



Modified Full Independence

Winter 2009 Pilot

Coordinator and Assessment Administrator Manual



**English Language Arts
and
Mathematics**



Michigan State Board of Education

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2003/2004 STATE BOARD OF EDUCATION STRATEGIC GOAL

Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.

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GENERAL INFORMATION

Introduction

In April 2007, the U.S. Department of Education (USED) issued regulations regarding alternate assessments based on modified achievement standards. These regulations permit a state, as part of its assessment and accountability system, to adopt such standards and to develop an assessment aligned with the modified academic achievement standards for students with disabilities. The Michigan Department of Education (MDE) was awarded a USED grant to develop such an assessment by modifying existing Michigan Educational Assessment Program (MEAP) assessments in order to provide better access to students with disabilities who meet the eligibility criteria for participation.

The Winter 2009 Pilot of the assessment for Modified Full Independence – or what is now more commonly referred to as MEAP-Access – has been developed through a collaborative effort of MDE with the offices of Special Education and Early Intervention Services, Office of School Improvement, and other state departments, district educators, assessment experts, and stakeholders. Each grade and content area will use the pool of MEAP items written for the Grade Level Content Expectations (GLCEs) at the corresponding grade level. Two forms of the proposed MEAP-Access assessments will be piloted at each grade level. The overall purpose of the pilot is to determine if the development process has been successful in producing an assessment that is more appropriate for participating students.

Test Coordinators and Administrators

For this pilot, District MI-Access Coordinators will be responsible for ensuring that pilot materials are (1) distributed to schools, (2) collected from schools after pilot testing is complete, and (3) returned to Measurement Incorporated, the MEAP-Access contractor. District MI-Access Coordinators will also serve as the primary point of contact for communications with the OEAA and the pilot contractor.

School MI-Access Coordinators will oversee the test administration process at the building level. They will also identify which teachers (based on the students identified to participate in the pilot) will administer tests to students. The MEAP-Access pilot tests are designed to be administered by the student's ELA and mathematics instructors; however, since only some members of a class may be assessed for the pilot, it may be more appropriate for the tests to be administered by a resource room teacher, school psychologist, or some other professional school personnel.

Professional Assessment Administration

All staff involved in the administration of the MEAP-Access pilot tests should refer to the Professional Assessment and Accountability Practices for Educators document (at www.michigan.gov/OEAA) for detailed information about their specific roles and responsibilities in accurately and fairly assessing students.

In addition, all testing personnel are to complete and sign a Security Compliance Form, to indicate that they (1) have read the professional practices document and this manual, (2) understand their role in the pilot test administration process, (3) agree to keep all pilot test materials secure, and (4) agree to keep all information about the pilot confidential. These forms are to be signed prior to test administration and kept on file at the district level for one year following pilot testing.



Test Design

The MEAP-Access pilot tests assess students in grades 3 through 8 in two content areas—English language arts (ELA) and mathematics. Following is a description of how each content-area test is designed.

English Language Arts

The MEAP-Access ELA Pilot Tests have two components: Reading and Writing. Students are asked to read three independent passages and answer seven comprehension questions that follow each passage. The passage types include at least one narrative and one informational passage. The third passage may be either a narrative or an informational passage. All reading questions are multiple-choice (MC) items with a point value of one.

The writing portion of the assessment has two parts. For the first part, students respond to a prompt and are measured on their ability to write based on their knowledge and experience. Their responses are scored according to the MEAP six-point rubric. The second part of the writing portion is called “Response to Student Writing.” A short piece of student writing is provided in the booklet that contains errors. Students are asked to answer three MC items (1 point each) to identify the errors in the piece of student writing.

One of the unique and significant parts of the ELA pilot assessment is the use of enhanced directions on some of the pilot forms that the test administrator reads at the time of assessment in order to assist students in accessing reading and writing portions of the pilot test. The Assessment Plan Writing Team, comprised of Michigan educators familiar with the population being assessed and the content area of ELA, developed the enhanced directions based on the learning characteristics of the student population that is potentially eligible to take the MEAP-Access. Table 1 describes each form by grade level.

