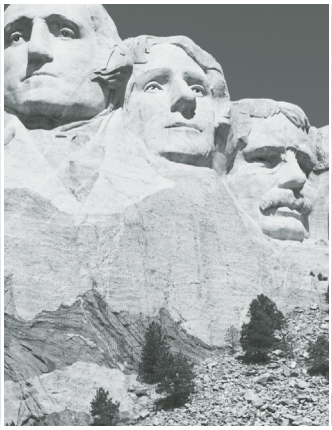
3rd
4th
5th
6th
7th
8th
9th

Grade 9

meap™
Michigan Educational Assessment Program

TEST ADMINISTRATOR MANUAL FALL 2011

MATHEMATICS


SOCIAL STUDIES

READING

SCIENCE

WRITING

Assessment Schedule - Grades 3 Through 9

Revised 01-14-2010 - *Please discard all previous revisions*

NOTE: Schools must administer subjects on dates specified. Schools are NOT authorized to deviate from this schedule unless prior written approval is obtained from the Office of Standards and Assessment. **Accommodated administrations** may occur any day between the first specified day of testing for that subject to the final make-up testing date.

OCTOBER 2011

Monday	Tuesday	Wednesday	Thursday	Friday
	11 **Reading Day 1 only**	**12** **Reading Day 2 only**	**13** **Writing Day 1 and** *Make-up* **Reading Day 1 or 2**	**14** *Make-up* ***Reading Day 1 or 2 or Writing Day 1***
17 *Make-up* ***Reading Day 1 or 2 or Writing Day 1***	**18** **Mathematics**	**19** **Writing Day 2 and Science Social Studies**	**20** *Make-up any subject, as needed*	**21** *Make-up any subject, as needed*
24 *Make-up any subject, as needed*	**25** *Make-up any subject, as needed*	**26** *Make-up any subject, as needed*	**27** *Make-up any subject, as needed*	**28** *Make-up any subject, as needed...but* ***NO TESTING AFTER TODAY!***
OCT 31	**NOV 1**	**NOV 2** **LAST DAY TO SHIP**	*Late fees and other penalties may be assessed if you ship after November 2.*	

If you SHIP your materials…

On or before Nov 2	Between Nov 3 and Nov 9 (inclusive)	Between Nov 10 and Nov 16 (inclusive)	After Nov 16
No late fee…no processing fee. Results will be included in the data files AND paper and PDF reports. Results will be included for accountability purposes.	Scoring contractor may charge school a **$250 late fee**.	Scoring contractor may charge a **$250 late fee** PLUS a **$25 processing fee** for EACH answer document scored.	Answer documents will NOT be scored. Results will NOT be included in data files, paper or PDF reports, or for accountability. No late fee or processing fee will be charged, but ALL materials MUST be returned. Failure to return materials may result in a **substantial fine** levied against the school by the Michigan Department of Education.
	Results will be included in data files, AND paper and PDF reports. Results will be included for accountability purposes.		

These are **SHIP** dates…not dates scoring contractor *receives* your materials

Questions about this schedule? Call 877-560-8378, option 2

meap™

Michigan Educational Assessment Program

Fall 2011

Test Administrator Manual

Grade 9

MICHIGAN Department of Education

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

JOHN C. AUSTIN – PRESIDENT
CASANDRA E. ULBRICH – VICE PRESIDENT
NANCY DANHOF – SECRETARY
MARIANNE YARED MCGUIRE – TREASURER
RICHARD ZEILE – NASBE DELEGATE
KATHLEEN N. STRAUS
DANIEL VARNER
EILEEN LAPPIN WEISER

EX-OFFICIO
RICHARD D. SNYDER – GOVERNOR
MICHAEL P. FLANAGAN – SUPERINTENDENT OF PUBLIC INSTRUCTION

MICHIGAN DEPARTMENT OF EDUCATION
608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909

Bureau of Assessment and Accountability
Office of Standards and Assessment
www.michigan.gov/meap
517-373-8393
877-560-8378

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

Copyright © 2011, held by the State Administrative Board, State of Michigan. Michigan schools have permission to duplicate this product for use within Michigan schools.

Table of Contents

How to Read this Manual 6
MEAP: A Process, Not an Event 6
Contact Information 6
What's New for 2011 6
New Office Titles: BAA and OSA 6
Test Results Will Be Included in Educator Evaluations 7
Career- and College-Ready 7
Test Administration Manual 7
MEAP-Access 7
Michigan Student Data System (MSDS) 7
Shared Educational Entities (SEEs)/Specialized Shared Educational Entities (S2E2s) 7
Return of Materials 8
Highlighters 8
Administering Test Parts in Order 8
District and School MEAP Coordinator Information 8
District MEAP Coordinator Responsibilities Summary 8
School MEAP Coordinator Responsibilities Summary 9
Resources for All Staff 9
How BAA Communicates with Schools and Districts 9
Michigan Educational Entity Master (EEM) 10
Resolving Questions and Concerns Via the Call Center 10
OEAA Secure Site (www.michigan.gov/oeaa-secure) 11
Valid, Equitable, and Ethical Assessment 11
Valid Test Results 11
Equitable Test Results 11
Ethical Test Administration 12
Assessment and Accountability Practices 12
Irregularities Before, During, and After Testing 12
Test Administration Incidence Reports 13
Student Prohibited Behavior 13
School and District Administrators as Observers 14
Observers from BAA 14
High Stakes Uses for Assessment Data 14
Professional Development and Supervision 14

Title I Considerations 15
MEAP Assessment Schedule 15
Deviations from the Test Schedule 15
Make-up Testing Schedule 16
Emergency Testing (Form 99) Schedule 16
Return Shipping Schedule 16
Scheduling Testing Parts 16
Arranging for Students Who Need More Time to Complete Tests 17
Scheduling Test Components 17
Scheduling Exceptions for Absent Students 17
Tardy Students on Initial Testing Dates 18
Students To Be Tested 18
Unique Identification Code (UIC) 18
Students Enrolled in Unique Programs 19
Students Who Repeat a Grade Level or Are in Advanced Classes 19
Home Schooled Students 19
Students Enrolled in Private/Nonpublic Schools 20
Unusual Circumstances 20
Students Who Leave the Classroom in the Middle of a Test Session 20
Students with a Rapid Onset of a Medical Disability 21
Homebound and Hospitalized Students 21
Suspended Students 21
Expelled Students (and Long Term Suspensions) 22
Students in Detention or Juvenile Facilities 22
Students Leaving for Extended Vacations 22
Ungraded Students 22
Students Who Move Out of a School 22
Students Who Move Into a School 23
Special Education Students with IEPS and Section 504 Plan Students 23
English Language Learners 24
Specific ELL Accommodations 24
MEAP Test Materials: Information and Procedures 24
Introduction 24
Test Administration Manuals 25
Third Grade Test Booklets and Answer Documents 25
More About Test Booklets and Answer Documents 25
Bar Code Labels 25
Student Information at the Top of the Answer Document 26

Accommodated Materials 26
Ancillary Materials 26
Save the Boxes 26
The Importance of Test Forms 26
Cautions about Test Forms 27
Emergency Tests (Form 99) 27
Test Material Security 27
Important Order Dates 28
Entering Orders 28
Initial Test Materials Orders 28
Ordering Accommodated Versions of the Tests 28
Ordering Additional Test Materials 29
Receiving Test Materials 29
Concluding the Testing Process 29
Test Materials Table 30
Preparing Answer Documents for Return 30
The Orange Special Handling Envelope 30
Security Compliance Forms 31
Step 1: Organizing Answer Documents for Verification 31
Step 2: Reviewing/Verifying Answer Documents 33
Initial Answer Document Checks/Verifications 33
Individual Answer Document Checks 33
Final Step 2 Checks on Answer Documents 34
Packing Scorable and Non-Scorable Materials for Return 34
Instructions for Packing Scorable Materials for Return 34
Instructions for Packing Non-Scorable Materials for Return 35
Instructions for Returning All Materials via FedEx Express 35
Other Materials Used During Testing 36
Introduction 36
Calculators 36
Number 2 Pencils 36
Additional Paper 36
Highlighters 36
Sticky Notes, Rubber Bands, Paper Clips and Other Materials 37
CD and DVD Players 37
For Test Administrators and Proctors 37
About the Assessments: A Quick Summary 37
Students Assessed 37

Subject Areas Assessed 37
Reading 38
Writing 38
Mathematics 38
Science 38
Social Studies 39
Assessment Accommodations 39
Completing Answer Documents 39
Completing "School Use Only" Fields 39
Research I and II Fields 39
Accommodations 40
English Language Learner Accommodation Fields 40
Students with Disabilities Accommodation Fields 40
Nonstandard Accommodations 40
Report Codes 41
Birth Date 41
Class/Group Number 41
Assessment Date 41
Form 41
Summary: MEAP Test Administrators and Proctors 42
Test Administration Guidelines and Reminders 42
Test Administrators and Proctors Responsibilities 42
Leaving the Room During the Test 43
Monitoring Test Administration 43
Information for Accommodation Providers 45
Universal Accommodations Ⓤ 45
Assessment Accommodation Consequences-No Child Left Behind 45
Reading Directions and Track/Chapter Numbers-Audio CDs and Video DVDs 46
Audio CD Versions of the MEAP Tests (Use Form 1 Test Booklet Only) 46
Using Audio CDs 46
Video DVD Versions of the MEAP Tests (Use Form 1 Test Booklet Only) 47
Using the Video DVDs 47
Use of Reader Scripts (Use Form 1 Test Booklet Only) 48
Enlarged Print (Use Form 1 Test Booklet Only) 48
Braille Versions of the MEAP Test (Use Form 88 Test Booklet) 48
Directions for Other Common Accommodations 49

Scribes and Tape Recorders 49
Word Processors 49
Additional Paper as an Accommodation 50
Extended Time 51
Returning Accommodation Materials and Student Answer Documents 51
Other Reminders for Test Accommodation Providers 52
Directions for the Administration of Each Subject Area Test 53
Test Directions 53
Repetition in Directions 53
Ending a Test Session 53
Test Administrator Directions: Grade 9 Social Studies Test 54

Appendix 61
MEAP Video DVD Information 62
Diagram for Packing Scorable Materials 63
School/Grade Header Sheet (Sample) 64
Class/Group ID Sheet (Sample) 65
OSA Security Compliance Form 66
Return Verification Form 67
Student Challenges of Assessment Items and Comments Regarding MEAP Assessment Administration 68

Fall 2011 – Estimated Length of MEAP Tests ..... inside back cover

How to Read this Manual

All staff should read the entire test administration manual.

This test administration manual is organized so that different testing roles, such as the school MEAP coordinator or test administrators and proctors, have critical information within one section of the manual. New sections address common questions our office received last year.

Highlights of the revisions include:

- A Table of Contents that makes information easier to locate.
- The "What's New for 2011" section continues to briefly address **major** changes.
- Scheduling and students to be tested are addressed extensively in separate sections.
- Complete instructions for returning test materials are included within the section for district and school MEAP coordinators.
- Information for test accommodations providers is included in the Information for Accommodations Providers section.
- The Test Administrators and Proctors section of this manual has a MEAP testing summary for use with this group.
- Directions for Test Administration are found near the end of the manual.

The MEAP Fall 2010 survey asked respondents to give advice to colleagues. Quotes in italics are taken from the survey. The quotes are preceded by the phrase "Advice from Your Colleagues." More advice will be found on our web site: www.michigan.gov/meap.

MEAP: A Process, Not an Event

All Bureau of Assessment and Accountability tests are developed within federal No Child Left Behind legislation, United States Department of Education guidelines, Michigan legislation and Michigan Department of Education guidelines. For example, MEAP provides a Demographic Report that includes subgroup achievement. While subgroups, such as Students with Disabilities, are required under federal legislation, gender achievement is required under Michigan law.

MEAP, like other state tests, is embedded within the broader framework of accountability. MEAP testing is best conceptualized within this framework. For example, the Tested Roster period is critical. During this period, corrections to student information and to testing issues may occur. These corrections directly link to accountability calculations. While MEAP seems like an event, it is a process within a broader context.

Contact Information

District MEAP coordinators may contact our MEAP contractor, Measurement Incorporated, and the Office of Standards and Assessment at our Call Center:

1-877-560-8378, option 2, or 1-517-373-8393

Our email address for non-emergency situations is OEAA@michigan.gov.

For questions about accountability, call 1-877-560-8378, option 6.

Advice from Your Colleagues: Don't be afraid to call and ask for help.

What's New for 2011

New Office Titles: BAA and OSA

The Office of Educational Assessment and Accountability (OEAA) is now the Bureau of Assessment and Accountability (BAA). Within the bureau, the MEAP, MEAP-Access, MI-Access, MME, and ELPA assessments are the responsibility of the Office of Standards and

Assessment (OSA). Our offices are in transition so some of our email addresses and web sites may still use the previous office names and web addresses.

Example: Email for BAA can still be sent to OEAA@michigan.gov and the OEAA Secure Site will maintain its name until it changes to the BAA Secure Site.

Test Results Will Be Included in Educator Evaluations

The 2011-12 school year is the first time schools will be required to incorporate data on student growth into all educator evaluations. Schools and districts will be provided with student rosters for each teacher that list the achievement level and growth information for each student. For more information on the legislation and requirements for the conduct of educator evaluations, please visit our Educator Evaluation webpage at www.michigan.gov/oeaa.

Career- and College-Ready

The Michigan State Board of Education (SBE) is determining how the cut scores for MEAP tests should be adjusted to reflect career- and college-readiness. Our office projects that cut scores and the current labels (Advanced, Proficient, Partially Proficient, and Not Proficient) will change.

Test Administration Manual

This manual has been substantially revised to include more detail. New information is based upon questions asked in fall of 2010, our winter survey results, and information we believe will be helpful to schools.

MEAP-Access

MEAP-Access is now an option for students with Individualized Education Programs (IEPs). The MEAP-Access Eligibility circle on the 2010 answer documents has been removed. See www.michigan.gov/meap-access for eligibility guidelines.

Michigan Student Data System (MSDS)

Last year, the BAA made a transition from using the student demographics recorded in the OEAA Secure Site to using MSDS for all student demographic information including information used for reporting and accountability. This reduces the work that maintaining two sets of demographic records creates for schools. The BAA and the Center for Educational Performance and Information (CEPI) are working together to make the use of MSDS more efficient for schools this year. The Homeless circle has been removed from answer documents because this information will be taken from MSDS. It is critically important to make sure all student information and demographics are correct in MSDS. Schools and districts will **no longer** have the opportunity to report or correct this information in the OEAA Secure Site.

Shared Educational Entities (SEEs)/Specialized Shared Educational Entities (S2E2s)

A SEE or an S2E2 is formed when two or more districts cooperate to provide educational services to a group of students, and the member districts agree to participate in the "sending scores back" policy. Substantial modifications have been made to this policy and reporting requirements since the 2010-11 school year. For more detail go to www.michigan.gov/oeaa.

All information for students enrolled in SEEs or S2E2s will be drawn from MSDS. No special handling for the return of SEE or S2E2 test materials is required.

Return of Materials

Return of scorable materials is always challenging. A new section in this manual elaborates in more depth how to prepare answer documents and School/Grade Header Sheets for return. A new Return Verification Form with school signatures should be placed in the orange Special Handling Envelope. Please see the sections on preparing and returning test materials in later sections of this manual.

Highlighters

References to highlighters, a universal accommodation, in the test manual and directions for test administration have been deleted. Highlighters may not be used on answer documents. See additional information in the section on materials used during testing.

Administering Test Parts in Order

All parts of the Reading, Writing, Science, and Social Studies tests must be administered in order. Mathematics tests may be administered so that students can share calculators across classrooms. Care should be taken to ensure security at the same grade level when parts of this test are administered at different times on the initial test date.

Written permission from OSA is required when circumstances warrant administering the Reading, Writing, Science and Social Studies test components out of order. Send email to OEAA@michigan.gov.

District and School MEAP Coordinator Information

Roles for all school/district staff are detailed in the *Assessment Integrity Guide*. These roles are briefly summarized in this manual.

Advice from Your Colleagues: Read everything – create a day by day plan of who is testing whom and where in your building. Find a mentor.

District MEAP Coordinator Responsibilities Summary

Each public school district or public school academy must designate a district MEAP coordinator. PSAs, private, and nonpublic schools may designate the school MEAP coordinator as the district MEAP coordinator. The district MEAP coordinator will be responsible for the overall integrity of the assessment program. They oversee all assessment procedures and ensure the district is in compliance with required standardized procedures, report irregularities to BAA as soon as possible, and assist BAA in resolving the irregularities. The district MEAP coordinator sets the tone of high integrity for the entire district and has specific responsibilities that include, but are not limited to the following.

