Assessment*** *on page 32 in this manual.*

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

If necessary, redistribute assessment materials to students, ensuring that each student receives the booklet with their name on it, and their own Answer Folder. There is sufficient space in the Answer Folder for students to provide a complete and correct response to each writing prompt. No additional paper may be used for any part of this assessment.

SAY: Do not open your booklet or Answer Folder until told to do so.

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

You are now going to take the next Part of the MEAP High School English Language Arts assessment. Make sure you have your own booklet, Answer Folder, and a number 2 pencil. Raise your hand if your booklet or Answer Folder does not have your name on it.

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

Proceed to the directions for the next section of the High School English Language Arts assessment that you are administering.

Part 1 - Session 1: Writing

If this is the first section of the MEAP High School ELA assessment that is being administered to students, please follow the directions for ***Beginning the MEAP High School English Language Arts (ELA) Assessment*** *on page 32 in this manual* ***before*** *proceeding with the directions for Part 1 – Session 1.*

If the students have already taken at least one section of the MEAP High School ELA assessment, follow the ***Directions for Continuing the MEAP High School English Language Arts (ELA) Assessment*** *on* ***page 34*** *in this manual* ***before*** *proceeding with the directions for Part 1 – Session 1.*

Dictionaries and other reference materials ***may*** *be used during this part of the assessment.*

SAY: This assessment is designed to measure your writing ability in two separate sessions. The writing from the two sessions will be scored independently of one another. It is important that you do your best.

Open your Answer Folder to page 1. This is the beginning of Part 1 – Session 1. You may use pages 1–5 in your Answer Folder for this part of the assessment.

Turn to page 1 in your booklet. Read the directions silently as I read them aloud.

Read all of pages 1 and 2 from a Fall 2006 MEAP High School English Language Arts Booklet aloud to students.

After approximately 80 minutes, or when you think most students have had sufficient time to copy their final responses into their Answer Folders,

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

Follow the instructions under "Ending an Assessment Session" on page 49.

Part 1 – Session 2: Writing

If this is the first section of the MEAP High School ELA assessment that is being administered to students, please follow the directions for ***Beginning the MEAP High School English Language Arts (ELA) Assessment*** *on page 32 in this manual* ***before*** *proceeding with the directions for Part 1 – Session 2.*

If the students have already taken at least one section of the MEAP High School ELA assessment, follow the ***Directions for Continuing the MEAP High School English Language Arts (ELA) Assessment*** *on* ***page 34*** *in this manual* ***before*** *proceeding with the directions for Part 1 – Session 2.*

Dictionaries and other reference materials ***may*** *be used during this part of the assessment.*

SAY: Session 2 of the writing assessment requires you to think critically and report and/or reflect on a piece of writing from a high school student.

Open your Answer Folder to page 6. This is the beginning of Part 1 – Session 2. You may use pages 6–8 in your Answer Folder for this part of the assessment.

Turn to page 10 in your booklet. Read the directions silently as I read them aloud.

Read only page 10 from a Fall 2006 MEAP High School English Language Arts Booklet aloud to students.

SAY: Please raise your hand if you do not understand the directions for this part of the assessment.

You may now begin working on your own.

After approximately 40 minutes, or when you think most students have had sufficient time to copy their final responses into their Answer Folders,

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

Follow the instructions under "Ending an Assessment Session" on page 49.

Part 2A and Part 2B: Reading

If this is the first section of the MEAP High School ELA assessment that is being administered to students, please follow the directions for ***Beginning the MEAP High School English Language Arts (ELA) Assessment*** *on page 32 in this manual* ***before*** *proceeding with the directions for Part 2A.*

If the students have already taken at least one section of the MEAP High School ELA assessment, follow the ***Directions for Continuing the MEAP High School English Language Arts (ELA) Assessment*** *on page 34 in this manual* ***before*** *proceeding with the directions for Part 2A.*

Remind students to put away all other materials. Dictionaries and other reference materials may ***NOT*** *be used during this part of the assessment.*

SAY: Open your Answer Folder to page 9. This is the beginning of Part 2A. You will be using pages 9–12 in your Answer Folder for this part of the assessment.

Turn to page 17 in your booklet. Read the directions silently as I read them aloud.

Read all of page 17 from a Fall 2006 MEAP High School ELA booklet aloud to students.