TABLE 1: MEAP-Access ELA Pilot Models

Grade	Form A	Form B	No. of Items (both forms)
3	• Three-choice multiple-choice items	• Three-choice multiple-choice items • Enhanced Directions	24
4	• Four-choice multiple-choice items	• Three-choice multiple-choice items	24
5	• Four-choice multiple-choice items	• Three-choice multiple-choice items • Enhanced Directions	24
6	• Three-choice multiple-choice items	• Three-choice multiple-choice items • Enhanced Directions	24
7	• Four-choice multiple-choice items	• Three-choice multiple-choice items	24
8	• Four-choice multiple-choice items	• Three-choice multiple-choice items • Enhanced Directions	24



GENERAL INFORMATION

Mathematics

Two forms of the mathematics tests (Form A and Form B) will be administered during the pilot. All mathematics items are in a multiple-choice item (MC) format. Form A includes three answer choices for each item in grade 3; four answer choices in grades 4-8. Form B includes three answer choices for each item in grades 4-8. (Grade 3 will pilot Form A only, since it already has three answer choices in MEAP). Each MEAP-Access pilot item has a point value of one. Table 2 describes each form.

TABLE 2: MEAP-Access Mathematics Pilot Models

Grade	Form A	Form B	No. of Items	
			Part 1	Part 2
3	<ul style="list-style-type: none"> In strand and GLCE order Three-choice multiple-choice items NO calculators allowed 	<ul style="list-style-type: none"> No grade 3 Form B (because no grade 3 MEAP-Access Pilot items have 4 answer choices) 	38 (only 1 part)	
4	<ul style="list-style-type: none"> In strand and GLCE order Four-choice multiple-choice items Part 1 NO calculators allowed Part 2 calculators allowed 	<ul style="list-style-type: none"> In strand and GLCE order Three-choice multiple-choice items Part 1 NO calculators allowed Part 2 calculators allowed 	28	13
5	<ul style="list-style-type: none"> In strand and GLCE order Four-choice multiple-choice items Part 1 NO calculators allowed Part 2 calculators allowed 	<ul style="list-style-type: none"> In strand and GLCE order Three-choice multiple-choice items Part 1 NO calculators allowed Part 2 calculators allowed 	36	16
6	<ul style="list-style-type: none"> In strand and GLCE order Four-choice multiple-choice items Part 1 NO calculators allowed Part 2 calculators allowed 	<ul style="list-style-type: none"> In strand and GLCE order Three-choice multiple-choice items Part 1 NO calculators allowed Part 2 calculators allowed 	25	15
7	<ul style="list-style-type: none"> In strand and GLCE order Four-choice multiple-choice items Part 1 NO calculators allowed Part 2 calculators allowed 	<ul style="list-style-type: none"> In strand and GLCE order Three-choice multiple-choice items Part 1 NO calculators allowed Part 2 calculators allowed 	29	20
8	<ul style="list-style-type: none"> In strand and GLCE order Four-choice multiple-choice items Part 1 NO calculators allowed Part 2 calculators allowed 	<ul style="list-style-type: none"> In strand and GLCE order Three-choice multiple-choice items Part 1 NO calculators allowed Part 2 calculators allowed 	7	25

Item Source

All items used on the MEAP-Access pilot tests are copyrighted, were written specifically for each grade, and are linked to the state’s Grade Level Content Expectations. These items were selected for the pilot by an Assessment Plan Writing Team consisting of MDE staff, as well as local district special and general educators, assessment experts, and other interested and knowledgeable stakeholders.



Students to be Assessed

For the pilot, participating students have been identified by the OEAA using preliminary assessment data from fall 2008. Please assess every student identified to participate. In the future, the student population will be determined by the Individualized Education Plan (IEP) Teams using the eligibility criteria currently under development. Once the criteria are finalized, they will be posted on the OEAA Web site (at www.mi.gov/OEAA).

Contact Information

Any test administrator questions related to this manual should be referred first to the School MI-Access Coordinator, and then to the District MI-Access Coordinator who may contact either the OEAA or the MEAP-Access pilot contractor at the numbers below.

For questions related to administration procedures, content, and scheduling, contact

Office of Educational Assessment and Accountability (OEAA)

Phone: 877-560-8378

Fax: 517-335-1186

Web site: www.mi.gov/oeaa

E-mail: evansd2@mi.gov

For questions related to receiving, packaging, and/or returning MEAP-Access pilot test materials, contact

Measurement Incorporated

Phone: 866-691-1423

Fax: 866-691-1424

E-mail: MEAPhelp@measinc.com



PLANNING FOR THE TEST

Pilot Test Materials

The MEAP-Access ELA and Mathematics Pilot Tests will be administered from January 23 through February 12, 2009. (See Table 3 below.) Districts may begin testing as soon as materials arrive. Materials will arrive in boxes with lime green labels that read "MEAP-ACCESS PILOT." Test coordinators need to save the original shipping box (or boxes) to return materials after testing is complete.