- Serve as the contact person between the district and BAA
- Read and know where to find information in BAA resources
- Lead the ordering, distribution, collection, return, and security of test materials
- Ensure all student information is accurate in MSDS and on answer documents
- Disseminate all correspondences to schools, staff members, and parents where appropriate
- Lead the professional development of staff members for state testing purposes
- Investigate when Prohibited Behavior or other irregularities arise
- Ensure that a review of Tested Roster and Students Expected to Test is completed, necessary changes to the MSDS are requested, and that the Students Not Tested appeals are completed correctly and in a timely manner

At private/nonpublic schools and public school academies, the principal or his/her designee may serve as the district MEAP coordinator as well as the school coordinator.

Advice from Your Colleagues: Make sure new administrators get on the email listserv. Never disregard a BAA email message.

School MEAP Coordinator Responsibilities Summary

Each school building that is involved in the assessment (including alternative education programs and SEES) should have a school MEAP coordinator. This staff member may be the school principal. The school MEAP coordinator is responsible for the overall integrity of the assessment in the assigned building(s). The school MEAP coordinator responsibilities include, but are not limited to the following:

- Serve as the building contact person between the school and the district MEAP coordinator
- Read and become familiar with the information in the MEAP Test Administrator Manual for the specific test cycle prior to testing
- Read and know where to find information in BAA resources
- Carry out building-level duties involved in the distribution, security, and collection of test materials
- Return materials as directed after testing is complete
- Ensure student data in MSDS is completed
- Complete Tested Roster and Students Not Tested activities as directed

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

In addition, school MEAP coordinators must review and be familiar with the school MEAP coordinator responsibilities found in the *Assessment Integrity Guide* located at **www.michigan.gov/meap**.

Advice from Your Colleagues: Double check everything and keep records.

Resources for All Staff

School and district leaders create the ongoing context within which student learning occurs. The descriptions below describe the resources available through BAA. These publications are updated periodically, so make sure to use the most recent versions.

Staff can find important publications on the MEAP web site: www.michigan.gov/meap.

1. *Fall 2011 MEAP Test Administration Manuals*: Information by grade level for the fall MEAP test administration
2. *Assessment Accommodation Summary Table*: Updated periodically, this table summarizes the accommodations permitted for students with an IEP, Section 504 Plan students, and English Language Learners, as well as universal accommodations for all students.
3. *Assessment Integrity Guide*: Michigan standards for professional and ethical conduct in assessment administration and reporting including qualifications for test administrators and proctors
4. *MEAP Guide to Reports*: Revised yearly, this guide describes each MEAP report format and aids educators in interpreting results.
5. *OEAA Secure Site User Manual*: Updated often, this manual, which provides directions for secure site use, is found on the Announcement page of the secure site at www.michigan.gov/oeaa-secure.

How BAA Communicates with Schools and Districts

Keeping educators up to date regarding changes in assessment and accountability is critical. BAA communicates using a variety of communication modes including:

- Email using Michigan's Educational Entity Master (EEM)
- MEAP listserv email

- BAA Assessment Focus (previously the OEAA Updates)
- New narrated Power Point presentations
- A September 13, 2011 video teleconference through mistreamnet.org
- Documents posted to the BAA and MEAP web sites
- Information posted to the Announcement page on the OEAA Secure Site
- Presentations at state conferences including the Michigan School Testing Conference in February, 2012

Please make sure you are referencing these sources of information regularly, in order to stay current on all assessment and accountability information.

Advice from Your Colleagues: Be sure to pay attention to all of the last minute emails and pass those along to affected staff.

Michigan Educational Entity Master (EEM)

While educators and the general public can enroll to receive listserv emails, BAA uses the Michigan Educational Entity Master (EEM) contact information to ensure that schools and districts get timely information via email and to send all MEAP materials to schools and school districts. Each district is required to update EEM when changes occur. One or more staff members in each district and in public school academies have the authority to make updates in this system.

If districts do not ensure that accurate and current contact information is provided for key staff members, then the district may miss important communications from BAA. It is the district's responsibility to keep their EEM contacts up to date.

A number of Fall 2010 survey respondents indicated that they were uncertain whether or not they were receiving email notices even though they believed that they had signed up for the MEAP listserv. MEAP coordinators should make sure that EEM lists them specifically as the district or school MEAP coordinator in addition to their current title.

For example, if the district MEAP coordinator is also the district superintendent, then his or her information should be placed in the EEM district MEAP coordinator location. If a school principal is the school MEAP coordinator, then add the principal to this location in EEM. This will ensure that email messages are sent to staff who carry out testing and accountability roles.

All MEAP materials and test results reports are sent from BAA to schools and school districts using EEM schools/districts and their addresses. When this information is incorrect, secure MEAP materials may be delivered to closed school buildings and test results may not arrive at the proper locations. It is critical that authorized EEM users update promptly EEM as personnel and building changes are made.

Web site: www.michigan.gov/eem

Resolving Questions and Concerns Via the Call Center

District MEAP coordinators are the designated contacts who may call with school/district questions and concerns.

School administrators and school MEAP coordinators should call the district MEAP coordinator first when questions or concerns arise. When these cannot be resolved at the district level, the district MEAP coordinator should always contact the Call Center first because this is the fastest, most immediate method for getting a response. The Call Center will forward complex questions or major concerns to MEAP staff members for a response.

Calls that are not placed initially to the Call Center may result in delayed response times when an urgent response may be needed. Please call the Call Center first.

1–877–560-8378, option 2

Email address for questions that are not urgent: OEAA@michigan.gov

OEAA Secure Site (www.michigan.gov/oeaa-secure)

The OEAA Secure Site (soon to be named BAA Secure Site) is intended for school administrators and MEAP coordinators. This is the spot where many testing functions take place. For example, materials can be ordered, bar code labels can be printed, Pre-ID and Tested/Students Not Tested information can be reviewed, and test results reports are posted. A separate secure site manual can be found on the secure site Announcement page.

This is a secure web site so access to this web site should be limited to staff members who must complete functions required by their MEAP testing roles. One person in each district, usually the district MEAP coordinator, can request a sign-in and password for staff.

Valid, Equitable, and Ethical Assessment

All test guidelines in the *Assessment Integrity Guide* ensure that students' test results are valid, the testing context is equitable for all students, and that all practices are ethical.

Valid Test Results

The Office of Standards and Assessment (OSA) focuses on helping schools and school districts achieve valid test results. If a student's test score is invalid, then it cannot be included in accountability calculations and there is no appeal process available once a score has been deemed invalid. This manual and our Call Center will aid schools to achieve valid scores through proper administration procedures.

Here are examples of circumstances that lead to invalid test results:

1. A student takes tests for a grade level that is not the grade level in which he or she is enrolled in the MSDS
2. A student who takes a test with non-standard accommodations or whose answer document is incorrectly marked as Non-standard Accommodations
3. A general education student takes a test using an accommodation reserved for students with an IEP, Section 504 Plan, ELL instruction plan and students with a rapid onset of a medical disability
4. A student who engages in a Prohibited Behavior or whose answer document is incorrectly marked as Prohibited Behavior
5. Tests are administered in the wrong order or on the wrong day
6. A student takes a Day 1 and Day 2 test in either Reading or Writing with two different forms of the test
7. A student takes Part 1 and Part 2 of a test using two different forms of the test
8. A student uses two different answer documents for Day 1 and Day 2 of a test or in a subject area
9. A student is allowed a break, including recess, lunch, special classes, or extracurricular activities, without completing a part of the test
10. A student takes the same subject area test twice
11. A test administrator omits reading verbatim all of the test administration directions to students

In many, but not all cases, the Office of Standards and Assessment and our Call Center can help schools who experience problems. Emergency tests are available. Contact our Call Center as quickly as possible when a concern arises.

Equitable Test Results

Standardized tests, such as the MEAP tests, require that schools administer tests within state and federal guidelines. These guidelines sometime appear restrictive. In all cases, these guidelines ensure equitability between all schools and for all students.

For example, resources that might provide students with clues to test question answers must be removed from classrooms. Consider how students in a classroom that have a resource, such as a Six Trait Writing poster, a writing revision strategy, or a multiplication

table on the wall, have a distinct advantage over the students who do not have these resources available within their setting. Ask yourself, if students can view this resource during testing will they have an advantage over students who cannot use this resource?

BAA provides guidance through the following (not inclusive):

- The *Assessment Integrity Guide* which provides additional direction for schools and school districts and clear professional qualification guidelines for school staff who administer tests to students
- Standardized test directions read by test administrators and proctors
- Defining classroom materials, such as calculators, available to students during testing
- Providing accommodated test versions that support students with IEPs, Section 504 Plans, and ELL instruction plans
- The revised *Assessment Accommodation Summary Table* which ensures that students with IEPs, Section 504 Plans, and ELL instruction plans are assessed fairly when compared with their general education peers

Ethical Test Administration

School personnel are models for students. Often adults remark about a special teacher that made a difference in their learning and in their lives. Parents hold school personnel to a higher standard than other adults and are aware of how meaningful schools are in their children's lives. BAA expects all school staff to be models of ethical conduct.

Assessment and Accountability Practices

In August 2005, the State Board of Education approved the Office of Educational Assessment and Accountability (OEAA) *Assessment Integrity Guide*. This document is available at the MEAP web site (www.michigan.gov/meap). This guide establishes the "ground rules" for how each assessment is to be administered. It is recommended that the document be downloaded from the web site and read in its entirety prior to the assessment cycle as it contains specific information for individuals based on assessment responsibilities.

All staff involved in the administration of MEAP tests must read and sign the OSA Security Compliance Form asserting that they have read all required assessment material related to their role in the administration of MEAP tests and that they understand their role and responsibilities. OSA Security Compliance Forms will be sent to schools and districts in their initial materials order shipment. Additional copies may be reproduced from the manual Appendix. Forms must be maintained in the district for one year.

Irregularities Before, During, and After Testing

Effective staff development, careful planning, close supervision during testing, attention to details, and effective materials-handling are essential to avoid most questionable test administrations. However, even with the best planning and implementation, testing problems may arise.

Irregularities in testing practices **must** be reported to the Call Center as quickly as possible. OSA's goal is to help schools avoid invalidating tests so that accountability statistics are not adversely affected and students receive valid test scores. Emergency tests are available for just these situations.

Refer to the *Assessment Integrity Guide* for appropriate and inappropriate test administration and preparation procedures.

Examples of test administration errors include:

- Not allowing a student to complete a test
- Failing to keep test materials secure at any time before, during, or after the test
- Allowing students to be unsupervised during the test

- Asking students to mark their test question answers on a separate paper or in the fourth through ninth grade test booklets then allowing teachers to transfer the students' answers onto answer documents (see the *Assessment Accommodation Summary Table* for exceptions)

There is a $50 charge per processed answer document when emergency tests are needed to recover from school test irregularities.

No test materials that contain test questions or student responses may be copied at any time or retained in the schools. District MEAP coordinators will be notified of any secure materials that are missing from the materials returned to the MEAP contractor.

Test Administration Incidence Reports

Incidence reports are completed by **district MEAP coordinators** for the following purposes:

- Request an emergency test for a new student
- Report a student who is resuming testing
- Report test irregularities

When questions arise about whether or not a test was administered properly, the Call Center or an Office of Standards and Assessment (OSA) staff member may ask to have an incidence report completed. A series of questions will ask for the school and school district code, the district MEAP coordinator's name, and may, depending upon the circumstances, ask for students' names and UICs. It is helpful to have this information handy before entering the OEAA Secure Site.

The incidence report link is at the bottom of the Announcement page after logging into the secure site: www.michigan.gov/oeaa-secure.

Student Prohibited Behavior

Even the best planning and test administration procedures may not prevent an occasional student prohibited behavior. The Prohibited Behavior designation is not intended for students who do not appear to be working hard or otherwise are not taking the test seriously. The *Assessment Integrity Guide* includes a section, Testing Responsibilities for Students, which elaborates expected student conduct.

School administrators and the school MEAP coordinator are advised to review the information developed specifically for students in the *Assessment Integrity Guide* with students prior to the MEAP test window. In addition, universal accommodations, #6 and 9, allow schools to be proactive by placing students who may experience problems or act out during testing:

- Individually or in small groups
- In alternate locations, such as an office or small room

Examples of student prohibited behavior include the following.

- Communicating or collaborating with another student
- Copying answers, requesting or accepting help from another student, or providing help to another student
- Using materials or equipment not permitted by the test manual
- Returning to previously completed test parts or working beyond the current test part in the test booklet
- Using prohibited electronic equipment
- Disrupting peers' testing session
- Taking test materials out of the testing classroom

Attempts should be made to redirect disruptive behavior and allow the student to complete a test when possible.

These are the actions to take when a possible prohibited behavior occurs:

- Notify school administrators and the school and district MEAP coordinator immediately
- The school coordinator should grid the Student Prohibited Behavior circle on the student's answer document
- School administrators should notify the student and his or her parents/guardians of the alleged prohibited behavior and provide an opportunity for them to respond
- School administrators, with the district MEAP coordinator, should conduct a preliminary investigation to determine whether or not a prohibited behavior occurred

During the Tested Roster period, school administrators can appeal to BAA in writing if the investigation team determines the prohibited behavior did not occur. If BAA agrees with the investigation results, BAA will restore the affected test result. Otherwise the student will be considered Not Assessed for accountability purposes.

School and District Administrators as Observers

BAA recommends that school administrators remain in the school on each initial test date and observe testing in classrooms. BAA suggests that district MEAP coordinators observe testing in classrooms as well.

Observers from BAA

Each year BAA sends observers to schools to help this office determine whether test directions are effective, how students respond to test questions, how long test portions take to administer, and to assess other factors. The number of observers will increase substantially this fall due to recent national concerns about testing.

Observers are members of the BAA staff, Measurement Incorporated staff, or experienced educators trained to observe test administration in schools. Observers will check in with the office, provide a letter of introduction and identification, and will ask to see the school's secure materials location, classroom test administration, and other administration conditions and activities. The school administration must promptly accommodate these observers.

High Stakes Uses for Assessment Data

The MEAP test results are used for many purposes, including informing instructional practice through reporting as well as tracking performance. They are also used for a number of high-stakes accountability measures, such as Adequate Yearly Progress, school rankings, and educator evaluations. As the uses of the test results expand, the importance of ensuring high-quality, fair, and standardized test administration increases. Schools and districts are strongly encouraged to work closely with all staff to ensure that everyone is trained on appropriate assessment practices and can ensure the safety and validity of the test results.

Professional Development and Supervision

State testing requires carefully thought out test administration strategies. Schools and school districts should ensure that all staff members receive professional development sessions that apply to their specific role within the testing context. The Fall 2010 Survey indicated that most school staff members simply read the test administration manual in order to prepare for MEAP testing.

Especially critical is planning with, and support for, staff members who administer tests to students receiving accommodations. Many special education teachers must administer MEAP, MEAP-Access, and MI-Access with and without accommodations. These staff members need help and support in order to avoid irregularities and mis-administrations that negatively affect students.

Title I Considerations

School administrators may ask how their Title I staff may be utilized during the testing window. The following guidelines from the MDE Office of Field Services apply.

1. The Title I program should continue as scheduled in any grade not tested.
2. In tested grades, the rule for use is related to Title I staff jobs.
    a. If the school has Title I teacher(s) and her/his classes are not scheduled to meet because of testing, the Title I teacher can be assigned along with all teachers in the school to assist with testing. Assign all regular classroom teachers first, then assign Title I teachers along with any other additional teachers that are working in the school. A Title I teacher must not be scheduled more than any other teacher.
    b. Title I funded paraprofessionals must be assigned the same shared work as other non-Title I funded paraprofessionals in the school. The Title I paraprofessionals must not be scheduled more than any other non-Title I paraprofessionals in the school.
    c. If the school or district only has Title I funded paraprofessionals then they should be assigned to the classrooms that are not testing or to other appropriate activities to prepare for their work with students when the regular schedule resumes. For example, they might develop some materials for the Title I program or record and review some progress data on students.
    d. Title I funded staff may not be in charge of the MEAP testing or managing test materials for the district. This is a general education responsibility.

MEAP Assessment Schedule

Test window: October 11-28, 2011 (OSA recommends a full day of school is scheduled for each initial day of subject area testing.)