SAY: Remember, you must complete both Part 2A and Part 2B in this session. You may only use a number 2 pencil to write your answers in your Answer Folder. Please raise your hand if you do not understand the directions to Part 2.

You may turn the page and begin.

After approximately 65 minutes, or when most or all of the students have completed this portion,

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

Follow the instructions under "Ending an Assessment Session" on page 49.

Assessment Administrator Directions: MEAP High School Mathematics Assessment

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

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

Materials

Assessment Administrator

- MEAP High School Mathematics Booklet
- MEAP High School Mathematics Answer Document
- MEAP High School Assessment Administrator Manual, Fall 2006
- Calculators for Student Use (optional)
- Overlay Sheet

Student

- MEAP High School Mathematics Booklet
- MEAP High School Mathematics Answer Document
- Number 2 Pencil
- Calculators (optional)
- Overlay Sheet

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

Assessment Length

This assessment is untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of this assessment. For planning purposes, the following times are recommended for each assessment session.

Part 1 .....50–60 minutes

Part 2 .....50–60 minutes

Approximately 10 minutes should be scheduled prior to the assessment to complete the New Student Registration Form (if being used by your district) for any student who does not have a preprinted label or answer document. See page 60 for instructions on completing this form. The New Student Registration Form must be placed on top of each student's answer document for each subject. Additional time is necessary to distribute materials and read directions.

Directions

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

When directed by this manual to read directions from a student booklet, the assessment administrator or proctor must read the specific directions only without attending to any other part of the student booklet.

The assessment administrator or proctor may have a student booklet from which to read the directions. The student booklet may only be used for that purpose and must be secured with the student booklets prior to and following each testing session.

Part 1: MEAP High School Mathematics Assessment

Distribute all assessment materials including overlays to students. Reference sheets are printed in the assessment booklet and can be removed by the students for use during the assessment. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during this assessment. Students may use their own calculators on all parts of this assessment, but may **not** share calculators with one another. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

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

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. You may not use a dictionary, thesaurus, grammar or spelling book on this test. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a number 2 pencil only.

Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. You may not share calculators. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.

Make sure that you have the MEAP High School Mathematics Booklet for Fall 2006. Write your name on the cover of the booklet in the upper right-hand corner.

Please look at your Fall 2006 Answer Document for High School Mathematics. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

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

SAY: Look at the top of your answer document. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your

school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).

Instruct students to give the full name of the teacher, school, and district. Give students time to complete this information.

SAY: Also on the cover page of your answer document, find box 4 entitled "Birth Date." Please fill in the correct month, day and year of your date of birth using a number 2 pencil. In the first column fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the numeral in the spaces provided (two digits) and fill in the corresponding circles. The last two columns are for the year you were born. Write the last two digits of the year you were born in the spaces provided and fill in the corresponding circles.

Give students time to complete this information and assist them in filling in the correct numeral and circles.

If your school or district has made the decision to use the Class/Group Number, post the numeral so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for box 5. If your school or district is NOT using the Class/Group Number, please skip to box 6 "Assessment Date" directions.

SAY: Now find box 5 entitled "Class/Group Number." I have written the 4-digit numeral for you to use to complete this box. Please write in the 4-digit numeral in the spaces provided and fill in the corresponding circles using a number 2 pencil.

Note: if the assigned "Class/Group Number" is less than 4 digits, fill in with leading zeros. Give students time to complete this information and assist them in filling in the correct numeral and circles.

SAY: Now find box 6 entitled "Assessment Date." Please write in today's date and fill in the corresponding circles using a number 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.

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

SAY: Now find box 7 entitled "Form." Look at the front cover of your MEAP High School Mathematics Booklet. In the upper left-hand corner, next to where you wrote your name, you will see the word "Form" and a number. In the "Form" box on your answer document, please fill in the circle with the number of the form found on the front cover of your booklet.

Assist students in finding the form number on the front of their booklets and in filling in the correct circle.

SAY: The inside front cover of the mathematics answer document contains several fields that have been added to collect information for the Michigan Merit Award.

Find box 9, entitled "Expected Date of Graduation." In the columns, print the month abbreviation and the year you expect to graduate. Fill in the corresponding circles.

Give students time to complete the above information.