Table 3: Important MEAP-Access Pilot Dates	
Materials Arrive in Districts	January 20-23, 2009
MEAP-Access Pilot Test Dates*	January 23 – February 12, 2009
Deadline for Return of Materials	February 18, 2009

*Testing may begin when materials are received.

District MI-Access Coordinators

District MI-Access Coordinators are to open each shipping box immediately. In the first box, there will be a District Packing List, which shows how many school packages are enclosed. It will also have an envelope labeled "Return Shipping Labels" attached to it. The envelope contains red and white FedEx Ground return labels that must be used to ship test materials back to the MEAP-Access contractor, Measurement Incorporated.

In addition, the first box will have (1) a copy of every School Roster, which shows the students to be assessed by building, and (2) one printed copy of the Winter 2009 MEAP-Access Pilot Coordinator and Assessment Administrator Manual for the district coordinator to use for training school coordinators and to answer questions during the pilot test cycle.

Second, one printed copy of the administration manual is being provided to each district coordinator. School MI-Access coordinators and test administrators can download copies from the OEAA Web site at www.mi.gov/oeaa.

Make sure there is one package for every school on the District Packing List and distribute the unopened packages to the correct schools.

School MI-Access Coordinators

School MI-Access Coordinators are to open their school packages as soon as they arrive in the building. The package contains a School Roster that lists all of the students identified to participate in the MEAP-Access pilot. Inventory the materials to make sure there are sufficient quantities and types of materials to assess every student on the roster.

The school package will also contain the following materials (depending on the grades being assessed in the school):

- machine-scorable test booklets for grade 3 students (with pre-printed barcode labels already affixed);





- test booklets for grade 4-8 students;
- machine-scorable answer documents for grade 4-8 students (with pre-printed barcode information);
- Directions for Administration, which are organized by grade, content area, and form, and are to be read aloud to students during test administration; and
- Security Compliance Forms, which all test coordinators, administrators, and proctors need to complete and sign. (A sample form is provided in Appendix A of this manual.)

If any test materials are missing, contact the District MI-Access Coordinator immediately for assistance. (See the "Contact Information" section of this manual for more information.)

Security of Testing Materials

As with other OEAA tests, please follow standard testing procedures for the MEAP-Access pilot materials. The MEAP-Access pilot test materials contain copyrighted information; therefore, they need to be kept in locked storage before and after the test is administered. After testing is complete, ALL test materials (both secure and non-secure) are to be returned to Measurement Incorporated, using the packaging and return instructions in this manual.

Reviewing Pilot Test Materials

Although many MEAP-Access test administrators have given MEAP and/or MI-Access tests before, the pilot tests are sufficiently different that test administrators will want to review the Directions for Administration, which have sections that are to be read aloud, *exactly as written*. This will assist test administrators in understanding what is being asked of them, as well as of the students. An early review of the ELA forms with enhanced directions may be particularly helpful to test administrators.

For the MEAP-Access Pilot, some symbols that appear at the bottom of the test materials have been streamlined for student use. These symbols may need to be explained to students prior to testing. Students will see

- GO ON**  • the words "GO ON" followed by an arrow, which means they should continue on to the next page of their test booklet;
- WAIT**  • a wait sign accompanied by the word "WAIT," which means they should wait to turn the page until instructed to do so; and
- STOP**  • a stop sign, which means they should stop until they receive further directions.

These Directions for Administration are provided as separate folders for each grade, content area, and test form. Test administrators are encouraged to check the test directions provided to ensure that the grade, content area, and form match the test directions with the test booklets and answer documents being used by their students.



PLANNING FOR THE TEST

Scheduling the Test

Because the MEAP-Access tests are untimed, the amount of time set aside for testing (by part and overall), and the order in which the parts of the test will be administered is based on the recommendations of the MI-Access School Coordinator in conjunction with the test administrator. When making that determination, test administrators may want to review Tables 1 and 2 in this manual, which describe the components of the test and show the number of test items per form, and for mathematics per part. (For grade 3 mathematics, test administrators may allow students to take a short break after question 19, since that is the only test that is not divided into parts.)

Assessment Accommodation Decisions

All decisions about which accommodations a student needs must (1) be made by the student's IEP Team, (2) be documented in the student's IEP (by content area), and (3) reflect what the student routinely uses or how he or she routinely responds during instruction (in other words, it is not appropriate to introduce a new accommodation just for the assessment). Assessment administrators are responsible for making sure the assessment accommodations are available during the assessment and tailoring them, as needed, to the assessment situation.