The Fall 2011 Assessment Schedule is located on the inside of the front cover of this manual. Schools are required to administer each grade level subject area test in one day on the specific dates listed in the schedule. For example, MEAP Reading - Day 1 is scheduled for October 11, 2011. Students must **start and complete** the entire Day 1 test on this day. Reading - Day 2 is scheduled for October 12. Again, students must **start and complete** Day 2 on October 12. Students with IEPs, Section 504 Plans, and ELL instruction may qualify for accommodations that are exceptions to this rule.

Students who qualify for extended time as an accommodation in their IEP plan, Section 504 Plan and ELL instruction must begin the test on the initial test date (e.g., October 11 for Reading - Day 1) and may have through the end of the test cycle (October 28), if needed, to complete their testing. Extended time must be documented as an accommodation for IEP, Section 504 Plan, and ELL instruction students.

Schools may not divide general education students into small subgroups then stagger testing across subsequent days. For example, schools may not administer Reading - Day 1 to one half of a grade level on October 11 then have the other half of the grade level take Reading - Day 1 on October 12. All students must **start and complete** tests on the initial dates except students who qualify for the extended time accommodation.

Deviations from the Test Schedule

Deviations from the assessment schedule may be approved by the Office of Standards and Assessment under emergency conditions, such as a sudden power outage or student/staff death. Schools and school districts seeking schedule deviations should call the Call Center at 877-560-8378, option 2, as soon as the emergency arises. OSA will send written permission, usually by email, after a telephone conversation with the school or school district administration.

Make-up testing of absent students on scheduled make-up days does not require written permission.

Make-up Testing Schedule

Schools will want to ensure that all students are included in testing in order to guarantee their 95% participation rate for Adequate Yearly Progress. There are specific subject area make-up dates in the schedule for students who are absent or who are new to the school after the initial test dates. Make-ups may occur on: October 13, 14, 17, 20-28. See the schedule for the specific subject area days for each October date. October 28, 2011 is the last day for all make-up tests.

Advice from Your Colleagues: Plan for make-up tests.

Emergency Testing (Form 99) Schedule

Emergency tests may be needed when:

1. A new enrollee has taken part of a subject area test in their previous school
2. Resumed testing for an ill student is not a wise option
3. A testing irregularity/mis-administration occurs

These tests are ordered by completing an incidence report. OSA then approves the order so our contractor can ship these tests. In most cases, emergency tests arrive within 2 days.

The final date and time for OSA to enter an emergency test order is:

- 12:00 P.M. (noon) on Monday, October 24 for Reading and Writing tests
- 12:00 P.M. (noon) on Tuesday, October 25 for Mathematics, Science, and Social Studies test
  Example: OSA places an order for a Reading test on Monday, October 24 before noon. This test should arrive on Wednesday, October 26 in the afternoon by 5:00 P.M.

Emergency tests must be completed by the end of the school day on Friday, October 28, 2011.

Return Shipping Schedule

The MEAP Assessment Schedule includes dates for the return of answer documents. Some schools like to return answer documents early in the test window as tests are completed, while others like to return answer documents in one shipment. Measurement Incorporated will begin scanning answer documents as soon as answer documents arrive.

Late fees and penalties apply when materials are not returned promptly. Late fees and penalties are listed at the bottom of the MEAP Assessment Schedule on the inside of the manual's front cover.

Scheduling Testing Parts

All MEAP tests are untimed and student-paced. OSA recommends that schools create a schedule which ensures a full day of school so students may start and complete the test on the scheduled day as required.

- Schedule a full day of school on each initial test date
- Avoid all field trips and other activities that will interfere with testing
- Begin testing early in the school day
- Allow breaks between parts of each test or schedule one part in the morning and a second part in the early afternoon

Note that students must complete an entire part before being given a break. There may be some exceptions for students with accommodations based upon their plan.

The Fall 2011 - Estimated Length of MEAP Tests table can be found on the inside of the back cover of this manual. These estimates do not include time to:

- Distribute test materials to students
- Complete student information on the front of answer documents or third grade test booklet/answer document
- Read test directions to students, answer their questions prior to testing, and collect test materials after testing

The estimated time for each subject area and test session is based upon BAA observations of MEAP testing, reports from school staff, and other factors, such as the number of test questions per test part. Some schools report estimated times are too short. Others report estimated times are too long. This year's tests are similar to last year's tests so schools should base the amount of time needed for each test part on past experience.

Arranging for Students Who Need More Time to Complete Tests

Arrangements must be made to allow additional time during the same continuous session/part on the test date for students who require more time to complete tests. Many schools have a supervised location where students who need to complete tests may work while other students return to their normal class activities or continue testing on a subsequent part of the test.

Students who need to move from one testing location to another testing location to complete a test must be accompanied by a staff member who transports their testing materials.

Students with accommodations that specify extended time may work in a learning center or other location during the test window.

Scheduling Test Components

Tests are designed with more than one part. For example, Mathematics tests have two parts, while each day of the Writing tests has three parts. The following guidelines about completing parts of the test reflect concerns about test security.

- All parts of the Reading, Writing, Science, and Social Studies tests must be administered in order.
- Mathematics tests may be administered so that students can share calculators across classrooms. Care should be taken to ensure security at the same grade level when parts of this test are administered at different times on the initial test date.
- Written permission from OSA is required when circumstances warrant administering the Reading, Writing, Science, and Social Studies test components out of order. Send email to OEAA@michigan.gov.
- Students must complete a part of the test before leaving a testing session. This includes breaks for recess, lunch, special classes, and extracurricular activities (cross country meets, football, etc.). Emergency tests may be required at the school's expense if this does not occur.
- Students with accommodations may have adjustments to the schedule (see the *Assessment Accommodation Summary Table*).

Scheduling Exceptions for Absent Students

It is probable that a few students may be absent on the first day of Reading - Day 1 or Writing - Day 1. If these students return on Reading - Day 2 or Writing - Day 2, then it is permissible for students to take these sessions with their classmates, then complete the missed Day 1 session on a make-up day.

Likewise, absences may occur when Part 1 of a Mathematics, Science or Social Studies test is administered in the morning and Part 2 is administered in the afternoon. Again, it is

permissible for the school to include the absent student with his or her classmates in Part 2, and then complete the missed Part 1 on a make-up day.

Being absent is not an allowable reason for students not to test. Schools will be held accountable for ensuring that all students participate in the assessments. Special care may need to be taken to ensure students who are absent during part or all of a test can complete the test during the make-up window.

Tardy Students on Initial Testing Dates

Students who arrive late to schools on testing dates may not enter classrooms after test administrators have read test directions to students and students have started working. Late students are disruptive to the testing environment.

Schools report using the following strategies:

- Testing is scheduled to begin 30 minutes after the start of the school day
- Late students are placed in a separate location where they may start testing after the test directions are read individually to them
- Late students may not be included in testing until a later session, then they are included in a make-up session for the test part missed (see the section on absent students)

Students To Be Tested

All students enrolled in public schools must participate in the state assessment system, according to Michigan State Board of Education policy, as well as federal accountability requirements. Nonpublic schools can choose to opt into state testing. While MEAP and MEAP with accommodations is appropriate for most students, the state offers MEAP-Access and MI-Access for students whose IEP teams have determined that MEAP tests are not appropriate. ELL students who have recently arrived and enrolled in a U.S. school for the first time within the last 12 months may take ELPA in place of the Reading and Writing tests in their first year in the U.S. school system, but must take the MEAP, MEAP-Access, or MI-Access after the initial year. ELL students must take the other subject area tests but may use accommodated versions if they meet eligibility requirements.

Students in the following grades are tested in these subject areas.

Subject Area	3	4	5	6	7	8	9
Reading	X	X	X	X	X	X	
Mathematics	X	X	X	X	X	X	
Writing		X			X		
Science			X			X	
Social Studies				X			X

Unique Identification Code (UIC)

Each Michigan student is assigned a unique identification code (UIC) when he or she enrolls in a Michigan public school. In addition, private and nonpublic students in schools that choose to administer MEAP tests are assigned a UIC for testing purposes. Schools usually use their own district- or school-assigned student number as well.

The UIC is a critically important component of tracking a student and ensuring that all information and scores for a student are correctly recorded and reported. Mistakes in UICs can have serious consequences for schools and districts.

When a student moves from one Michigan school to another Michigan school, the UIC follows the student. The BAA uses the state assigned UIC to conduct its work. When new Michigan students move into a school, schools must take care to associate the new student to the correct UIC.

For more information on how to ensure that student UICs are correctly determined and reported, please see CEPI's documentation on UICs and UIC resolution and the *OEAA Secure Site User Manual*.

Students Enrolled in Unique Programs

Unique programs have developed in Michigan over the past few years. There are two virtual schools that enroll students statewide. These students must be tested by their own virtual school. Other seat time waiver programs have also developed. The unique school program providers should seek guidance from the Michigan Department of Education offices that oversee these programs in order to avoid problems.

Students Who Repeat a Grade Level or Are in Advanced Classes

Students must take MEAP tests for the grade level in which they are enrolled in the Michigan Student Data System (MSDS). This means that a student repeating a grade level should take the grade level tests for the grade level in which the student is enrolled even if this is the second year this student has taken these tests. If a student is taking an advanced class in a grade level higher than the enrolled grade, then the student must take the tests for the grade level in which he or she is enrolled. If a student takes tests intended for a grade level in which he or she is not enrolled in MSDS, then this is considered "out of level" or Not Tested, for accountability purposes.

Schools and districts cannot appeal the "out of level" designation; the only course of action is to correct the student's grade in the MSDS during the window of time in which student record maintenance is allowed.

When high school freshmen do not advance to sophomore status (10th grade) based upon completion of district requirements, these students must take the 9th grade Social Studies test.

Home Schooled Students

Home schooled students may request that their public school district of residence provide MEAP testing. The school district of residence must provide this testing. **Make sure to print a bar code label for the student's answer documents.** Student results are not included in the school and school district's test results or in accountability statistics as long as the home schooled circle is completed on the student's answer documents. Schools may not charge a fee for testing but may request from the parent/guardian a stamped, self-addressed envelope in order to return test results.

Schools should ensure that home schooled students requesting testing in their district of residence are not enrolled in an online or virtual public school academy. Students enrolled in public school academy programs must be tested by the online or virtual program.

Schools should expect students to arrive on time each day and to be picked up promptly after testing. The school is not required to provide make-up testing for home-schooled students who are absent or late on initial test dates.

The school district may determine the following:

- School at which the student will participate

- Times at which the student will participate
- Room assignments
- How the school district will return the test results to parents

Students Enrolled in Private/Nonpublic Schools

Students enrolled in private/nonpublic schools who wish to take MEAP tests must participate in MEAP testing at their own private or nonpublic school. Public schools and public school academies must not provide MEAP tests to private/nonpublic school students.

Unusual Circumstances

Special student circumstances may raise questions about whether or not a student must participate in MEAP testing. These circumstances are discussed below. **OSA encourages district MEAP coordinators to contact the Call Center whenever circumstances need clarification.**

Students Who Leave the Classroom in the Middle of a Test Session

What should a school do when a student leaves the classroom in the middle of a testing session? There are two options: resumed testing or an emergency test.

Resumed testing is an option available only when:

- A student becomes ill during a testing session
- A student's parent/guardian removes them from school for an appointment or another commitment during a testing session

When a student leaves in the middle of a test session, the test administrator or proctor should collect all of the students' test materials and make a note of exactly the last question answered by the student. Students who stop in the middle of a constructed response question will not be allowed to return to that question. Notify the school MEAP coordinator that the student left the testing session without completing their test.

In order to make-up the missed test portions the student may:

- Take an **entire** emergency test
- Resume testing where he or she left off (students may not resume testing in the middle of a constructed response or review previously completed work).

The decision to allow a student to resume testing or take the entire emergency test should be made jointly by the school and the parents/guardians of the student. Factors to consider in making this determination should include whether or not the student was able to give his or her best effort before he or she stopped testing or whether taking the entire emergency test is in the best interest of the student.

If option 1, the emergency test, is selected, then the school must:

- Ask the district MEAP coordinator to complete an incidence report to request an emergency test (no cost to the school)
- Administer the **entire** emergency test
- Ensure the student uses a new answer document **with a bar code label adhered**. Return the new answer document for scoring as directed in the separate emergency test directions for return of scorable materials
- If not contaminated with body fluids or other bio-hazardous materials, mark the original answer document, DO NOT SCORE prominently across the front and return it in the orange Special Handling Envelope
- If the original answer document is contaminated, do not return it. Record any security bar code information/lithocode from 3rd grade answer documents

(unnecessary for grades 4–9), then properly destroy the answer document according to the district or school's blood borne pathogens exposure control program

If option 2, resumed testing, is selected, then the school must:

- Request the district MEAP coordinator file a resumed testing incidence report through the OEAA Secure Site
- Ensure that students who stop in the middle of a constructed response question are not allowed to return to that question when testing resumes
- Provide a one-to-one test administrator or proctor for the remaining portion of the test
- Read test directions aloud to the student (except for completing the demographic page of the answer document if it has already been completed)
- Ensure the student is not allowed to review, change, or go back to any previously administered portion of the test

If the resumed testing guidelines above cannot be followed, then the student should take the emergency test.

Students with a Rapid Onset of a Medical Disability

Prior to or during the test window students may experience a rapid onset of a medical disability that may require a standard accommodation, such as a scribe or a change in testing location.

Examples: A student falls from a play structure breaking his writing arm (scribe) or a student is unexpectedly hospitalized for a few days for pneumonia (possible change in testing location to the student's home).

In cases like the ones described above, the school administrator, MEAP coordinator, or guidance counselor should document in the student's permanent file:

- Date and nature of the medical disability
- Description of the accommodation(s) provided

Make sure to grid the answer document with the appropriate accommodation or grid Other then enter the standard accommodation description.

Homebound and Hospitalized Students

Homebound students may receive instruction within the home due to medical issues. These students must be tested in the home environment by their homebound teacher. Hospitalized students may miss the entire testing window due to surgery or illness. However, students who are receiving instruction elsewhere due to a medical condition are required to be assessed and will be considered in participation rate calculations for accountability. Maintain all records, such as a letter from a physician, for Students Not Tested use.

Suspended Students

Students who are suspended for 10 days or less continue to be enrolled in the school and school district. Schools must test suspended students. Testing may occur in a separate location, such as an administration building or in a school counselor's office, and at a unique time. Tests must be administered and supervised by certified school staff. Schools will be held accountable for the participation of suspended students on state assessments.

Example: A student may be administered MEAP tests after normal school hours in the school's conference room by the school's assistant principal.

Expelled Students (and Long Term Suspensions)

Schools are not expected to test students who are formally expelled without services from the school district by the start of the test window. The school district must ensure that the appropriate enrollment information is entered into the MSDS.

Issues surrounding students who have been suspended for longer than 10 days may warrant a call to our Call Center for individual discussions with OSA. All students who are enrolled in the school must be tested.

Students in Detention or Juvenile Facilities

It is possible for students to be assigned to detention or juvenile facilities for either short- or long-term placements. Most facilities that house students with long-term placements provide MEAP tests for their students. Short-term facilities may not be able to provide MEAP tests. At times, schools are uncertain when students may return. Schools should attempt to coordinate the test administration with facilities and the courts where possible.

Students Leaving for Extended Vacations

Occasionally during the test window, parents remove students from school for extended vacations. Under certain circumstances OSA can work with the school to ensure that a student leaving for an extended vacation completes all required tests. District MEAP coordinators should contact the Call Center to seek advice. Schools may not test students before the scheduled test date without written permission from OSA. Schools and districts are held accountable for the participation of these students on the assessments.

Ungraded Students

School district policy determines grade level assignments for students. When a school district identifies a student as ungraded in the Michigan Student Data System (MSDS), use the following table to determine which grade level assessments should be administered. All subject area assessments for each grade level below must be administered.

Student Age*	9	10	11	12	13	14	15*
Required Assessments for Grade	3rd	4th	5th	6th	7th	8th	9th

*The student must be the age specified in the table on or before December 1 of the school year in which the test is administered.

Students Who Move Out of a School

Students who move out of a school (sending school) during the test window create recordkeeping challenges. The following steps will help school administrators ensure that students who move out of the school do not adversely affect the school's test results and accountability. Please contact the Call Center for direction when a student moves out of state.

1. Do not send any test materials with the student to the new school. The sending school remains responsible for these materials.
2. If the student has completed one or more MEAP tests, then return the answer document(s) with the rest of the school's scorable materials.
3. If the student has started, but not completed, one or more subject area MEAP tests, then write "DO NOT SCORE" prominently across the answer document(s) along with the reason then return the answer document(s) in the orange Special Handling

Envelope. See the section that discusses the Special Handling Envelope for additional details.