SAY: The Michigan Merit Award Office would like to be able to notify Michigan post secondary schools of students' potential interest in attending their school following graduation. This allows them to prepare award notifications in a timely manner. Your actual scores will not be given to colleges. Only your eligibility for a Merit Award will be indicated.

In box 10 entitled "Post Secondary School Choices," please indicate, if you can, up to four schools that you have interest in attending.

You may now remove the security seal from your booklet. Open the front cover of your booklet and find the page entitled Codes for Michigan Post-Secondary Schools.

Use the four-digit code of the school or schools from this list. Print the four-digit code(s) in the boxes provided. Fill in the corresponding circles.

Near the end of the list there are codes to indicate that you: (1) may want to attend a vocational/technical school not on the list or (2) you may attend a school or college outside of Michigan. If you are undecided about your choice of a post secondary school, just leave the box blank.

Give students time to complete the above information.

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

The next page, after the listing of post-secondary schools, contains a reference sheet with information you may find helpful. Carefully remove it from your booklet. You may use this sheet throughout the assessment.

Now turn to page 1 in your booklet. Read the directions silently, as I read them aloud.

Read all of pages 1 and 2 aloud from a MEAP High School Mathematics Booklet.

SAY: You may use the overlay, reference sheet, and a calculator on any part of this assessment. For the constructed-response items, you must write your entire response in your answer document using a number 2 pencil. No additional paper may be used.

Please raise your hand if you do not understand the directions for this part of the assessment.

You may now begin.

After approximately 50–60 minutes or when most or all of the students have completed this portion,

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

Follow the instructions under "Ending an Assessment Session" on page 49.

Part 2: MEAP High School Mathematics Assessment

If necessary, redistribute all assessment materials to students ensuring that each student receives the booklet with their name on it and their own answer document. Students may use their own calculators,

but may **not** share calculators with one another. Remind students to put away all other materials, including dictionaries and other reference materials that may not be used during the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

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

SAY: Do not open your booklet until told to do so.

Make sure you have your own booklet, answer document, and a number 2 pencil. Please raise your hand if you do not have your own booklet and answer document.

Make sure that all students have their own assessment materials.

SAY: During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. You may not use a dictionary, thesaurus, grammar or spelling book on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a number 2 pencil.

Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. You may not share calculators. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.

You are now going to take Part 2 of the MEAP Mathematics high school assessment.

Turn to page 6 of your answer document, which is the beginning of Part 2.

Open your booklet to page 21. Read the directions silently as I read them aloud.

Read all of page 21 aloud from a MEAP High School Mathematics Booklet.

SAY: You may use the overlay, reference sheet, and a calculator on any part of this assessment. For the constructed-response items, you must write your entire response in your answer document using a number 2 pencil. No additional sheets may be used.

You may now turn the page and begin.

After approximately 50–60 minutes or when most or all of the students have completed this portion,

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

Follow the instructions under "Ending an Assessment Session" on page 49.

Assessment Administrator Directions: MEAP High School Science Assessment

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

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

Materials

Assessment Administrator

- MEAP High School Science Booklet
- MEAP High School Science Answer Document
- MEAP High School Assessment Administrator Manual, Fall 2006

Student

- MEAP High School Science Booklet
- MEAP High School Science Answer Document
- Number 2 Pencil

Assessment booklets are secure materials that must be carefully monitored. They must be kept in ***locked*** storage while in schools. Students may **not** use dictionaries or other reference materials during the assessment. Students may **not** use scratch paper, additional paper to write answers for assessment items, pens, or other devices not listed above unless specified as an assessment accommodation. Students may underline, highlight, or write notes in their assessment booklets only.

Assessment Length

This assessment is untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of this assessment. For planning purposes, the following times are recommended for each assessment session.

High School Science Assessment.....90–105 minutes

Approximately 10 minutes should be scheduled prior to the assessment to complete the New Student Registration Form (if being used by your district) for any student who does not have a preprinted label or answer document. See page 60 for instructions on completing this form. A separate New Student Registration Form must be placed on top of each student's answer document for each subject. Additional time is necessary to distribute materials and read directions.

Directions

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

When directed by this manual to read directions from a student booklet, the assessment administrator or proctor must read the specific directions only without attending to any other part of the student booklet.

The assessment administrator or proctor may have a student booklet from which to read the directions. The student booklet may only be used for that purpose and must be secured with the student booklets prior to and following each testing session.