Preparing for Accommodations

Three accommodations may be used for the MEAP-Access pilot:

- The mathematics tests may be read aloud to students,
- ELA writing responses may be scribed, and
- ELA writing responses may be word-processed (spell checkers **MUST** be disabled).

If any of these accommodations are used, assessment administrators need to fill in the appropriate bubbles on the student's answer document (or machine-scorable test booklet).

Gathering Materials for Testing

Immediately prior to administering the MEAP-Access pilot tests, test administrators will want to gather the appropriate test booklets, answer documents, and Directions for Administration. These materials must be on hand during administration. School Coordinators may also want to have access to this manual in case there are any questions about materials or test administration.

Administration Guidelines

There are several guidelines to keep in mind when administering the MEAP-Access pilot tests.

- Students may not use dictionaries, grammar books, spelling books, or other reference materials during the ELA pilot test.
- Students may not use scratch paper or additional sheets.
- Students may use calculators, but only on those parts of the mathematics test where it is specifically noted.
- Students may underline, highlight, or write notes in their test booklets if they need or want to.
- Students may leave the test room, one at a time, to go to the restroom. However, their test booklets and answer documents must be collected before they leave and redistributed when they return.

Completing Student Demographic Information

For the MEAP-Access pilot, test administrators have the option of having students complete some demographic information on their answer documents or machine-scorable test booklets (student name, teacher name, school name, and district name). Please note: The student label (grade 3) or pre-printed student data (grades 4-8) provide information regarding the student, including demographics and school name. (A sample label is provided below.)

3799342000	JARR	SAMUEL	D
23080 - 6354	ABC MIDDLE SCHOOL		
		DOB: 03/17/1996	
		GENDER: M GRD: 07	
MEAP-ACCESS 2302826314		STU #: 33300652	

If test administrators choose to have students fill in the optional demographic information in boxes one through four, they should follow the instructions below prior to testing. (A sample demographic section can be found on page 12 of this manual for reference.) In the directions, the information printed in boldface and preceded by the word "SAY" should be read aloud to students exactly as written. The information not in boldface is intended to provide additional information, but should not be read aloud.

A

ADMINISTERING THE TEST

Before starting with the directions, obtain a test booklet (grade 3) or content area and answer document form (grades 4-8) for the test you are administering. When directing students about how complete each box, hold up a document with the demographics section and point to the proper box to help students find the right place.

Also, print the following information on a chalk - or whiteboard: (1) your name, (2) teacher name, (3) your school name, and (4) your district name. (Do not use abbreviations.) Be sure to have an ample supply of No. 2 pencils on hand to provide to students as well.

When all the students are seated, distribute the test booklet (grade 3) or answer document (grades 4-8) with their names on them, as well as a No. 2 pencil. When reading the directions aloud, pause periodically to make sure students understand the directions and have time to complete the required tasks for each box. Also, take time to answer any questions.

Please note that information in parentheses indicates an alternate direction that may need to be read aloud depending on the test being administered. Please do not read both options aloud.

When students are ready to begin,

SAY: In a moment, you are going to take the MEAP-Access English Language Arts (Mathematics) Pilot Test. Before we start, there is some information you need to complete.

For GRADE 3,

SAY: Look at the back cover of your test booklet.

For GRADES 4-8,

SAY: Look at the front of your answer document.

Continue for all grades.

SAY: In Box 1, print your first and last name next to the word "Student."

In Box 2, print the name of your teacher next to the words "Teacher Name." I have written the name on the board if you need to see it.

In Box 3, print the name of your school next to the word "School." I have written the name on the board if you need to see it.

In Box 4, print the name of your district next to the word "District." I have written the name on the board if you need to see it.

ADMINISTERING THE TEST

A

Once the demographic information is complete, use the test directions that correspond with the grade, content area, and test form being administered to continue with the test.

Boxes 1 through 4 OPTIONAL	1	STUDENT
	2	TEACHER NAME
	3	SCHOOL
	4	DISTRICT
	5	MATHEMATICS ACCOMMODATION IF APPLICABLE

379942000 JARR SAMUEL D
23080 - 6354 ABC MIDDLE SCHOOL
DOB: 03/17/1996
GENDER: M GRD: 07
STU #: 33300652
MEAP-ACCESS 2302826314

meapTM
Access
Modified Full Independence
Mathematics

Grade
3
Form A

R

RETURNING MATERIALS

Assessment Administrators and School Coordinators

Once administration is complete, test administrators need to check their student answer documents (or machine-scorable test booklets) to ensure the demographic information is correct. Then, they need to return all test materials—including Directions for Administration, test booklets, answer documents, and Security Compliance Forms—to their School MI-Access Coordinator, who will deliver them to their District MI-Access Coordinator.