4. Be prepared to accept a call from the student's new school administrator and to provide
    a. information on which state assessments, MEAP, MEAP-Access, or MI-Access, the student should take;
    b. the status of test completion; and
    c. documented accommodations in the student's IEP, Section 504 Plan, or ELL instruction plan.

Ensure that the student is exited from the school on the correct date in MSDS.

For accountability purposes, it is critical that Tested Roster, Students Expected to Test, and Students Not Tested are carefully reviewed for these students. Ensure MSDS reflects accurate Enrollment and Exit dates.

Students Who Move Into a School

All students moving into a school (receiving school) during the test window must complete MEAP tests for the enrolled grade level. This includes students who move into the school district from out of the state or the country. Students moving from one Michigan school to another Michigan school may have completed one or more of the MEAP tests in their previous school. Do not rely on student reports of completed tests.

The following steps will help school administrators ensure that new students who have moved into the school do not affect the school's test results and accountability.

1. Contact the new student's former school administrator and confirm the student has completed all of the MEAP tests scheduled prior to the student's arrival in the receiving school. Students do not need to retake subject area tests that have been confirmed as completed in its entirety by the sending school.
2. Verify whether or not the new student has an IEP, Section 504 Plan or ELL instruction plan that specifies an alternate state assessment or possible required accommodations.
3. If the new student has not started a previously scheduled MEAP test, then administer the missed test(s) using the school's assigned test form on a regularly scheduled make-up day.
4. If the new student has started, but not completed, a previously scheduled MEAP test, then an emergency test must be ordered at no cost to the school and the student must be administered the **entire** test. See the section about Emergency Tests for additional information.
5. For all MEAP tests scheduled on the day of or after the new student's arrival, administer these tests according to the MEAP schedule using the school assigned test forms. This applies to any new student, including out of state students, previously home-schooled students, or transferring private school students.
6. Be sure to generate, print, and affix a barcode label to each subject area answer document.
7. Ensure that the student's MSDS information and entry date into the school is correct.

For accountability purposes, it is critical that Tested Roster, Students Expected to Test, and Students Not Tested are carefully reviewed for these students. Ensure MSDS reflects accurate Enrollment and Exit dates.

Students with IEPS and Section 504 Plan Students

Special education students must have their accommodations specified by subject area in their Individualized Education Program while Section 504 students must have the same

information in their Section 504 Plan. A model IEP can be found at: www.michigan.gov/ose-eis. (See also the *Assessment Accommodation Summary Table*.)

English Language Learners

English Language Learners (ELLs), also known as Limited English Proficiency (LEP) students, must participate in the state assessment programs. ELLs may be provided with assessment accommodations that are customarily used during normal classroom activities and assessment (the wording ELL instruction or ELL instructional plan is used in this manual) and for which they meet eligibility requirements. Further information regarding ELL assessment accommodations is provided in the *Assessment Accommodation Summary Table*.

The U.S. Department of Education allows flexibility in the test participation of English Language Learners (ELLs) who are in their first year in U.S. public schools. The "first year" is defined as the first twelve calendar months that the student is enrolled in any U.S. public schools.

This flexibility specifies that during the student's first twelve months of enrollment in a U.S. public school, the school has the option of not administering the Reading and Writing portions of the state assessment provided that the ELPA Screener or Spring ELPA has been given to the student. ELPA participation counts toward the 95% participation rate requirement for Adequate Yearly Progress (AYP). The student must take the Mathematics, Science (if in grades 5 or 8), and Social Studies (if in grades 6 or 9) portion of the state assessment. The score will not be included in AYP proficiency calculations.

Students may be exempt from the Reading and Writing tests only once. Students who were exempt in Fall 2010 must participate in the Fall 2011 tests. To ensure accurate calculation of AYP, an ELL student must have a date entered in the "First Entered USA" field of the student record on the OEAA Secure Site if the student has entered the U.S. within the past 12 months. See the *OEAA Secure Site User Manual* for more information.

During the Students Not Tested window, a Not Tested Reason must be entered for these students. Directions for entering this information are in the section titled "Individual Student Demographic Updates" and "Students Not Tested" in the *OEAA Secure Site User Manual*.

Specific ELL Accommodations

Specific guidelines for which ELL students may use specific accommodations are included in the *Assessment Accommodation Summary Table.* Review this table carefully.

MEAP Test Materials: Information and Procedures

Introduction

Fall 2011 MEAP tests are produced by grade level and subject area. The basic materials provided to each school are listed below:

- Grade level specific test administration manuals
- Test booklets (consumable, combined test booklets and answer documents for 3rd grade students)
- Test booklets with separate answer documents (for 4th-9th grade students)
- Accommodated versions of the tests
- Ancillary materials for the return of answer documents

Answer documents are specific to the testing year (2011), to each grade level, and to each subject area. An answer document from a previous year may not be used in 2011 because the answer document is not coded to scan properly this year. In addition, answer

documents cannot be shared across grade levels. Using incorrect answer documents may have an adverse effect on test results.

Test Administration Manuals

Grade level specific test administration manuals arrive with the initial materials order. BAA advises that all staff members involved with MEAP testing read and study the manual(s). Extra manuals may be ordered during the Additional Materials Order period or may be printed from www.michigan.gov/meap.

Third Grade Test Booklets and Answer Documents

Third grade students use a combined, consumable test booklet and answer document. All references in this manual to test booklets and answer documents for 4th-9th grade students refer to the combined 3rd grade materials also. All third grade materials are considered secure materials. In addition, third graders only have three answer choices for each test question as well.

More About Test Booklets and Answer Documents

The number of test booklets and answer documents is not the same for all grade levels and subject areas.

Subject	One Test Booklet	Two Test Booklets	# of Answer Documents
3rd Grade Reading (consumable)		X	2
4th-8th Grade Reading		X	1
Writing		X	1
Mathematics	X		1
Science	X		1
Social Studies	X		1

Test materials, including test administration manuals, will be delivered about two weeks before the test cycle begins. Test booklets are shrink-wrapped in sets of 10. Pre-printed answer documents will be shipped separately and sorted according to grade, subject, class/group ID (if provided by the school), student last name, first name, and middle initial. An overage of blank answer documents and test materials will be shipped to schools and the district.

Bar Code Labels

All answer documents, including emergency tests, word processed, and transcribed versions, must have a bar code that identifies the student adhered in the correct location. School districts and schools that provided pre-ID information for students by July 28 will receive pre-printed answer documents in a shipment separate from the other test materials.

Students pre-identified between July 29 and September 15 will receive printed bar code labels which will be sent to the school. Schools may also print their own bar code labels from the OEAA Secure Site. Extra blank bar code labels of the correct size are provided for this purpose.

The bar code label must match the student information at the top of the answer document. If an answer document pre-printed with student information is used by another student, a correct bar code label may be placed over the incorrect pre-printed bar code.

Test results cannot be generated for any student when a bar code label is missing from an answer document. When a bar code is missing, our MEAP contractor will attempt to identify

the student, then create a bar code label. There is a $10 fee per missing bar code label for this service.

Student Information at the Top of the Answer Document

Each answer document with a bar code label, including the 3rd grade combined test booklet/answer document, requires student information at the top (student name, teacher, school, and school district) that must be completed. Additional information, such as a student's birth date, must be filled in on the front of the answer document. This information is used when there is a question about a student's UIC or school enrollment.

Take care that the information at the top of the answer document matches the bar code label.

Accommodated Materials

Accommodated materials are available for:

- Students with IEPs
- Students with Section 504 Plans
- ELL students who meet eligibility requirements

More information will be found in later sections of this manual.

Accommodation	Math	Science	S.Studies	Reading	Writing
Reader Script	X	X	X		
Audio CD	X	X	X		
Video DVD	X	X	X		
Enlarged Print	X	X	X	X	X
Braille	X	X	X	X	X

Accommodated materials are either ordered during the Initial Orders period or when the Additional Materials Order period opens on September 27.

Ancillary Materials

Ancillary materials include items such as blank bar code labels, School/Grade Header Sheets, Class/Group ID Sheets, OSA Security Compliance forms, and return instruction kits with FedEx air bills and Scorable and Non-Scorable stickers for return boxes. Additional ancillary materials may be ordered in the OEAA Secure Site.

Save the Boxes

School must keep the boxes in which materials arrive so they may be used for the return of materials. These boxes are specially designed so that answer documents sent for scoring are not damaged. If a box is damaged, please do not use it to return materials. Use another strong box instead. Do not use copy paper boxes to return materials.

The Importance of Test Forms

Here are critical facts about test forms.

- There are five (5) regular forms of each subject area and grade level test. In addition, emergency tests and Braille tests are available.
- Test booklets are clearly marked with the grade and form number.
- 4th–9th grade answer documents for each subject area are marked with the grade level and may be used across all form numbers within each grade level.

- Schools are assigned one test form number for all tests but schools within large school districts may be assigned different form numbers.
- About 20% of all schools are assigned Form 1 as their regular form number.
- Form 1 is also used as the basis for producing the accommodated versions of the test.
- Forms 2-5 may **not** be used with audio CDs, video DVDs, enlarged print or reader scripts.
- Form 1 **must** be used with the accommodated kits. In certain circumstances, extra Form 1 test booklets must be ordered when reader scripts or video DVDs are used with a small group of students.
- Form 88 is the Braille version of each test.
- Form 99 is the emergency version of each test.

Cautions about Test Forms

The same test form must be used for **all parts of a subject area test and for both days of the two-day Reading and Writing tests** in order for a student to achieve a valid test score. When accommodated test materials (Form 1 or Form 88) or emergency tests (Form 99) are ordered for Reading and Writing tests, make sure to administer both Day 1 and Day 2 using the same test form so students earn a valid test score.

Example Using Reading - Day 1 and 2

Day 1 Form	Day 2 Form	Valid Test?
5	5	Yes
99	99	Yes
5	1	No
5	99	No

For Mathematics, Science, and Social Studies, all parts of a test must be administered using the same form. Mistakes in administering the forms may lead to an invalid test or an emergency test. Staff administering tests using accommodations must be careful about form numbers.

Emergency Tests (Form 99)

Emergency tests include an entirely new set of test questions for each grade level and subject area. These are quite costly for OSA to develop but provide an opportunity for a school to recover from situations that may affect its accountability statistics. Emergency tests are most commonly used in the following situation:

- When resumed testing is inappropriate (no cost to schools)
- When a new student who has completed a portion (but not all) of a subject area test at their previous school enrolls (no cost to schools)
- When tests are misadministered or unethical practices occur ($50 per processed answer document)

Reader scripts are offered for the emergency tests this year.

Test Material Security

All test materials that contain test questions or student responses require special handling procedures that ensure security before, during and after testing. These include test booklets, answer documents, and accommodated versions of the tests.

Materials are bar coded by the MEAP contractor, recorded on security lists accompanying shipments to schools, and should be returned to our contractor in the secure materials

boxes. Schools should expect to account for every secure item provided on the materials list.

Answer documents with student bar code information should be considered secure. Handle these just like any important document (e.g., a social security number). After testing, completed answer documents must be carefully guarded using secure procedures. Unused 4th–9th grade answer documents should be shredded.

All secure test materials must be maintained in one secure, locked location within the school. Tests may be distributed to test administrators the morning of each initial test day. Tests must be collected by the end of each test day and returned to the secure location.

Secure materials should never be in "plain view" within the classrooms after test sessions are completed.

Students who take MEAP with accommodations may need their test booklets and answer documents across a period of days within the test window. Completed tests and accommodated versions should be returned to the school's secure location each evening.

Important Order Dates

Dates	Order
May 16 - July 28	Initial materials order period
September 15	Last day for pre-ID students to receive printed bar code labels
September 21	Initial material orders begin to arrive in schools
September 27 - October 25 (noon)	Additional Material Order period
October 24 (noon)	Final Reading and Writing emergency test order entry
October 25 (noon)	Final Mathematics, Science and Social Studies emergency test order entry

Entering Orders

Most material orders are placed by MEAP coordinators through the OEAA Secure Site. Order status can be tracked on the secure site. Emergency test orders are ordered and approved by OSA staff after an incidence report is placed.

Order status and tracking can be found on the Order Summary/Tracking page.

Initial Test Materials Orders

Initial test material orders began in mid-May and concluded at the end of July. District MEAP coordinators were charged with confirming or revising the number of materials needed for each school on the OEAA Secure Site. This included ordering accommodated materials.

Ordering Accommodated Versions of the Tests

District MEAP coordinators should have ordered most accommodated versions of the tests by July 28. Additional orders may be entered into the secure web site, www.michigan.gov/oeaa-secure, beginning September 27.

Additional Form 1 test booklets are needed for students when a group of up to five students uses the same video DVD or reader script. These accommodations are packaged with one student test booklet. When ordering a video DVD or reader script, the order screen will request the number of students to test with each kit. Entering the number of students will ensure the correct number of Form 1 test booklets will be shipped to the school. All test booklets and answer documents are printed in English.

To order Braille materials, call 877-560-8378, option 2. The student's name, UIC, grade level, school code and district code must be provided with the order.

Ordering Additional Test Materials

New students may enroll at any time. Accommodations may change for some students after summer break. Sometimes even with the materials provided in regular overage, more materials are needed. The Additional Order period provides opportunities for schools to order these needed materials.

Make sure to perform the following steps promptly:

- Inventory materials when the initial order arrives
- Secure materials back into their original boxes and store in the school's secure location
- Place additional materials orders on the Additional Material Order screen

Receiving Test Materials

Test materials that include test questions must be accounted for and kept secure at all times. MEAP coordinators will receive a materials list with order shipments that include the secure materials' barcode numbers. MEAP coordinators should know which staff members have specific materials including accommodated materials such as audio CDs, reader scripts, and video DVDs. Do the following:

- Check in and count all materials when they arrive
- Notify the Call Center if there are items on the packing list that are missing from the order
- Place orders for needed additional materials
- Maintain a list of staff members who have been assigned test materials with the materials' security barcodes

Concluding the Testing Process

All secure materials must be returned to our MEAP contractor.

Each school received materials in their initial order to use when sending answer documents for scoring. Plan ahead. If more materials are needed, check with the district MEAP coordinator. These materials include:

- School/Grade Header Sheets (preprinted for the school)
- Class/Group ID Sheets (optional)
- Orange Special Handling Envelope(s)
- Return Verification Form (one per school)
- FedEx Express Airbills for shipping
- Blue Scorable stickers for the outside of boxes
- Green Non-Scorable stickers for the outside of boxes

Districts and schools are encouraged to complete and return test materials as early as possible during the test cycle. MEAP Scoring Services can then begin to scan and score student responses immediately. Fees are assessed for the late return of scorable materials.

Test Materials Table

Test Materials	Return to MEAP Contractor	Schools Keep	Schools Destroy
Used answer documents including 3rd grade test booklets/answer documents	Scorable		
Completed School/Grade Header Sheets	Scorable		
Completed Class/Group ID Sheets	Scorable		
Return Verification Form	Orange Envelope-Scorable		
Orange Special Handling Envelope(s)	Scorable		
Test Booklets (grades 4–9)	Non-Scorable		
Accommodated versions of the test (Braille, enlarged print, reader scripts, audio CD, video DVD and translated versions)	Non-Scorable		
Unused 3rd grade test booklet/answer documents	Non-Scorable		
Test Administration Manuals		Keep 1 or 2	Destroy
Signed Security Compliance Forms		Keep*	
Unused 4th–9th grade answer documents			Destroy
Unused School/Grade Header Sheets			Destroy
Unused Class/Group ID Sheets			Destroy

*Security Compliance Forms should be kept by the district MEAP coordinator.

Preparing Answer Documents for Return

The directions below and the tables within these directions are included so that schools can avoid errors that affect their MEAP results. Complete each step by entering the number of answer documents into the table or by checking the box before each statement. Use the manual pages to keep a record of the steps you used in preparing to return materials.

Complete the Return Verification Form then add the signatures needed. Place the Return Verification Form in the orange Special Handling Envelope. Place the orange Special Handling Envelope inside the top of Box 1.

The Orange Special Handling Envelope

Place the following in the completed orange Special Handling Envelope(s):

- Used answer documents that the school has invalidated with DO NOT SCORE prominently written on the front (first page)
- All word processed pages and additional paper with the correct, complete student information within each student's answer document
- Braille answer documents with a School/Grade Header Sheet on top for each grade and subject area
- Signed Return Verification Form

Set aside the completed Orange Special Handling Envelope(s) with the contents. These will be placed at the top of Box 1 prior to sealing the box.