MEAP High School Science Assessment

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

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

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, calculators, etc. You may not use a dictionary, thesaurus, grammar or spelling book on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a number 2 pencil.

Make sure that you have the MEAP High School Science Booklet for Fall 2006. Write your name on the cover of the booklet in the upper right-hand corner.

Please look at your Fall 2006 Answer Document for High School Science. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

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

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

Instruct students to give the full name of the teacher, school, and district. Give students time to complete this information.

SAY: Also on the cover page of your Answer Document, find box 4 entitled "Birth Date." Please fill in the correct month, day, and year of your date of birth using a number 2 pencil. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the day in the spaces provided (two digits) and fill in the corresponding circles below. The last two columns are for the year you were born. Write the last two digits of the year you were born in the spaces provided and fill in the corresponding circles below.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

If your school or district has made the decision to use the Class/Group Number, post the 4–digit number so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for box 5. If your school or district is NOT using the Class/Group Number, please skip to box 6 "Assessment Date" directions.

SAY: Now find box 5 entitled "Class/Group Number." I have written the 4–digit number for you to use to complete this box. Please write in the 4–digit number in the spaces provided and fill in the corresponding circles using a number 2 pencil.

Note: If the assigned "Class/Group Number" is less than 4 digits, fill in with leading zeros. Give students time to complete this information and assist them in filling in the correct numbers and circles.

SAY: Also on the cover page, find box 6 entitled "Assessment Date." Please write in today's date and fill in the corresponding circles using a number 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.

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

SAY: Now find box 7 to the right, entitled "Form." Look at the front cover of your MEAP High School Science Booklet. In the upper left-hand corner, next to where you wrote your name, you will see the word "Form" and a number. In the "Form" box on your answer document, please fill in the circle with the number of the form found on the front cover of your booklet.

Assist students in finding the form number on the front of their booklets and in filling in the correct circle.

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

You may now remove the security seal from your booklet.

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

Turn to page 1 in your booklet. Read the directions silently, as I read them aloud.

Read all of page 1 aloud from a MEAP High School Science Booklet.

SAY: Remember, for the constructed-response items you must write your entire response in your answer document using a number 2 pencil. No additional paper may be used.

You may turn the page and begin.

After approximately 90–105 minutes or when most or all of the students have completed this assessment,

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

Follow the instructions under "Ending an Assessment Session" on page 49.

Assessment Administrator Directions: MEAP High School Social Studies Assessment

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

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

Materials

Assessment Administrator

- MEAP High School Social Studies Booklet
- MEAP High School Social Studies Answer Document
- MEAP High School Assessment Administrator Manual, Fall 2006

Student

- MEAP High School Social Studies Booklet
- MEAP High School Social Studies Answer Document
- Number 2 Pencil

Assessment booklets are secure materials that must be carefully monitored. They must be kept in ***locked*** storage while in schools. Students may **not** use dictionaries or other reference materials during this assessment. Students may not use scrap paper, additional paper to write answers for assessment items, pens, or other devices not listed above unless specified as an assessment accommodation. Students may underline, highlight, or write notes in their assessment booklets only.

Assessment Length

This assessment is untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of this assessment. For planning purposes, the following times are recommended for each assessment session:

Part 1 ..... 45–55 minutes

Part 2 ..... 45–55 minutes

Approximately 10 minutes should be scheduled prior to the assessment to complete the New Student Registration Form (if being used by your district) for any student who does not have a preprinted label or Answer Document. See page 60 for instructions on completing the form. A separate New Student Registration Form must be placed on top of each student's Answer Document for each subject. Additional time is necessary to distribute materials and read directions.

Directions

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

When directed by this manual to read directions from a student booklet, the assessment administrator or proctor must read the specific directions only without attending to any other part of the student booklet.

The assessment administrator or proctor may have a student booklet from which to read the directions. The student booklet may only be used for that purpose and must be secured with the student booklets prior to and following each testing session.

Part 1: MEAP High School Social Studies Assessment

Distribute assessment materials to each student. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during this test. There is sufficient space in the answer document for students to provide a complete and correct response. **No** additional papers may be used unless specified as an assessment accommodation.

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

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. You may *not* use a dictionary, thesaurus, grammar/spelling book or calculator on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your Answer Document using a number 2 pencil only.