District Coordinators

District MI-Access Coordinators will use their District Packing Slips to make sure that all test materials were returned. Then, they will (1) pack the materials in the original shipping boxes (the ones imprinted with "Measurement Incorporated"), (2) use cushioning materials to protect the test materials and keep them secure, and (3) tape the boxes closed for return shipment.

Once the boxes are packed and taped, district coordinators need to complete the following steps.

- Affix one FedEx Ground return label (the red and white ones enclosed in the envelope labeled "Return Shipping Labels" that was stapled to the System Packing List) to each box being returned. Place the labels directly on top of the previous address labels. If there are not enough labels, call the MEAP help line at 1-866-691-1423. FedEx Ground cannot pick up any box without a label. These shipping labels **MUST** be used to guarantee that the boxes can be accurately tracked during return shipment. Be sure that the lime-green label, MEAP-Access Pilot is clearly visible on each box.
- Print the district's name and address in the space provided on each FedEx Ground return label. Then, remove the Receipt tab from the top center of each label and keep it with the district's records.
- When all of the boxes are assembled in a secure place, and ready for shipping, count the total number of boxes to be returned. Record that number on each box. For example, if there are three boxes, mark them 1 of 3, 2 of 3, and 3 of 3.
- Keep a record of all shipping information to facilitate tracking of the district's packages. The Receipt tabs that were removed from the red and white labels have the tracking information needed. Shipments may be tracked either online at www.fedex.com or by calling 1-888-777-6040.
- Contact FedEx to arrange for the pickup of the district's test materials. (There is **NO** pre-scheduled pickup day for the MEAP-Access pilot.) Shipping arrangements may be made:
 - ◆ online at www.fedex.com (select "Pickup" first, then select "FedEx Ground Package Returns Program"),
 - ◆ by calling FedEx customer service at 1-888-777-6040 (explain that a "Package Returns Program" pickup is needed), or
 - ◆ by giving the district's boxes to its regular FedEx Ground driver.
- When making shipping arrangements, keep in mind that (1) all pilot test materials must be returned to the MEAP-Access contractor no later than February 18, 2009, and (2) pickup will occur one business day after shipping arrangements are made. In addition, when making a pickup request, be sure to have the district's Receipt tabs handy as they have important information that FedEx needs.



MEAP-Access Modified Full Independence 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://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 1-877-580-8378.

1. District				2. School			
1	2	3	4	1	2	3	4
0	1	2	3	0	1	2	3
4	5	6	7	4	5	6	7
8	9	0	1	8	9	0	1
2	3	4	5	2	3	4	5
6	7	8	9	6	7	8	9
0	1	2	3	0	1	2	3
4	5	6	7	4	5	6	7
8	9	0	1	8	9	0	1
2	3	4	5	2	3	4	5
6	7	8	9	6	7	8	9
0	1	2	3	0	1	2	3
4	5	6	7	4	5	6	7
8	9	0	1	8	9	0	1
2	3	4	5	2	3	4	5
6	7	8	9	6	7	8	9

3. MEAP-Access Role *Mark ALL that apply.*

<input type="radio"/> District Coordinator	<input type="radio"/> Proctor
<input type="radio"/> School Coordinator	<input type="radio"/> Accommodations Provider
<input type="radio"/> Assessment Administrator	<input type="radio"/> Other

4. Information Box

PLEASE PRINT—Use full names.

School Name: _____

District Name: _____

If any needed information is not preprinted, follow the directions below.

Directions

TO COMPLETE:

- Use a No. 2 Pencil ONLY. Print the DISTRICT code. Enter leading zeros if necessary (for example, "01234"). Mark the corresponding bubbles. (Note: District Coordinators mark district code only; skip Step 2.)
- Print the SCHOOL code. Enter leading zeros if necessary (for example, "01234"). Mark the corresponding bubbles.
- Mark all corresponding bubble(s) next to your role(s) in the MEAP-Access assessment administration process (for example, District Coordinator, School Coordinator, etc.).
- In the area under Information Box, district coordinators print district name. All others print school name and district name on the lines provided.

TO RETURN:

Return the MEAP-Access Security Compliance Form as directed in the Winter 2009 MEAP-Access Coordinator and Assessment Administrator Manual