Security Compliance Forms

All OSA Security Compliance Forms are sent to the District MEAP Coordinator to keep on file for a minimum of one year. Do not return these forms to the MEAP contractor.

Step 1: Organizing Answer Documents for Verification

The first step in preparing MEAP answer documents for shipment to the MEAP contractor is to organize the materials into the stacks listed in the tables below for the grade levels in your school (e.g., if your school only has grades 6-8, only grades 6-8 below apply for each subject area).

Please note that if you have more than one form number used in your school within a subject area and grade level, you will need a separate stack and completed School/Grade Header Sheet **for each subject area/grade level/form number combination.** For example, if some students had accommodated Form 1, while all other students used the regular form number assigned to the school, you will have two separate stacks for this subject area/grade level (One for Form 1, the other for the regular form number assigned). A completed School/Grade Header Sheet will be on top of each stack with the appropriate form number (and subject area and grade level) specified.

Form # _____	Form 1	Mathematics, Grades 3-8
		3rd grade Mathematics Answer Documents/Test Booklets, with completed School Header on top of this stack
		4th grade Mathematics Answer Documents, with completed School Header on top of this stack
		5th grade Mathematics Answer Documents, with completed School Header on top of this stack
		6th grade Mathematics Answer Documents, with completed School Header on top of this stack
		7th grade Mathematics Answer Documents, with completed School Header on top of this stack
		8th grade Mathematics Answer Documents, with completed School Header on top of this stack

Form # _____	Form 1	Reading, Grades 3-8
		3rd grade Reading - Day 1 Answer Documents/Test Booklets, with completed School Header (indicating Reading Day 1) on top of this stack
		3rd grade Reading - Day 2 Answer Documents/Test Booklets, with completed School Header (indicating Reading Day 2) on top of this stack
		4th grade Reading Answer Documents, with completed School Header on top of this stack
		5th grade Reading Answer Documents, with completed School Header on top of this stack
		6th grade Reading Answer Documents, with completed School Header on top of this stack
		7th grade Reading Answer Documents, with completed School Header on top of this stack
		8th grade Reading Answer Documents, with completed School Header on top of this stack

Form # _____	Form 1	Writing, Grades 4 and 7
		4th grade Writing Answer Documents, with completed School Header on top of this stack
		7th grade Writing Answer Documents, with completed School Header on top of this stack

Form # _____	Form 1	Science, Grades 5 and 8
		5th grade Science Answer Documents, with completed School Header on top of this stack
		8th grade Science Answer Documents, with completed School Header on top of this stack

Form # _____	Form 1	Social Studies, Grades 6 and 9
		6th grade Social Studies Answer Documents, with completed School Header on top of this stack
		9th grade Social Studies Answer Documents, with completed School Header on top of this stack

Step 2: Reviewing/Verifying Answer Documents

Now you are ready to begin reviewing answer documents as part of the second step in preparing the answer documents for shipment to the MEAP contractor. Please note that 3rd graders have a combined answer document and test booklet.

Begin by selecting one stack of answer documents. Repeat each step below for each stack of answer documents.

Initial Answer Document Checks/Verifications

- ☐ All answer documents in a stack (under a completed header sheet) are for the same subject area, same grade level, and same form number.
- ☐ All answer documents are MEAP answer documents (no MEAP-Access or MI-Access documents have been included).
- ☐ All answer documents are for Fall 2011 only.
- ☐ Only No. 2 pencils have been used on answer documents.
- ☐ No correction fluid, crayons, markers, highlighters, colored pencils, or sticky notes have been used on answer documents.
- ☐ All sticky notes, paper clips, rubber bands, staples, glue, and other extraneous materials from the inside and outside of all answer documents, School/Grade Header Sheets, and Class/Group ID Sheets have been removed.
- ☐ All used 3rd grade test booklets/answer documents and 4th-9th grade answer documents should be included in the Scorable boxes.
- ☐ All unused 3rd grade test booklets/answer documents should be included with secure test booklets for grades 4-9 for return to the contractor.
- ☐ Verify that all unused answer documents for grades 4-9 are not partially complete, then place them in an area away from the used answer documents. (These truly unused answer documents will be shredded immediately following the shipment of MEAP materials back to the scoring contractor.).

Individual Answer Document Checks

- ☐ Student information has been completed at the top of the answer document (student legal name, teacher name, school name, district or PSA).
- ☐ Student Birth Date field has been filled in accurately.
- ☐ If Class/Group Numbers are being used (optional), the Class/Group ID number has been filled in on each answer document.
- ☐ Assessment Date has been filled in accurately.
- ☐ Test Form Number has been filled in accurately.
- ☐ Applicable School Use Only bubbles are correctly completed.
- ☐ Each answer document has a bar code label adhered carefully within the frame on the bottom left corner of the front of the answer document (missing bar code fee = $10 per label). Bar code label is not damaged.
- ☐ The student name and school name on each bar code label matches the student information at the top of the answer document.

Final Step 2 Checks on Answer Documents

- ☐ A used answer document is present for each enrolled, MEAP-eligible student in each subject area tested in a grade level.
- ☐ The count of the answer documents for this grade level and subject area matches the count that has been filled in on the School/Grade Header Sheet for this grade level and subject area.

Packing Scorable and Non-Scorable Materials for Return

Either the district MEAP coordinator or the school may return materials for scoring through FedEx Express shipping. Regardless of which coordinator is returning materials, the packing instructions are the same. **Please follow the directions below when packing scorable materials.**

Advice from Your Colleagues: Keep accurate records of your returned materials.

Instructions for Packing Scorable Materials for Return

1. Pack answer documents by subject area from the highest grade level present in the school to the lowest grade level in the school
2. Pack answer documents in boxes using cushioning materials, if needed, to keep them secure. Schools should use the same boxes in which the materials originally arrived to ship the materials to MEAP Scoring Services (MEAP contractor). If these boxes are not available, use sturdy boxes to return the materials. Do not use boxes in which copy paper is packed.
3. A grade level/subject area/form number for a school should not be split across boxes (e.g., all of 3rd grade mathematics for a specific form number for a school should be in the same box).
4. The completed Return Verification Form must also be inserted into the orange Special Handling Envelope prior to sealing the box.
5. After you have filled Box 1, place the completed orange Special Handling Envelope at the top of the contents of this box prior to sealing the box.
6. Class/Group ID sheets (optional, if selected to be used by your school) should be placed at the top of Box 1 prior to sealing.
7. Remove or black out any old shipping labels on boxes, including the original shipping barcode, and seal the boxes with plastic shipping tape. Please place three strips of tape on the top of each box and three strips of tape on the bottom of each box.
8. Affix a blue Measurement Incorporated Scorable label to the **top** of all boxes containing used answer documents.
9. In addition to the blue label, affix a FedEx Express Airbill to Box 1 of your scorable materials boxes. The FedEx Express driver will produce and affix additional multiple piece shipment labels to the remaining boxes of scorable materials.
10. On the blue labels, indicate the number of scorable materials boxes by completing the Box ___ of ___ (Example: Box 1 of 2, Box 2 of 2). The total number of scorable materials boxes should be indicated. Do **not** include green-labeled non-scorable materials boxes in this count.

Only one box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way as this may affect FedEx processing and delay your shipment.

Advice from Your Colleagues: Take your time and double check everything.

Instructions for Packing Non-Scorable Materials for Return

1. Pack unused test booklets (including unused grade 3 answer documents/test booklets) and any accommodated materials in the boxes using cushioning materials to keep them secure. All CDs, DVDs, reader scripts, enlarged print, and/or Braille material must be returned. It is preferable to use the same boxes that the materials originally came in to ship the materials to the MEAP contractor.
2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with plastic shipping tape. Please place three strips of tape on the top of the boxes and three strips of tape on the bottom of the boxes.
3. Affix a green Measurement Incorporated Non-Scorable label to the top of all boxes containing grades 4-9 used and unused test booklets, grade 3 unused answer documents/test booklets, and accommodated materials. The FedEx Express driver will produce and affix multiple piece shipment labels to the remaining boxes of non-scorable materials.
4. On the green labels, indicate the number of non-scorable materials boxes by completing the Box ___ of ___ (Example: Box 1 of 2, Box 2 of 2). The total number of non-scorable materials boxes should be indicated. Do not include blue labeled scorable materials boxes in this count.

Only one box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way as this may affect FedEx processing and delay your shipment.

Instructions for Returning All Materials via FedEx Express

1. To schedule a pickup call 1-800-GoFedEx (1-800-463-3339); after the voice prompt "How may I help you?", press 9.
2. Place the boxes where the FedEx driver normally delivers or picks up packages.
3. When prompted enter 999 999 933 as the nine-digit FedEx account number. You will be transferred to a specialized Premier Customer Service Representative. Please ask if you are speaking to a Premier Customer Service Representative familiar with the MEAP project. Remind the FedEx Representative that this is an Express Pickup.
4. Please have the following information available when you call:
    - your phone number–if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system, otherwise this information will need to be provided,
    - the pickup date,
    - the total number of boxes you are returning–add scorable boxes and non-scorable boxes, and
    - the average box weight–you can use 30 pounds per box.
5. If you do not have enough Measurement Incorporated labels and/or FedEx Express Airbills, contact your district MEAP coordinator.
6. After returning your materials for this project, destroy any remaining FedEx Express Airbills, as these are project-specific.

Important: Keep the sender's copy of the FedEx Express Airbill for each package so that you can easily track your packages. If requested, the FedEx Express driver will supply small adhesive tracking labels. These labels will match the multiple-piece shipment labels on your packages.

Other Materials Used During Testing

Introduction

While most materials used during MEAP testing are provided through the MEAP contractor, questions arise about supplemental materials. Students may have on their desks during testing only the required testing materials and any accommodations specified in the student's IEP, Section 504 Plan, and ELL instruction. Avoid food and liquids near students' testing locations.

Calculators

Third grade students may not use calculators during any part of the Mathematics test. While calculators are not required for the Mathematics test, schools may provide calculators for 4th-8th grade students during Part 2 of the Mathematics tests. Students may not share calculators. Test administrators and proctors must ensure that calculators are not near or on students' desks during Part 1 of the Mathematics test.

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

Ensure that:

- TI-89, TI-92 and calculators with a QWERTY keyboard or CAS (Computer Algebra System) are not used
- If using the TI-*n*Spire, it must be in "Press to Test" mode

Number 2 Pencils

Students are required to use a No. 2 pencil on all multiple-choice and constructed responses when answering test questions. Answer documents filled out with media other than a No. 2 pencil cannot be scanned or scored. Some accommodated students complete constructed response questions using a word processor or scribe. This is discussed within the accommodations section.

Additional Paper

Students are provided with ample space within all answer documents for extended written responses. Blank space in test booklets may be used for calculations and planning. Note that third grade test booklets are also answer documents so student notes should not interfere with the answer grid area. Keep notes away from answer circles.

No additional paper, including scrap paper, may be used with any MEAP tests unless prescribed as an accommodation by a student's IEP or Section 504 Plan. When word processed pages are used, make sure to include the identifying information needed. See the section on additional paper in Information for Accommodation Providers for more information.

Highlighters

Highlighters are a universal accommodation available to all students. However, students' misuse of highlighters has caused numerous problems for schools over the past few years. All references to highlighters in the MEAP test directions have been deleted. Students should only use highlighters in test booklets and not on answer documents and only if they have demonstrated, during classroom instruction, that they can use them without marking in locations that interfere with scanning answer documents. Third graders should use pencils, not highlighters, in their combined test booklet/answer documents.

Sticky Notes, Rubber Bands, Paper Clips and Other Materials

The high speed scanners that are used to score answer documents process about 500 sheets per minute. These are extremely sensitive to residue left on answer documents and may delay processing. Please avoid using sticky notes on any scannable material. Also avoid using rubber bands, paper clips and other materials that can bend or mar the answer documents.

CD and DVD Players

Audio CDs provide an oral presentation of tests for students with accommodations. The school may use a computer or CD player with headphones. CDs are used individually by the student and may not be used in a small group unless each student has a headset and his or her own CD that he or she controls. Students must be proficient in the use of the accommodation, and it should be a part of regular instruction.

Video DVDs provide an oral presentation with an accompanying written test question projected on a monitor or television screen. DVDs are provided in English, Spanish, and Arabic for students with accommodations. Video DVDs project the best quality when used with high quality DVD players and television monitors. DVDs may be used in small groups of up to five students.

For Test Administrators and Proctors

About the Assessments: A Quick Summary

The ultimate goal of statewide assessment is to yield valid assessment results in a manner that is equitable for all students. Therefore, it is helpful to understand how the assessments are designed and how they should be administered.

Students Assessed

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

Most students, including those with disabilities and English language learners, are instructed with grade-level content and will take MEAP. Some students may be eligible for a state alternate assessment such as MEAP-Access or MI-Access. Which assessments students participate in is determined by the student's IEP team. As a test administrator or proctor, it is important to work closely with the IEP team and use the IEP assessment section to ensure each student is administered the correct assessment.

Subject Areas Assessed

The MEAP assessment currently covers five subject areas: reading, writing, mathematics, science, and social studies. Because MEAP is administered in the fall of each year, the assessment reflects the **prior** year's grade level content expectations (GLCEs) and benchmarks.

The following applies to each subject area assessment:

- Each assessment must be administered on the dates specified in the Fall 2011 MEAP Assessment Schedule. The schedule can be found inside the front cover of this manual.

- The entire test must be completed on the scheduled date. (Note that Reading - Day 1 is completed on October 12 and Day 2 on October 13. Writing also has two days of testing.)
- Each assessment must be administered in the order specified in this manual.

Deviations from the schedule or in the order administered must be submitted in writing by the school MEAP coordinator and preapproved by the Office of Standards and Assessment. If, during or after administration, a scheduling irregularity is noticed, contact the school MEAP coordinator immediately.

The following is a brief description of each subject area assessment.

Reading
The Reading test is administered in grades 3 through 8. Students will read and respond to reading selections in multiple genres and in Independent Reading and Paired Reading formats. They will answer a combination of multiple choice items and constructed response items.

This test is administered over two days with two separate test booklets. Both days and all parts of the test must be given in order to make a complete Reading test. In order to ensure a valid score, it is critical that both days of the assessment are administered with the same test form. For example, if a student takes Day 1 using a Form 3 test booklet, then Day 2 must also be taken with a Form 3 test booklet. Mixed test Forms, for example a Day 1 Form 3 and a Day 2 Form 1, cannot be combined to provide a valid Reading test score. For grades 4 through 8, it is critical for scanning purposes that all answers be recorded on a single answer document. Only one Reading answer document per student will be scanned for scoring purposes.

Writing
The Writing test is administered in grades 4 and 7. Students will respond to both narrative and informational writing prompts. In addition, they will read and respond to a Student Writing Sample. They will answer a combination of multiple choice items and constructed response items.

The test is administered over two days with two separate test booklets. Both days and all parts of the test must be given in order to make a complete Writing test. Day 1 – Parts 2 and 3 must be given in one sitting without a break.

In order to ensure a valid score, it is critical that both days of the assessment are administered with the same test form. For example, if a student takes Day 1 using a Form 3 test booklet, then Day 2 must also be taken with a Form 3 test booklet. Mixed test forms, for example a Day 1 Form 3 and a Day 2 Form 1, cannot be combined to provide a valid Writing test score. For grades 4 through 7, it is critical for scanning purposes that all answers be recorded on a single answer document. Only one Writing answer document per student will be scanned.

Mathematics
The Mathematics assessment is administered in grades 3 through 8. Students will respond to multiple choice items. The test consists of multiple parts administered on one day using a single test booklet. In grades 4 through 8, calculators are allowed on Part 2 of the test only. It is a nonstandard accommodation to permit calculator usage on any part of the Mathematics test unless explicitly allowed. The improper use of a calculator will invalidate a student's Mathematics test score. See the section, Calculators, for additional information.

Science
The Science test is administered in grades 5 and 8. Students will respond to multiple choice items. The test consists of multiple parts administered on one day using a single test booklet.

Social Studies

The Social Studies test is administered in grades 6 and 9. Students will respond to multiple choice items. The test consists of multiple parts administered on one day using a single test booklet.

Assessment Accommodations

Some students with Individualized Education Programs (IEPs), Section 504 Plans, or English Language Learners may require assessment accommodations in order to participate fully and meaningfully in MEAP tests. Accommodations must be documented in the student's plan by subject area and must be routinely used as part of the student's daily instruction. It is important to keep in mind that students taking a MEAP test using an accommodated kit, must use a Form 1 test booklet.