Make sure that you have the Fall 2006 MEAP High School Social Studies Booklet. Write your name on the cover of the booklet in the upper right-hand corner.

Please look at your Fall 2006 Answer Document for High School Social Studies. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

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

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

Instruct students to give the full name of the teacher, school, and district. Give students time to complete this information.

SAY: Also on the cover page of your Answer Document, find box 4 entitled "Birth Date." Please fill in the correct month, day, and year of your date of birth using a number 2 pencil. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the day in the spaces provided (two digits) and

fill in the corresponding circles below. The last two columns are for the year you were born. Write the last two digits of the year you were born in the spaces provided and fill in the corresponding circles below.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

If your school or district has made the decision to use the Class/Group Number, post the 4–digit number so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for box 5. If your school or district is NOT using the Class/Group Number, please skip to box 6 "Assessment Date" directions.

SAY: Now find box 5 entitled "Class/Group Number." I have written the 4–digit number for you to use to complete this box. Please write in the 4–digit number in the spaces provided and fill in the corresponding circles using a number 2 pencil.

Note: If the assigned "Class/Group Number" is less than 4 digits, fill in with leading zeros. Give students time to complete this information and assist them in filling in the correct numbers and circles.

SAY: On the cover page, box 6 is entitled "Assessment Date." Please write in today's date and fill in the corresponding circles using a number 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.

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

SAY: Now find box 7 , entitled "Form." Look at the front cover of your Booklet. In the upper left-hand corner, next to where you wrote your name, you will see the word "Form" and a number. In the "Form" box on your answer document, please fill in the circle with the number of the form found on the front cover of your booklet.

Assist students in finding the form number on the front of their booklets and in filling in the correct circle.

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

You may now remove the security seal from your booklet.

Turn to page 1 in your booklet. Read the directions silently as I read them aloud.

Read all of page 1 from a Fall 2006 MEAP High School Social Studies Booklet aloud to the students.

After approximately 45–55 minutes or when most or all of the students have completed this portion,

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

Follow the instructions under "Ending an Assessment Session" on page 49.

Part 2: MEAP High School Social Studies Assessment

If any students were absent during the first assessment session, allow them to take Part 2 first. They may make up Part 1 after completing Part 2. Students for whom there is no preprinted label or Answer Document must complete the New Student Registration Form (if being used by the district), the student identification information on their Answer Documents, and write their names on the cover of their booklets.

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

If necessary, redistribute assessment materials to students, ensuring that each student receives the booklet with their name on it, and their own Answer Document. There is sufficient space in the Answer Document for students to provide a complete and correct response. No additional paper may be used unless specified as an assessment accommodation.

SAY: Do not open your booklet until told to do so.

During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. You may not use a dictionary, thesaurus, grammar/spelling book or calculator on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment.

You are now going to take Part 2 of the MEAP High School Social Studies assessment. Make sure you have your own booklet, Answer Document, and a number 2 pencil. Raise your hand if your booklet or Answer Document does not have your name on it.

Turn to page 6 of your Answer Document, which is the beginning of Part 2: Social Studies.

Open your booklet to page 19. Read the directions silently as I read them aloud.

Read all of page 19 from a Fall 2006 MEAP High School Social Studies Booklet aloud to the students.

After approximately 45–55 minutes or when most or all of the students have completed this portion,

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

Follow the instructions under "Ending an Assessment Session" on page 49.