Detailed information on accommodations and the accommodated kits may be found later in this manual. In addition, there are a number of universal accommodations available to all students. The *Assessment Accommodation Summary Table* lists allowable accommodations and can be found at www.michigan.gov/meap. Refer to the student's IEP and discuss any questions regarding accommodations with the student's IEP team and the school MEAP coordinator.

Completing Answer Documents

Every 4th-9th grade student taking a MEAP test will have one answer document for Reading, Mathematics, Science, Social Studies, and Writing. Third grade students have two answer documents for Reading (Day 1 and Day 2) and one for Mathematics. The directions for administration in the test manual aid test administrators and coordinators to complete the information on the front of the answer documents.

Advice from Your Colleagues: Plan time for students to complete the information on forms. A sample form drawn or projected on the board is helpful for students with audio/visual needs.

Completing "School Use Only" Fields

The School Use Only section includes the following fields: Research I and II, Accommodations, and Report Codes. These sections are explained in detail below.

Research I and II Fields

Use of the research fields is optional. Research codes are reported in the student data file results only. Paper and PDF reports do not include the research code information.

In the past, school districts have used the optional research fields to answer such questions as:

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

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

1. Codes for research fields must be developed at the district or school level, and assigned a different number from one to ten. One response per research field may be recorded on each answer document (one response in the Report I column and one response in the Report II column).
2. Research code information must be provided to school MEAP coordinators and test administrators so students can code their answer documents.
3. Districts may elect to use one or both of the research code options at any or all of the grades assessed.

Accommodations
The accommodations section of the "School Use Only" area on student answer documents is used to identify the accommodation(s) received. The No Child Left Behind Act of 2001 requires this information be collected for all state assessments.

- If a student received more than one accommodation, mark all that apply.
- If a student did not receive any accommodation, leave this area blank.

The answer documents for Mathematics, Science, and Social Studies each list the same standard accommodations. The Reading and Writing answer documents, however, have fewer accommodation options listed. Due to the construct being tested on the Reading and Writing tests, some accommodations considered to be standard accommodations for the other subject areas are nonstandard accommodations if used during the Reading and Writing tests.

English Language Learner Accommodation Fields
English Video - A student who used the English video version of the test (Mathematics, Science, and Social Studies only).

Spanish Video - A student who used the Spanish video version of the test (Mathematics, Science, and Social Studies only).

Arabic Video - A student who used the Arabic video version of the test (Mathematics, Science, and Social Studies only).

Reader Script - A student who had a scripted version of the test read aloud (Mathematics, Science, and Social Studies only).

Reading in Native Language - A student who had the test and directions read in a native language other than English (Mathematics, Science, and Social Studies only).

Multiple-Day Testing - A student who took a MEAP test with extended time across more than one day.

Other - A student who used other standard accommodations. Be sure to write the accommodations provided on the line.

Students with Disabilities Accommodation Fields
Braille - A student who used the Braille version of the test.

Enlarged Print - A student who used the enlarged print version of the test.

Audio - A student who used the audio version of the test. NOTE: There is no audio version of the MEAP Reading or Writing test.

Reader Script - A student who had a scripted version of the test read aloud (Mathematics, Science, and Social Studies only).

Multiple-Day Testing - A student who took a MEAP test with extended time across more than one day.

Other - A student who used other standard accommodations. Be sure to write the accommodations provided on the line.

Nonstandard Accommodations
Any student who receives a nonstandard accommodation on the test must have this circle filled in on their answer document. Students who use a nonstandard accommodation will not count as being assessed. The *Assessment Accommodation Summary Table* defines nonstandard accommodations. Contact the Call Center with questions.

> Examples: A teacher who reads aloud the Reading test to a student or a calculator used on Part 1 of the Mathematics test has used a nonstandard accommodation.

Report Codes
Report Codes have been included in the box marked "School Use Only." Schools decide whether these circles are filled in, 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.

Student Prohibited Behavior - See the discussion of Prohibited Behavior in this manual

Spanish - Used to identify native language for ELL students.

Arabic - Used to identify native language for ELL students.

Chaldean - Used to identify native language for ELL students.

Other Language - Used to identify native language for ELL students.

Birth Date
Students are given instructions to fill in their date of birth at the time of the test. A visual aid that may be used with students is posted to the MEAP web site.

Class/Group Number
This optional information allows districts and schools to receive reports organized by class or group designation(s). This is an optional field. 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. If these are to be used, contact your MEAP coordinator for your 4-digit class/group number. An explanation of how to assign these numbers can be found on our web site.

It is not necessary to use these codes in order to receive student test results for each teacher. This information will be gathered from the Teacher Student Data Link collection as well as the MSDS.

Assessment Date
Students are given instructions to fill in the date at the time of the test. If a test is administered over more than one day, the first date the student begins the test should be marked on the answer document.

Students who take make-up tests, move into a school after the initial test date, or take emergency tests should enter the actual date of the assessment.

Form
Students are given instructions to fill in the form number from the front of their test booklet at the time of the test. In order to properly score tests, it is critical that the correct form number is recorded.

Summary: MEAP Test Administrators and Proctors

Test Administration Guidelines and Reminders

A majority of MEAP tests are administered to students in classrooms by classroom teachers who are termed "test administrators" for this purpose. Also included in the "test administrator" group are other state certified staff members such as special education and ELL teachers, counselors, and administrators. Paraprofessionals (termed "proctors") may also administer MEAP tests under the direct supervision of a test administrator. See the *Assessment Integrity Guide* for a thorough discussion of requirements.

It is important that all staff members be well prepared for this role by studying the test administration manual and participating in professional development prior to the test window.

Test Administrators and Proctors Responsibilities

The MEAP tests were designed to be administered, when possible, by the students' own teachers for the subject area being assessed. MEAP test administrators must meet the following minimum qualifications:

- An employee of the district who is a certified or licensed educational professional; or,
- A substitute teacher who is certified and employed by the district on an as needed basis; or,
- Someone who was a certified teacher but does not currently possess a teaching certificate due to retirement or a change of career and has been approved by the district MEAP coordinator as a qualified test administrator.

Depending on the number of students in each room, trained proctors may be assigned to assist the test administrator. A MEAP test proctor assists the test administrator in administering the tests and is typically a teacher's aide, a paraprofessional, or another paid district or school staff member. Proctors who provide assessment accommodations must be provided with professional development prior to the test window.

If volunteers must be used, they must be trained with appropriate testing procedures. Volunteers may not have a conflict of interest or the appearance of a conflict of interest. Therefore, they may not be family members of students being tested. MEAP test proctors must be supervised directly by a MEAP test administrator.

MEAP test administrators and proctors are responsible for:

- Reading and becoming familiar with MEAP test administration procedures for the specific test cycle prior to the tests.
- Reading directions exactly as they appear in this manual to students and answering questions about test directions.
- Maintaining a distraction free environment.
- Verifying no unauthorized materials or equipment are used during the tests.
- Moving throughout the room and ensuring students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer documents.
- Reporting instances of deviations in test administration or prohibited student behavior to the school MEAP coordinator for early and fair resolution of any concerns.
- Ensuring the demographic page of the answer documents has been filled in accurately. No further inspection or marking of a completed student answer document is allowed.

It is very important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test

administrators and proctors **may not give help of any kind** to students during testing. This includes defining or pronouncing words and reading any part of the test aloud to students, except where specifically indicated in the directions.

Leaving the Room During the Test

Students are allowed to go to the restroom during the test, but it is best not to make a general announcement to that effect. Only one student may leave the test room at a time. The test booklet and answer document must be collected when a student leaves the room and redistributed when the student returns to the room. Students who leave a room for an extended length of time (i.e., lunch hour, recess, etc.) should not be allowed to resume testing.

Test administrators must never leave the test setting or allow students to be unsupervised during testing.

Monitoring Test Administration

Advice from Your Colleagues: Be sure to monitor your kids as they test. Walk up and down the aisles.

Test administrators and proctors are responsible for monitoring student activities during the test to ensure students are progressing through the tests and are not confused about directions. During the test, make sure to:

- Distribute all materials to students. Check for appropriate grade level/subject area test booklets and answer documents.
- When answer documents are preprinted, or have a barcode label affixed at the time they are distributed to students, please ensure each student receives the correct answer document.
- Remind students to turn off all electronic communication devices (e.g., cell phones, pagers, PDAs, MP3 players, etc.) and store them out of sight. Calculators may only be used on Part 2 of the Mathematics test.
- Ensure that the only materials on students' desks and tables are those authorized for use in that part of the test.
- Administer the tests according to the test administrator manual.
- Read directions exactly as they appear in the administrator manual to students. Answer questions about test directions as described in the administrator manual.
- Monitor the test sessions by moving throughout the test room.
- Ensure that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer document using only a No. 2 pencil.
- No highlighters, pens or markers should be used on the answer documents.
- Student responses are limited to the space provided in the answer document unless specified as an approved accommodation.
- Ensure that the test room is quiet during the entire test administration.
- Remain in the test room at all times unless replaced by another trained staff member.
- Report any incidents of questionable student behavior or deviations in test administration to the school MEAP coordinator for early and fair resolution of any concerns.
- Ensure that students do not leave the test room unless extenuating circumstances are present. If a student must leave, test administrators must collect the test booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.

Test administrators and proctors should look for 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 students confused about the directions or having other problems?
- Are students doodling or marking randomly?
- Do they appear to be racing through the test?
- Are any students distracting others? If so, they should be moved to a separate test room.
- Are students working in the correct section of the test booklet? Students are not permitted to return to previously administered sections of a test after a session is complete. Students may not revisit test answers for any reason after test booklets and answer documents have been collected.

Test administrators and proctors are reminded of the following:

- The purpose of MEAP testing is to determine what the student knows and can do independently.
- Test content is based upon the Michigan Grade Level Content Expectations (GLCEs) from the **prior** school year.
- A quiet, orderly environment must be maintained so all students may do their best.
- Test booklets and answer documents must be secure at all times. These may never be reviewed by school staff prior to the day of testing, during testing, or after testing.
- Notify school administration/MEAP coordinators immediately when problems occur so they can be efficiently resolved.
- Students must complete the information at the top of the answer document.
- Students must use the answer document matched to the subject and grade level being tested.
- No materials other than those specified in the test administration manual may be on students' desks during testing. Some students may have accommodations specified in their IEP or Section 504 Plan that are permissible.
- No food or water should be on students' desks unless these are accommodations specified in an IEP or Section 504 Plan (e.g., diabetic student).
- Test directions must be read verbatim as printed in the manual to ensure equitability across all students in the state. Students may ask questions about the directions after the directions are read.
- Students may take breaks between test parts (except between Writing - Day 1, Parts 2 and 3). The test part must be complete and test materials must be collected by the test administrator during the break. Students may not return to any test part already completed.
- Students who have completed test parts may read a book which they bring to the test session. They may not use textbooks or other related subject area materials that may reveal answers to test questions.
- Test administrators and proctors may never enter student answers on the answer document unless this person is acting as a scribe as an accommodation specified in the IEP or Section 504 Plan.
- Test administrators and proctors may never provide answers to students, pronounce words in test questions, or hint or otherwise indicate a possible answer.
- Test questions may never be copied or reproduced.
- All test materials must be returned promptly to the school's secure location.

Information for Accommodation Providers

Advice from Your Colleagues: Make sure student accommodation materials are accurately accounted for.

Universal Accommodations Ⓤ

Universal accommodations are accommodations any student may use without changing what is being measured by the assessment. Care must be taken to ensure that highlighters are not used on answer documents.

> Examples: Administering the assessment in a distraction-free space or using highlighters during the Reading test.

Alternate test forms are not required when using universal accommodations. The *Assessment Accommodation Summary Table* denotes universal accommodations with the symbol Ⓤ. When a universal accommodation is used, it does **NOT** need to be gridded as an accommodation on the student answer document.

Students receiving instructional support services such as RtI (Response to Intervention), but who do not have an IEP or Section 504 Plan may use universal accommodations open to any general education students. All other accommodations are limited to students with IEPs, Section 504 Plans, and certain ELL students meeting specific eligibility criteria. If a student does not have an IEP or Section 504 Plan, or meet ELL eligibility criteria for accommodations, and is provided an accommodation that is not a universal accommodation, this is considered a nonstandard accommodation and must be gridded as Nonstandard on the students' answer documents. In this case, students will be considered Not Tested for accountability purposes.

Assessment Accommodation Consequences-No Child Left Behind

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 (race/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 participate in the state's reading and writing tests and mathematics tests in order to make AYP.

A standard assessment accommodation is one that does not change the construct of what the test is measuring. The score received by a student using a standard assessment accommodation (S) counts when calculating NCLB participation and proficiency rates. A nonstandard assessment accommodation (NS) changes what the test is measuring and results in an invalid score. This means that using a nonstandard assessment accommodation will have a negative impact on a school's accountability calculations.

Nonstandard Accommodation Example: The MEAP Reading test is intended to measure how well a student can read through decoding. Therefore, if the reading passages are read aloud to a student, it becomes a listening test and not a reading test.

Nonstandard Accommodation Example: A second example is the use of a calculator on any portion of the MEAP Mathematics tests where calculators are not permitted. If a calculator is used on those portions of the test, it becomes a nonstandard assessment accommodation because it changes what the Mathematics test is measuring.

Nonstandard Accommodation Example: Reading aloud the Student Writing Samples or the Student Writing Sample questions in the Writing test is not permitted because this may reveal answers to the test items.

In light of the significant consequences 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 *IEP Addendum Model Form (July 2010)* or the district's own forms. State documents can be found at www.michigan.gov/ose-eis on the Special Education Administrative Forms and Procedures page.

Reading Directions and Track/Chapter Numbers-Audio CDs and Video DVDs

Audio CDs and Video DVDs are formatted so that the track number in Part 1 of each test corresponds to the test questions for each test part. Accommodation providers should be aware of the following:

- Directions on the CDs and DVDs are attached to a test question. For example, the initial directions for Mathematics, Part 1 will be part of Track or Chapter 1. This means that a student who returns to test question 1 will hear the directions again. This is a drawback but it is the only way that tracks/chapters can be aligned with the actual test question numbers.
- Accommodation providers should read aloud the directions **exactly as written** to the student(s) so that students may ask questions before beginning the test. Again, students will hear the directions a second time on the CD or DVD because the directions are attached to test question tracks.
- Tracks/chapters for Part 2 of the DVDs may begin with Track or Chapter 1 again. This may not correspond to the test question numbers. Students may need to search for the test question numbers by paging back and forth rather than using a menu function offered in the software.

Audio CD Versions of the MEAP Tests (Use Form 1 Test Booklet Only)

The audio (CD) versions of the MEAP tests are created from a Form 1 test booklet. Students using a CD version of a test must also have a printed copy of a Form 1 test booklet to use during testing. Each accommodated version of the test ordered will be shipped with a Form 1 test booklet.

Only a student whose IEP, Section 504 Plan or ELL instruction specifies the student routinely uses audio accommodations may use the audio (CD) versions of the Mathematics, Science, and Social Studies MEAP tests. There is no audio CD version for the MEAP Reading and Writing tests.

To order additional audio (CD) versions of the tests, the district MEAP coordinator should order online at www.michigan.gov/oeaa-secure.

Using Audio CDs

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

1. Audio CDs are intended to be used by one student in either a computer or CD player with headphones and control over the equipment. When this is the case, more than one student may be tested in a location.
2. Students using an audio (CD) version of a test must also have a printed copy of a Form 1 test booklet to use during testing. Make sure to grid Form 1 on answer documents as noted in the test directions.
3. Students should be able to use the equipment independently since this accommodation should be used routinely in the classroom. Students may be assisted in playing the audio CD version, but may not be given any help with answering any test item.

4. Students who use the audio CD versions must use standard Fall 2011 answer documents, but may be given one of the following additional accommodation options (documented in the IEP, Section 504 Plan, or ELL instruction):
    a. Grid their own answer documents
    b. Mark answers in their test booklets and have a test administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents
    c. Dictate responses to a scribe or into a tape recorder and have a test administrator, proctor, or test accommodations provider grid the answer documents
    d. Braille their responses and have a test administrator, proctor or test accommodations provider transcribe the answers onto the answer documents

For students using the audio version as an accommodation, it is important to grid the Audio circle on the student answer document(s). For ELL students using CDs mark the Other circle then fill in the blank after the circle. Make sure a bar code label is placed on the answer document.

Video DVD Versions of the MEAP Tests (Use Form 1 Test Booklet Only)

The video DVD versions of MEAP tests provide an enhancement to the audio CD versions. Students are able to use the video display as an additional cue when determining where they should be in a test booklet while they are taking a test.

English Language Learners (ELLs) at the basic or lower intermediate proficiency levels are eligible to use video (DVD) versions of MEAP tests. When specified in the IEP or Section 504 Plan, students with disabilities are also eligible to use the video version of the MEAP tests. The DVDs are produced to be used with a television and DVD player. This equipment will produce the highest quality results.

The video DVD versions of the MEAP tests are created from a Form 1 test booklet. Students using a DVD version of a test must also have a printed copy of a Form 1 test booklet to use during testing. Each accommodated version of the test ordered will be shipped with a Form 1 test booklet. VHS video tapes are no longer produced.

Video DVDs are available in Spanish, Arabic, and English. There is no video version of the MEAP Reading test as it will change the construct of what is being measured from reading to listening, making it a nonstandard accommodation. There is no video version of the MEAP Writing test because directions and writing prompts are read aloud to all students.

English, Spanish, and Arabic video accommodations are an option for use with English Language Learners. Schools should carefully review accommodations #23 and #24 in the *Assessment Accommodation Summary Table* to ensure students qualify for these accommodations.

Using the Video DVDs

When administering video (DVD) versions of the tests:

1. The tests are to be administered to students, either individually or in small groups (up to 5 students) 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 test booklet to use while they are taking the test. Make sure to indicate Form 1 on answer documents as noted in the test directions.
3. The test administrator will need to make sure the appropriate video accommodation circle is filled in on the student answer document.

4. Students who use the video versions must use standard Fall 2011 answer documents, but may be given one of the following options (documented in the IEP, Section 504 Plan, or ELL instruction):
    a. Gridding their own answer documents
    b. Marking answers in their test booklets and have a test administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents
    c. Dictating responses to a scribe or into a tape recorder and have a test administrator, proctor, or test accommodations provider grid the answer documents

Each test question is marked on the DVD. This assists in returning to the appropriate place, if needed, during the test administration.

For ELL students using DVDs as an accommodation, mark the Video grid on the answer document. For students with IEPs and Section 504 Plans mark the Other circle on the student answer document and write Video DVD in the blank. Make sure a bar code label is placed on the answer document.

Use of Reader Scripts (Use Form 1 Test Booklet Only)

The use of reader scripts (scripted versions of the MEAP test) replaces reading a test aloud to students from a test booklet. Reader scripts for the MEAP Mathematics, Science, or Social Studies tests is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, for students with a Section 504 Plan, and for ELL students who meet the eligibility requirements.

Reader scripts may be administered in small groups of up to five students. Students will use a Form 1 test booklet while the test administrator reads aloud from the reader script. The ordering process is similar to the process used to order video DVDs.

For students using a reader script as an accommodation, it is important to grid the Reader Script circle on the student answer document(s). Make sure a bar code label is placed on the answer document.

Enlarged Print (Use Form 1 Test Booklet Only)

Use of the enlarged print versions (15 point font) of the assessment is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP or for general education students with a Section 504 Plan.

While Form 1 is used as the basis for the enlarged print version, students who use this accommodated version must have their answers transferred onto a regular answer document.

If a student uses an enlarged print version as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

For students using the enlarged print version, it is important to fill in the Enlarged Print circle on the answer document(s). Make sure a bar code label is placed on the answer document.

Braille Versions of the MEAP Test (Use Form 88 Test Booklet)

Use of the Braille versions of the assessment is a standard accommodation for students with disabilities who need this accommodation as defined in their IEP or for general education students with a Section 504 Plan. Also, the use of a Braillewriter is permissible.

Each Braille version of a subject area MEAP test will be a unique test form (Form 88). Students who use a Braille version must have their answers transcribed onto a regular scannable answer document for the appropriate grade/subject area. Each grade level/subject area Braille accommodated kit will include the *Assessment Administrator Booklet for Braille*. The *Print to Braille Correspondence* is available online at www.michigan.gov/meap.

If a student uses a Braillewriter as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

For students using the Braille version or a Braillewriter, it is important to grid the Braille circle and Form 88 on the 4th–9th grade answer document(s). For grade 3, a Braille answer document is included in the Braille kit. The Braille answer document is returned in the orange Special Handling Envelope. Make sure a bar code label is placed on the answer document.

Directions for Other Common Accommodations

Scribes and Tape Recorders

Note: Use the test booklet form assigned to the school

Dictating responses to a scribe or into a tape recorder is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, for students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability. **Students using one of these accommodations must tell the scribe specific instructions about punctuation, spelling, indentation, etc., for constructed-response questions. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.**

If a student uses a tape recorder or scribe as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response onto a regular answer document that is returned along with other scorable materials.

For students using a tape recorder or scribe as an accommodation, it is important to grid the Other circle on the student answer document(s) and indicate the administered accommodation. Make sure a bar code label is placed on the answer document.

Word Processors

Note: Use the test booklet form assigned to the school

The use of word processors for constructed response items is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, or for students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability.

Because the Reading and Writing tests assess the student's 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 not activated. Autocorrect may not be used.

Fill in the Other circle on the student answer document(s) and indicate the student used a word processor as the administered accommodation. If the spell check, dictionary, thesaurus, and grammatical software are not deactivated, the Nonstandard Accommodations circle must be gridded.

If a student uses a word processor or another accommodation (see *Assessment Accommodation Summary Table*) to record the multiple choice answers, these must be transferred onto a regular answer document by the student or a test administrator, proctor or accommodations provider. Word-processed answers do not need to be transcribed onto an answer document by school staff.

Each word-processed page must be printed and identified with the following student information:

- Student barcode label from the OEAA Secure Site
- Subject area and item number
- Fall 2011

OR

- Student name, UIC, and birth date
- School code and district code
- Fall 2011, grade, subject area, and item number

The word-processed page(s) must be inserted into the student's answer document that has all required student identification information completed. **Do not staple or otherwise attach word-processed pages to the answer document.** Word-processed page(s) returned without a completed student answer document cannot be scored. Make sure a bar code label is placed on the answer document.

All answer documents containing word-processed pages must be shipped in the orange Special Handling Envelope.

Additional Paper as an Accommodation

Note: Use the test booklet form assigned to the school

The use of additional paper is permitted for students who need that accommodation as documented in their IEP or Section 504 Plan. Additional paper may be used as an IEP or Section 504 Plan assessment accommodation if a student needs additional space to write due to large handwriting. When additional paper is used, the student should only be allowed to write the equivalent of what could be written in the original space provided.

Each additional piece of paper must be identified with the following information:

- Student barcode label from the OEAA Secure Site
- Subject area and item number
- Fall 2011

OR

- Student name, UIC, and birth date
- School code and district code
- Fall 2011, grade, subject area, and item number

It is important to grid the Other circle on the student answer document(s) and indicate the administered accommodation.

The additional paper must be inserted into the student's answer document that has all required student identification information completed. **Do not staple or otherwise attach additional paper to the answer document.** Additional paper that is returned without a completed student answer document cannot be scored.

All answer documents containing additional paper must be shipped in the orange Special Handling Envelope.

Extended Time

Note: Use the test booklet form assigned to the school

All MEAP tests are untimed and student-paced. Arrangements should be made before testing begins for any students who will need more than the initial test date to complete a part of the test. This accommodation must be documented in students' IEP, Section 504 Plan, or ELL instruction.

Students whose IEP, Section 504 Plan, or ELL instruction requires testing in a subject area beyond the initial test date (across multiple days) will use the form of the test assigned to their school (e.g., Form 5). This is a standard accommodation.

The Fall 2011 assessment cycle runs from October 11 through October 28, 2011. Students who qualify for testing beyond the initial test dates will have until October 28, 2011 to complete all subjects being tested. However, students may not begin a subject area test until the initial test date the subject is scheduled to be assessed for all students. For example, Mathematics may not be administered prior to October 18, 2011.

It is important to grid the Multiple-Day Testing circle on the student answer document(s).

Returning Accommodation Materials and Student Answer Documents

Audio (CD), video (DVD), enlarged print, Braille, and reader script versions of the tests are secure materials that must be returned at the end of the test cycle. No copies of these materials may be made, downloaded or retained. Make sure that all secure materials are returned in the return shipments.

Most answer documents for students who used the accommodated versions of the tests are packaged and returned with the regular answer documents; however, Braille answer documents, word processed, and additional pages must be returned inside each student's answer document in the orange Special Handling Envelope in order to be scored.

Other Reminders for Test Accommodation Providers

- The *Assessment Accommodation Summary Table* is the official guide for providing accommodations. Find it at www.michigan.gov/meap.
- All MEAP test accommodations must be clearly defined by subject area in the testing section of each student's IEP, Section 504 Plan or ELL instructional plan. A state model IEP can be found at www.michigan.gov/ose-eis.
- New students with IEPs, Section 504 Plans, and ELL services must be identified quickly so that accommodations from the previous school can be implemented.
- Plan ahead. The BAA recommends schools/districts maintain a spreadsheet of students with each student's IEP, Section 504 Plan, or ELL instruction test accommodations by subject area.
- Ensure that each student is taking the correct test, MEAP, MEAP-Access, MI-Access, or ELPA, for each subject area. Students who mistakenly take the wrong test(s) may have to take an emergency test to gain a valid score. Depending on the situation the first test may be used. Contact the Call Center for direction.
- Reading aloud test content is **NOT** permitted unless specified in the test manual. Audio CDs, video DVDs, and reader scripts must be used when test content is to be read aloud as an accommodation.
- A MEAP test administered with an incorrect accommodation based upon the IEP is considered invalid. The student must take an emergency test to gain a valid score.
- Students must take the entire test including Reading - Day 1 and 2 and Writing - Day 1 and 2 in the same form of the test. Do not split form numbers within tests or parts of tests.
- Most MEAP accommodation kits use Form 1. Do not use Forms 2-5 because the test content will be different from the accommodation kit content.
- When students with accommodations use video DVDs and reader scripts in small groups of up to five students, extra Form 1 test booklets may be needed. When ordering, specify the number of students using each accommodation kit.
- Some accommodations, such as using a scribe, do not require Form 1 test booklets. Use the form assigned to the school.
- Do not begin a subject area test before the initial test date. Students who are absent on the initial test day may begin testing on the make-up date for the missed subject area.
- Students may refuse to use an accommodation. Resolve this with parents/guardians immediately. Document any change approved by parents/guardians.
- Audio presentations (CDs, reader script, or DVDs) may not be used with Braille kits.
- A standard test answer document is used with the enlarged print version of MEAP tests.
- Braille kits are ordered for each student by contacting the Call Center. A student name, UIC, school, district, and grade level is needed when the order is placed.
- Reader scripts are available for the emergency tests (Form 99).

Directions for the Administration of Each Subject Area Test

Test Directions

Advice from Your Colleagues: Read through everything and make sure all your questions are answered before you start administering the test.

Directions for each test are found in the back of each test administration manual. Each set of directions has a general introduction that includes test materials needed by the test administrator and students and estimated testing times.

The specific directions for administration include directions for the test administrator or proctor. Directions for students are in shaded boxes. These must be **read exactly as written.** At times, test parts may start on different page numbers by form number. A table of form numbers and corresponding page numbers is provided when applicable.

Repetition in Directions

Directions can appear repetitious to test administrators. Remember that some students may miss test sessions due to absences or tardiness or may take different state tests, such as MEAP-Access, for one or more subject areas. Directions ensure equitability for all students.

Ending a Test Session

All parts of the MEAP test are untimed and student-paced. Students must be given as much time as needed during the same continuous session on the test date to complete each part of a test. Accommodated students may receive extended time beyond the initial test date if documented in their IEP, Section 504 Plan, and ELL instructional plan.

The test session may end when all students are finished. If only a few students need more time to finish, their test materials may be collected and they may be escorted immediately to a location where they may complete their tests.

When taking a break between test parts, collect all test materials then return them to students after the break.

Collect all materials from each student individually. Verify each student has returned his or her test booklet and answer document.

Do not have students:

- Pass materials to the ends of rows or aisles
- Place answer documents inside test booklets
- Collect test materials from their peers

Ensure that all secure test booklets, answer documents, and accommodated materials are returned to the school's secure, locked location daily. No testing materials should remain in classrooms overnight.

Test Administrator Directions
Grade 9 Social Studies Test

This *MEAP Grade 9 Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the 9th grade social studies test.

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

MEAP Grade 9 Social Studies Test

Materials Needed by Test Administrator:

- MEAP Test Administrator Manual for Grade 9, Fall 2011
- Fall 2011 MEAP Grade 9 Social Studies Answer Document

Materials Needed by Students:

- Fall 2011 MEAP Grade 9 Social Studies Test Booklet
- Fall 2011 MEAP Grade 9 Social Studies Answer Document
- No. 2 Pencil

Test booklets and accommodated versions of the test are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may underline, circle, or write notes only in their test booklets. The use of scratch paper, additional sheets of paper to write answers for test items, pens, or other resources not listed above is not allowed unless specified as an assessment accommodation.

Students are **not** allowed to use dictionaries or other reference materials during any part of this test.

Test Length

This test should be administered in the order listed below. The test 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 test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

For planning purposes, the following times are recommended for each test session:

Part 1 .....50 minutes (approximately)
Part 2 .....40 minutes (approximately)

Additional time is necessary to distribute materials, complete student information on the answer document, read test directions to students at the beginning of each part, and collect test materials at the end of each session.

Directions

Passages printed in the shaded boxes and preceded by the word **SAY** are instructions to students and are to be read aloud **exactly as they are written**. Pause periodically to make sure students understand these directions and answer questions about test directions as necessary. When referring to a particular area on the answer document, hold the document up and point to the proper area to help students find their place.

Beginning the MEAP Grade 9 Social Studies Test

Distribute test materials to students. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries, calculators, and other reference materials that may not be used during this test. No additional materials, including paper, may be used unless specified as an assessment accommodation.

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

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

During this test, you must turn off and put away all electronic devices, including cell phones and media players like iPods. You may not use a calculator, dictionary, or other reference material on this test. The only items you may have on your desk or table are the materials necessary for the test.

All answers must be marked in your answer document using a No. 2 pencil only.

Make sure that you have a Fall 2011 MEAP Grade 9 Social Studies test booklet. Write your name on the line labeled Student Name on the front cover of your test booklet.

Please look at your Fall 2011 Answer Document for Grade 9 Social Studies. Box 8 in the lower left-hand corner should contain your name and other information. Raise your hand if your name does not appear in this box or if the label is missing.

Make sure each student has his or her own Fall 2011 MEAP Grade 9 Social Studies Answer Document before the test begins. If a student's name is misspelled in Box 8, corrections can be made at a later date prior to the return of materials to the scoring contractor. Immediately notify the school MEAP coordinator who can help you resolve this problem after the test is completed. **Every student answer document must have the correct preprinted information or bar code label affixed before being returned to the scoring contractor.** 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. For Public School Academies, leave the District name blank. This information may be posted so that all students can see it (e.g., on a whiteboard or smartboard, etc.). Give students time to complete this information.

SAY: Also on the cover page of your answer document, find Box 4 labeled Birth Date. 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 number for the day you were born in the spaces provided and fill in the corresponding circles. The last two columns are for the year you were born. Write the last two numbers 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 numbers and circles.

If your school or district has made the decision to use the Class/Group Number, post the number so that all students can see it (e.g., on a whiteboard, smartboard, etc.) and read the following directions for Box 5. Note: If the assigned Class/Group Number is fewer than 4 digits, fill in with leading zeros. If your school or district is not using the Class/Group Number, please skip to the directions for Box 6.

SAY: Now find Box 5 labeled Class/Group Number. I have written the number for you to use to complete this box. Please write the number 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 number and circles.

SAY: Next find Box 6 labeled Assessment Date. In the first column, fill in the circle next to the current month. The next two spaces are for today's date. Write the number for today's date in the spaces provided and fill in the corresponding circles. The year is already filled in for you.

The Assessment Date is the actual date the test is given to students; it is today's date. Inform students of the correct date and assist them in filling in the circles. This information may be posted so that all students can see it (e.g., on a whiteboard or smartboard, etc.).

SAY: Now find Box 7, labeled Form. Look at the front cover of your test booklet. In the upper left-hand corner, you will find a small circle with the word Form and a number. In Box 7, write the number of the form found on the front cover of your test booklet in the space provided and fill in the corresponding circle.

To ensure proper scoring of the answer document, it is **critical** that the correct form number is filled in on the answer document. Assist students in finding the form number on the front of their test booklets and in filling in the correct circle.

Proceed to the directions for the first part of the MEAP Grade 9 Social Studies test that is being administered.