Ending an Assessment Session

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

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

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

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

Assessment Administrator Responsibilities After Testing

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

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

   High School English Language Arts

   High School Mathematics

   High School Science

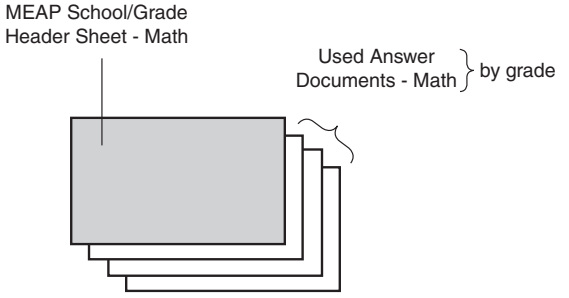
   High School Social Studies
3. Check answer documents for the following:
   a. Only answer documents dated Fall 2006 have been used.
   b. The barcode label on the answer document matches the student's name printed on the answer document and that all answer documents have a barcode label specific to the student or the barcode label from the New Student Registration Form.
   c. The appropriate form number has been filled in correctly.
   d. All required student identification fields (Student Name, Teacher Name, etc.) have been completed accurately.
   e. All optional data fields the district chose to use and all "School Use Only" fields have been completed accurately.
   f. No correction fluid, crayons, markers, highlighters, colored pencils, or pens have been used on student answer documents.
   g. No staples, glue, rubber bands, or paper clips have been used on student answer documents.
   h. No extra paper is attached (except when approved as an accommodation).
   i. No answer documents have been disassembled or damaged.
   j. If a New Student Registration Form has been completed, verify that all student identification fields, including the building code, have been completed accurately.
4. If an answer document is found to have been damaged, or to contain markings by writing utensils that are not allowed, the district MEAP coordinator must be notified. The district coordinator should contact the MEAP Office for assistance.
5. Notify the building MEAP coordinator of any student answer documents that require the bright orange envelope that is marked "Special Handling and/or Word Processed Documents." These envelopes are for those students who used a word processor as an accommodation.
6. Destroy unused answer documents after carefully making sure they are for students no longer enrolled in the school.

7. If they have not been written on, the mathematics overlays and reference sheets may be kept for use in future classroom activities. Those that have been written on must be destroyed or returned to the building MEAP coordinator.
8. Return ***all*** *assessment* ***booklets*** and ***all used answer documents*** to the building MEAP coordinator as soon as possible after the assessment. Refer to the page title, "Assembling Answer Documents for Return."
9. Complete the MEAP Security Compliance Form and return it to your building MEAP coordinator. Follow your MEAP coordinator's instructions for completing the MEAP School/Grade Header Sheet and the optional Class/Group ID Sheet.
10. Destroy or keep this manual; do not return with assessment booklets or used answer documents.

Assembling Answer Documents for Return

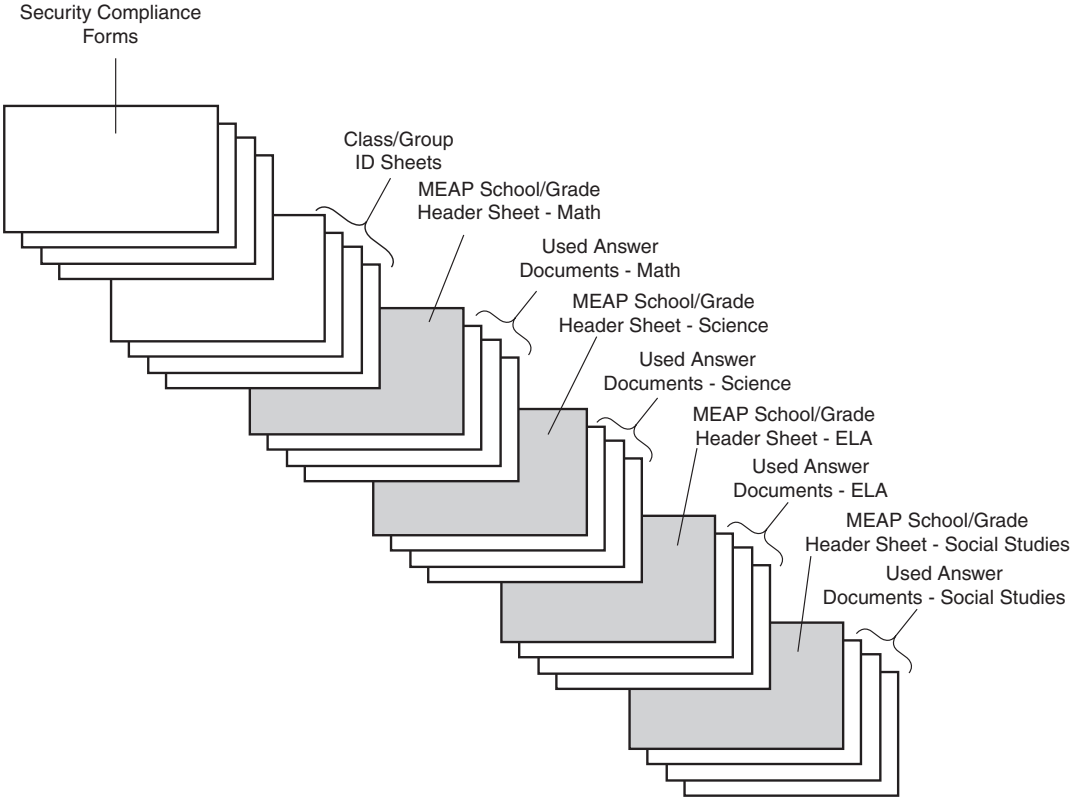
The diagrams below demonstrate how to assemble used answer documents by subject.

For example, assemble your Math Answer Documents as follows:



Continue to assemble used answer documents for each subject.

The diagram below shows how your answer documents will look after all subject areas are assembled for each school.



Directions for MEAP School/Grade Header Sheet

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

Follow the directions on the MEAP School/Grade Header Sheet. A sample form is included on the following page.

Refer to the diagram on page 53 for more information on how to organize this form and student answer documents for return to the scoring contractor.

MARKING INSTRUCTIONS

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

CORRECT MARK INCORRECT MARKS

meap™ Michigan Educational Assessment Program

1 PLEASE PRINT

Oliver Smith
Name of Person Completing this Form

District ABC
District Name

School ABC
School Name

2 DISTRICT CODE

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

3 SCHOOL CODE

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

Please be sure all fields are completed.

4 GRADE

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

5 ANSWER DOCUMENT COUNT

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

6 SUBJECT

- ○ ELA
- ○ Mathematics
- ○ Science
- ○ Social Studies

7 FORM

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

SCHOOL/GRADE HEADER SHEET

INSTRUCTIONS

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

SAMPLE

Directions for MEAP Class/Group ID Sheet

This is an optional form. This information allows districts and schools to receive reports by class or group designation(s). It is the decision of the school or district to use this option and define the 4-digit class/group numbers that are most useful to the district or school.

Follow the directions on the MEAP Class/Group ID Sheet. A sample form is included on the following page.

Refer to the diagram on page 53 for more information on how to organize this form and student answer documents for return to the scoring contractor.

meap™
Michigan Educational Assessment Program

CLASS/GROUP ID SHEET

INSTRUCTIONS: This is an **optional** form. The purpose of this form is to allow districts and schools to receive reports by class or group designation(s). It is the decision of the school or district to use this option and to define the 4-digit class/group numbers that are most useful to the district or school.

This form needs to be completed for every teacher. It may be completed by the teacher or the district or building MEAP coordinator. The person completing this form will need a teacher name and the class/group number(s) assigned to the teacher. Class/group numbers should be assigned by the district or building coordinator following instructions in the MEAP District and Building Coordinator Handbook.

Instructions for each area on the form are as follows:

1. Provide the name of the person completing this form (teacher or district/building coordinator) and the district and school name.
2. In the boxes under DISTRICT CODE, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under SCHOOL CODE, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
4. In the boxes under TEACHER NAME, indicate the name of the teacher for whom class/group number(s) are being provided and grid the corresponding bubbles.
5. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and grid the corresponding bubble under each block. For teachers who need reporting for multiple groups, up to six (6) different numbers can be included on this form. If less than a 4-digit number is used, fill in with zeroes ahead of the number.

This form should be delivered to the building MEAP coordinator. Instructions for return to the scoring contractor may be found in the MEAP District and Building Coordinator Handbook.

MARKING INSTRUCTIONS

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

CORRECT MARK ○●○○ INCORRECT MARKS ✓⊗◒▬

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE

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

3 SCHOOL CODE

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

4 TEACHER NAME

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

5 CLASS/GROUP NUMBER

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

Sample

Directions for MEAP Security Compliance Form

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

Follow the directions on the MEAP Security Compliance Form. A sample form is included on the following page.

Refer to the diagram on page 53 for more information on how to organize this form and student answer documents for return to the scoring contractor.

Pages 63–66 in this manual are excerpted from *Professional Assessment and Accountability Practices for Educators* (August 2005) which is available in each school and district and is publicly available on the OEAA web page at www.michigan.gov/oeaa.

- "Building Assessment Administrator Responsibilities" pages 63–64.
- "Assessment Proctor Responsibilities" pages 65–66.

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

MEAP Security Compliance Form

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

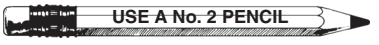
I have had access to a printed or electronic copy of the *Professional Assessment & Accountability Practices for Educators* as published by the Office of Educational Assessment and Accountability of the Michigan Department of Education, and

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

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

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

Note: Use a No. 2 pencil **only**.