Directions for Part 1: MEAP Grade 9 Social Studies Test

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

Turn to page 2 of your answer document, which is the beginning of Part 1.

Open your test booklet to Part 1, found on page 3.

Read the directions silently while I read them aloud.

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions will ask you to read a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 1 of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

SAY: Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

A logging
B trapping
C growing potatoes and apples
D growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 1 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

This is the end of the directions contained in the student test booklet. Continue with,

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

Answer any questions the students have regarding the directions.

SAY: You may turn the page in your test booklet and begin.

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

SAY: We are going to stop now. If you have not finished this part of the test, arrangements will be made for you to continue working either in this room or in another room. Please put all test materials down, and close your test booklets and answer documents. Remain quietly in your seats until all materials are collected.

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 test materials have been returned.

Test booklets (including accommodated versions) are secure materials that must be carefully monitored. They must be kept in **locked** storage while in classrooms and schools.

When ready to begin the next part of the test, return to the directions for that part. If all sections of the test have been administered, follow the instructions provided by your school MEAP coordinator for returning materials to the school's designated secure area.

Directions for Part 2: MEAP Grade 9 Social Studies Test

Redistribute all test materials to students, ensuring that each student receives the test booklet and answer document with his or her name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries, calculators, and other reference materials that may not be used during this test. No additional materials, including paper, may be used unless specified as an assessment accommodation.

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

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic devices. This includes cell phones, calculators, digital media players (e.g., iPods®), etc.

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

Make sure you have your own Grade 9 Social Studies test booklet, answer document, and a No. 2 pencil. Please raise your hand if you do not have your own test booklet and answer document.

Make sure that all students have their own test materials.

Note to test administrators: The beginning page of Part 2 of the grade 9 social studies test varies between forms. Only one form of the test is assigned to each school. The only exception will be students who are using an accommodated version of the test. Please refer to the correct page number listed below when reading the directions for Part 2. These page numbers correspond to the test form being used by your students.

Grade 9 Social Studies Test Booklet	Part 2 Directions
Forms 1, 2, 3, 4	Page 21
Form 5	Page 23

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

You must turn off and put away all electronic devices, including cell phones and media players like iPods®. You may not use a calculator, dictionary, or other reference material on this test. The only items you may have on your desk or table are the materials necessary for the test.

All answers must be marked in your answer document using a No. 2 pencil.

You are now going to take Part 2 of the MEAP Grade 9 Social Studies test.

Turn to page 2 of your answer document and find the beginning of Part 2.

You may now open your test booklet to Part 2, found on page ___. Read the directions silently as I read them aloud.

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions will ask you to read a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 2 of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

SAY: Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

A logging
B trapping
C growing potatoes and apples
D growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 2 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

This is the end of the directions contained in the student test booklet. Continue with,

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

Answer any questions the students have regarding the directions.

SAY: You may turn the page and begin.

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

SAY: We are going to stop now. If you have not finished this part of the test, arrangements will be made for you to continue working either in this room or in another room.

Please put all test materials down, and close your test booklets and answer documents. Remain quietly in your seats until all materials are collected.

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 test materials have been returned.

Test booklets (including accommodated versions) are secure materials that must be carefully monitored. They must be kept in **locked** storage while in classrooms and schools.

When all sections of the test have been administered, follow the instructions provided by your school MEAP coordinator for returning materials to the school's designated secure area.

Students using accommodated versions of the grade 9 social studies test have until October 28, 2011 to complete their test.

Students who did not take this test on the initial test date (October 19) may take the test on scheduled makeup test dates (October 20 – 28, 2011).

Appendix

Contents:

- **MEAP Video DVD Information**
- **Diagram for Packing Scorable Materials**
- **School/Grade Header Sheet**
- **Class/Group ID Sheet**
- **OSA Security Compliance Form**
- **Return Verification Form**
- **Student Challenges of Assessment Items and Comments Regarding MEAP Assessment Administration**

MEAP Video DVD Information

Purpose

The video DVD versions of MEAP tests provide an enhancement to the audio CD versions. Students are able to use the video display as an additional cue when determining where they should be in a test booklet while they are taking a test. As a result, students should be reading from their test booklet rather than reading test items directly from the video equipment.

Equipment

To play the video DVD, schools will need the following equipment:

1. standard DVD player
2. television or monitor

OR

1. computer with a DVD drive or a combination CD/DVD drive
2. media player software with MPEG-2* decoding capability
3. monitor

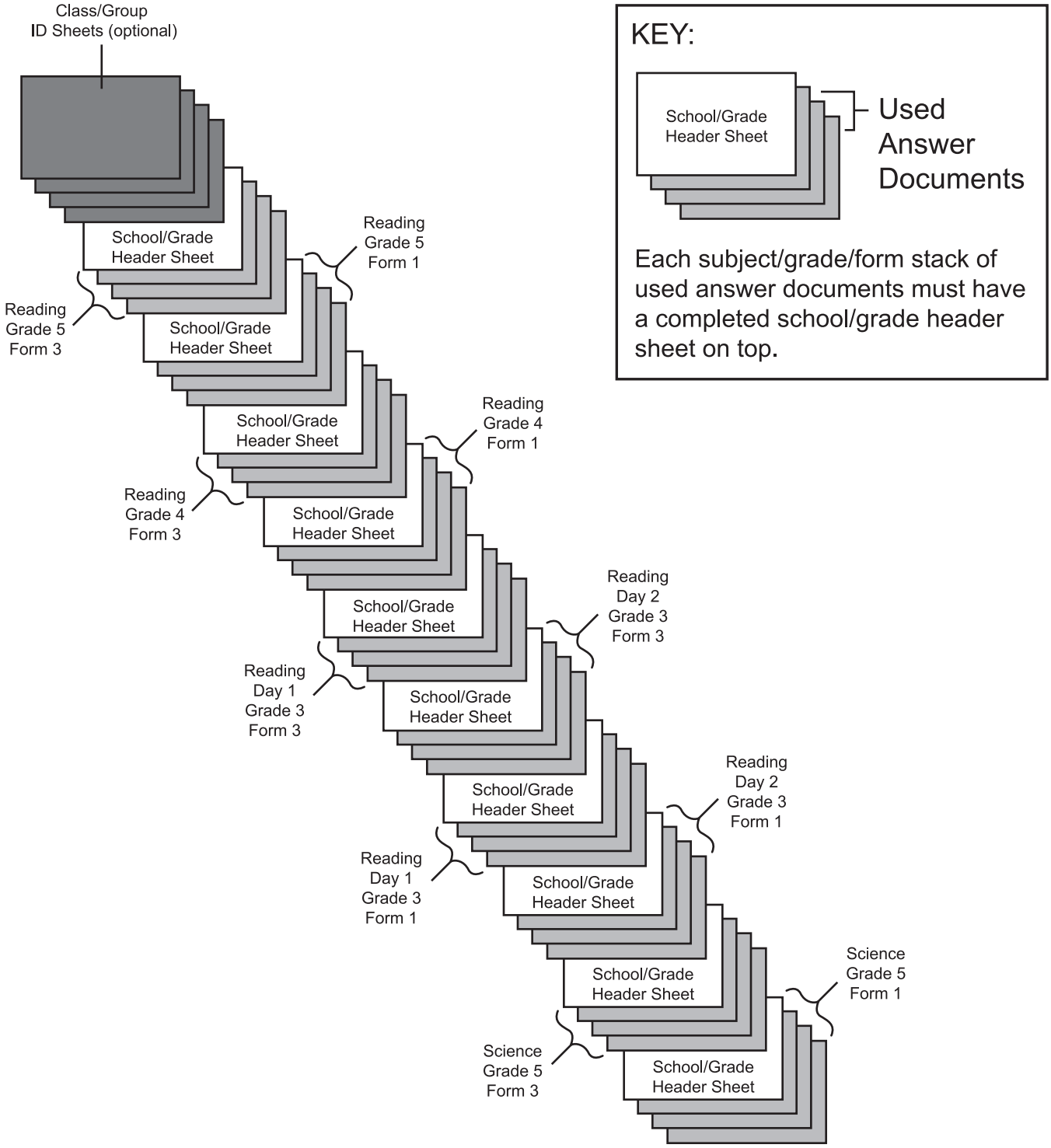
*MPEG-2 is an industry standard for movie encoding. If you can play a standard DVD movie on your computer, your media player software has MPEG-2 decoding capability. MPEG-2 decoders are widely available for all media player software, many for free. Consult with your technical support staff.

Considerations

Standard DVDs are created to a resolution of 720 x 480 pixels, which matches the resolution of a standard definition television. Using equipment with a higher resolution or using a zoom feature may not result in a clearer image, depending upon how the equipment "fills in" the additional pixels.

For best performance, a DVD player is preferable to a computer because there are many variables associated with a computer that can affect the performance of video playback (processing power, DVD drive speed, etc.) If you intend to use a computer, test it first.

LCD monitors/TVs may be preferable to CRT monitors/TVs due to the way that pictures are created using these two different technologies.



Assembling Answer Documents for Return

MARKING INSTRUCTIONS

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

CORRECT MARK INCORRECT MARKS

meap™ Michigan Educational Assessment Program

SCHOOL/GRADE HEADER SHEET

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE

3 SCHOOL CODE

Please be sure all fields are completed.

4 GRADE

3
4
5
6
7
8
9

5 ANSWER DOCUMENT COUNT

6 SUBJECT

Reading Day 1
Reading Day 2
Writing Days 1 & 2
Mathematics
Science
Social Studies

7 FORM

1
2
3
4
5
88 Braille
99 MEAP Emergency Test

SAMPLE

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 the District Code, indicate the district number. Fill in the corresponding circles. 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. Fill in the corresponding circles. 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, fill in the appropriate grade level of the students whose documents are under this header sheet. Fill in only one grade per header sheet.
5. In the boxes under Answer Document Count, write the appropriate number of used answer documents that are under this header sheet. Fill in the corresponding circles.
6. In the box under Subject, fill in the appropriate subject of the documents under this header. Fill in only one subject per header sheet except for Reading. For Grade 3, select only one: Reading Day 1 or Reading Day 2. For Grades 4-8, bubble BOTH Reading Day 1 and Reading Day 2 (due to the combined answer document for Grades 4-8 Reading).
7. In the box under Form, fill in the appropriate form of the documents under this header. The form number can be found on the upper left portion of the assessment book. Fill in only one form number per header sheet.

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. Assigned class/group numbers must be unique within a school.

This form needs to be completed for every teacher. It may be completed by the teacher or the district or school 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 school coordinator.

Instructions for each area on the form are as follows:

1. Provide the name of the person completing this form (teacher or district/school coordinator) and the district and school name.
2. In the boxes under the DISTRICT CODE, indicate the district number. Fill in the corresponding circles.
3. In the boxes under SCHOOL CODE, indicate the school number. Fill in the corresponding circles.
4. In the boxes under TEACHER NAME, left justify the name of the teacher for whom class/group number(s) are being provided and fill in the corresponding circles.
5. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and fill in the corresponding circle 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 school MEAP coordinator. Instructions for return to the scoring contractor may be found in a MEAP Test Administrator Manual.

SAMPLE

MARKING INSTRUCTIONS

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

CORRECT MARK ○●○○ INCORRECT MARKS ✓✗◔◕

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE

3 SCHOOL CODE

0

4 TEACHER NAME

LAST NAME | FIRST NAME

5 CLASS/GROUP NUMBER

1 - A - 0 - 2 C H

MICHIGAN Department of Education

OSA 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 *Assessment Integrity Guide* as published by the Office of Standards and Assessment (OSA) of the Michigan Department of Education (MDE); 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 found in the current assessment manual(s) as they relate to my role.

Date: _____

Signature:_____ **Printed Name:** _____

Note: Electronic copies of the *Assessment Integrity Guide* and assessment administrator manuals are available at **http://www.michigan.gov/baa**. For further information, contact the Michigan Department of Education, Office of Standards and Assessment (OSA), 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free **(877) 560-8378**, or e-mail **baa@michigan.gov**.

1. Assessment Programs *(Mark **ALL** that apply)*

☐ MEAP ☐ MEAP-Access ☐ MI-Access ☐ MME ☐ ELPA

2. Assessment Roles *(Mark **ALL** that apply)*

☐ District Coordinator
☐ School Coordinator, Test Supervisor, or Back-Up Test Supervisor
☐ Accommodations Provider or Test Accommodations Coordinator
☐ Assessment Administrator or Room Supervisor
☐ Proctor
☐ School Administrator
☐ District Administrator
☐ Committee Member
☐ Item Writer
☐ Context Writer
☐ Expert Reviewer
☐ Other

3. Educational Entity *(**PLEASE PRINT** – Use full names)*

School Name:_____ **School Code:** _____

District Name:_____ **District Code:** _____

Directions

TO COMPLETE:

1. Mark the corresponding box(es) next to the assessment program(s) for which you have one or more roles.
2. Mark the corresponding box(es) next to your role(s) for the current assessment administration process (for example, District Coordinator, School Coordinator, etc.).
3. In the area under Educational Entity, district coordinators print district name only. All others print both district name and school name on the lines provided. If known, please provide school and district codes.

IMPORTANT:

Districts must keep all completed Security Compliance Forms on file at their district for a period of one year following the assessment window. Do NOT return completed forms to the testing contractor.

Security Compliance Form

Funded by the Michigan Department of Education and the U.S. Education Department

1-A-00-3H

Return Verification Form
Fall 2011 MEAP Test Window

Directions: This form is intended to help schools and school districts avoid problems during the test scoring process. When there is an error in the return of answer documents, test results can be adversely affected or fees and penalties may be imposed.

Indicate that each step was carried out by checking each box below. The school administrator or principal and the person who completed the procedures below (if different from the principal) should sign the form at the bottom. Enter the school name, school code, district name and district code at the bottom. Make a copy of this form for the school's records. **Return the original copy in the orange Special Handling Envelope.**

Our school or school district has completed the following steps:

- ☐ Students' answer documents each have a bar code label that is accurate and that matches the student's name and information on the front of their answer documents
- ☐ Answer documents are free of sticky notes, paper clips, and extraneous materials
- ☐ Answer documents have been sorted by subject area, grade, and form number and are separated appropriately by School/Grade Header Sheets
- ☐ If Class/Group ID numbers have been used by the school, all answer documents have a correct Class/Group ID number gridded
- ☐ Class/Group ID Sheets are included with the return of Scorable materials (see the diagram in the manual Appendix)
- ☐ 3rd Grade test booklets/answer documents and 4th-9th grade answer documents to be scored are in the Scorable boxes with a blue Scorable sticker affixed
- ☐ The packing of answer documents has been carefully completed so as not to damage answer documents
- ☐ The orange Special Handling Envelopes contain the appropriate materials. The information on the front side of the envelopes is complete (packed in Box 1)
- ☐ Secure materials such as test booklets, including unused 3rd grade test booklets/answer documents and accommodated materials have been packed in Non-Scorable boxes with a green Non-Scorable sticker affixed

School Name_____**School Code**_____

District Name_____**District Code**_____

School Administrator_____

Procedures Completed By_____

MICHIGAN Department of Education

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

Fall 2011 – Estimated Length of MEAP Tests

Content Area	Grade(s)	Part(s)	Recommended Time (in minutes)
Reading – Day 1 (Initial test date: 10/11/11)	3-8	1	60
		2	40
Reading – Day 2 (Initial test date: 10/12/11)	3-8	1	80
Writing – Day 1 (Initial test date: 10/13/11)	4 and 7	1	60
		2 & 3	75
Writing – Day 2 (Initial test date: 10/19/11)	4 and 7	1	60
		2	20
		3	50-60
Mathematics (Initial test date: 10/18/11) **3rd Grade** Calculators **not** allowed **4th – 8th Grades** Calculators **not** allowed on Part 1 Calculators may be used on Part 2	3	1	45
		2	50
	4	1	50
		2	35
	5	1	50
		2	25
	6	1	45
		2	40
	7	1	50
		2	40
	8	1	25
		2	50
Science (Initial test date: 10/19/11)	5	1	50
		2	50
Science (Initial test date: 10/19/11)	8	1	50
		2	50
Social Studies (Initial test date: 10/19/11)	6	1	40
		2	40
Social Studies (Initial test date: 10/19/11)	9	1	50
		2	40

9 - A M - 1

3rd
4th
5th
6th
7th
8th
9th

MICHIGAN Department of Education

Fall 2011 MEAP Test Administrator Manual

Office of Standards and Assessment (OSA)
Michigan Educational Assessment Program (MEAP)
Phone: 1-877-560-8378
Website: www.michigan.gov/meap
Email: oeaa@michigan.gov