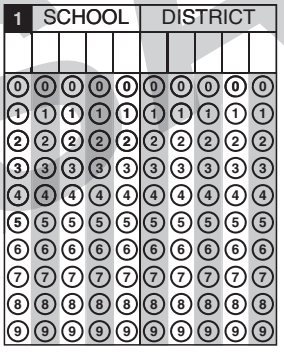
Date: _____

Signature: _____

Printed Name: _____

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

SAMPLE



2 MEAP ROLE

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

3 INFORMATION BOX

PLEASE PRINT—Use full names.

School Name: _____

City: _____

District Name: _____

INSTRUCTIONS

1. Use a No. 2 pencil only. In the boxes under School, District, indicate the district code if you are the District Coordinator or have district-wide responsibilities including MEAP assessment. All other assessment administrators must fill in the school code and district code. Grid the corresponding bubbles.
2. Grid the corresponding bubble next to your role in the MEAP assessment (ex: district coordinator, building coordinator, etc.).
3. In the Information Box, print your school name, city and district name on the lines provided.
4. Once the form has been completed, return it with your "Scorable MEAP Materials" to Pearson Educational Measurement.

Directions for New Student Registration Form

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

Students can be registered online up until the day the assessment materials are returned using several different options on the OAEE secure website. If online registration is available, log on to www.michigan.gov/oeaa-secure and follow the step-by-step instructions that can be found on the login page by clicking on the pink link entitled *Enhancement How-To-Help Document*.

If on-line registration is not available, follow the directions on the form and complete the student demographic information on side 2 of the New Student Registration Form.

Refer to the following pages for a sample of a New Student Registration Form.

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

Online Registration Only

Student Name: _____

Teacher: _____ Grade: _____

School Name: _____

District Name: _____

Subject: _____

New Student Registration Form

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

For online registration, complete Side 1 only.

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

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

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

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

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

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

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

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

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

If online registration is not available, complete Side 2 only.

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

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

Check all of the bubbled information carefully.

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

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

Mark Reflex® by NCS Pearson IM-171603-001:654321 ISD5566 Printed in U.S.A.

Online Registration Only

Ethnicity: _____

Birth Date: _____ / _____ / _____

Gender: _____

Student No./Other: _____

PLEASE DO NOT WRITE IN THIS AREA

SAMPLE

NEW STUDENT REGISTRATION FORM • SIDE 2

Student Name: _____
Teacher: _____ Grade: _____
School Name: _____
District Name: _____
Subject: _____

LAST NAME | FIRST NAME | MI

BIRTH DATE

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

STUDENT ETHNICITY

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

GENDER: Male / Female

GRADE: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

SCHOOL USE ONLY

STUDENT NO./OTHER

BUILDING CODE

MEAP USE ONLY: A B C D E F G H I J

SCHOOL USE ONLY (Mark all that apply)

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

SAMPLE

_____
My Building Assessment Coordinator

_____
Phone email

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

Assessment Administrators must be at least one of the following:

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

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

Before Assessment Administration

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

During Assessment Administration

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

During Assessment Administration (continued)

- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- Administer the assessments according to the Assessment Administration Manual.
- Read directions exactly as they appear in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
- When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.

After Assessment Administration

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

_____
My Assessment Administrator

_____
Phone email

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

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

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

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

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

Before Assessment Administration

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

During Assessment Administration

- Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (cell phones, pagers, PDAs, etc.).
- Assist the Assessment Administrator in distributing assessment materials.
- Observe students and monitor those who have been given permission to temporarily leave the assessment room.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.

- Remain in the assessment room at all times unless replaced by another trained staff member.
- Ensure the assessment room is quiet during the entire assessment administration.
- Report any questionable or unusual activity to the Assessment Administrator immediately.
- Accompany students who are being directed to an alternate assessment room to complete assessments.
- Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and instructional practices for English Language Learners.

After Assessment Administration

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

Student Challenges of Assessment Items

Clearly identify items being challenged.

Comments Regarding MEAP Assessment Administration

A. Good Points

B. Areas Needing Improvement

Return this form to:

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

MEAP Assessment Administrator Manual
High School
Fall 2006