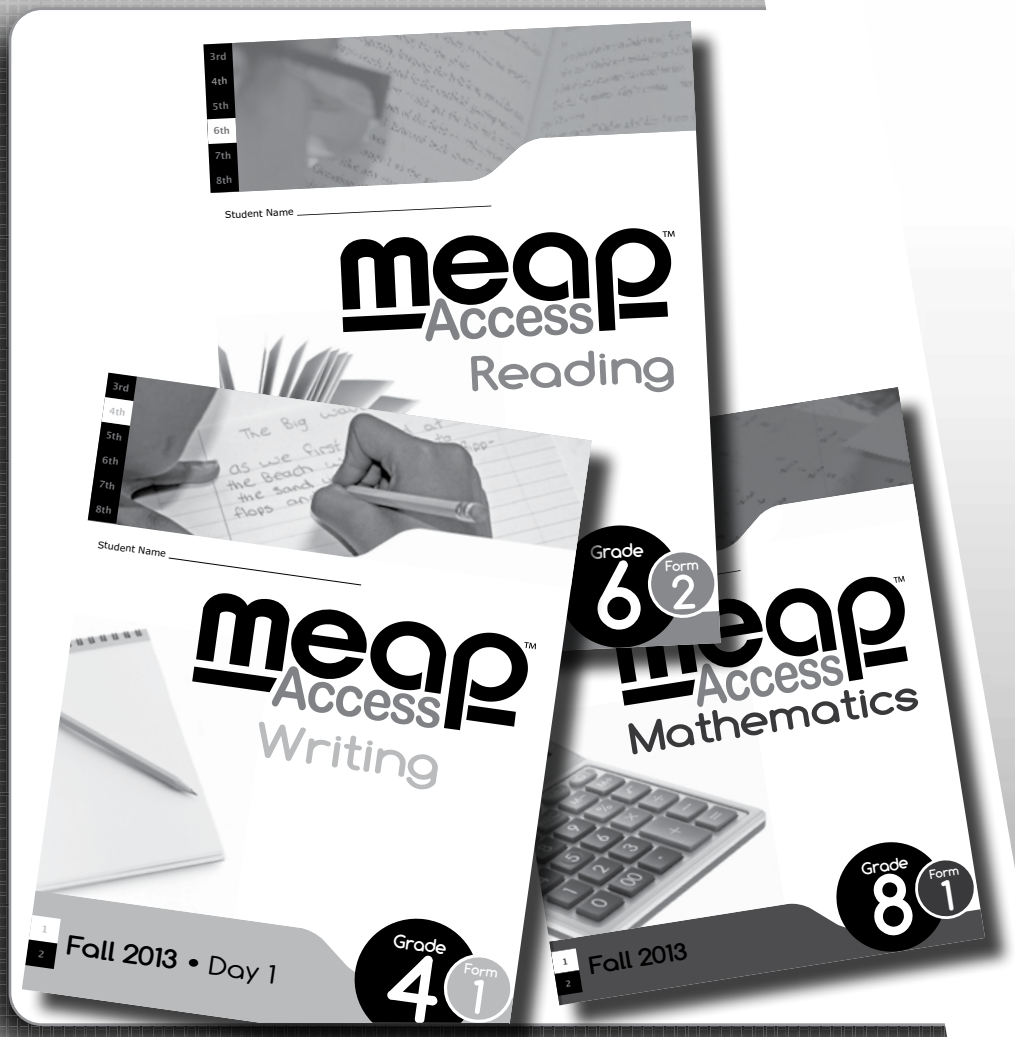
meap™ Access

Test Administrator Manual

Grades 3–8



Fall 2013

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MEAP-Access Assessment Schedule

Schools may begin administering each MEAP-Access subject-area test on the date specified in the calendar below. Schools are NOT authorized to deviate from these start dates, unless prior written approval is obtained from the Bureau of Assessment and Accountability. They may, however, administer the MEAP-Access tests any time between the specified start date and the end of the test cycle (October 25, 2013).

OCTOBER 2013

Monday	Tuesday	Wednesday	Thursday	Friday
	8 **Reading Day 1** Grades 3–8	**9** **Reading Day 2** Grades 3–8	**10** **Writing Day 1** Grades 4 & 7	**11**
14	**15** **Mathematics** Grades 3–8	**16** **Writing Day 2** Grades 4 & 7	**17**	**18**
21	**22**	**23**	**24**	**25** **NO TESTING AFTER TODAY!**
28	**29**	**30** **LAST DAY TO SHIP**	***Late fees and other penalties may be assessed if materials are shipped after October 30. See chart below.***	

If materials are shipped...

...on or before October 30,	**...between October 30 and November 6,**	**...between November 7 and November 13,**	**...after November 13,**
no late fees or processing fees will be assessed, results will be included in the data file AND in paper and PDF reports, and results will be included in AYP and Accreditation.	the scoring contractor may charge a **$250 late fee per school**, results will be included in the data file AND in paper and PDF reports, and results will be included in AYP and Accreditation.	the scoring contractor may charge a **$250 late fee** per school, PLUS a **$25 processing fee** for each answer document scored; results will be included in the data file AND in paper and PDF reports; and results will be included in AYP and Accreditation.	answer documents will NOT be scored and results will NOT be included in the data files, paper or PDF reports, or in AYP or Accreditation; and no late fee or processing fee will be charged, but ALL materials MUST still be returned. (Failure to return materials may result in a substantial fine being levied against the school by the Michigan Department of Education.)
These are **SHIP** dates, not dates the scoring contractor receives materials.			

General Information

MEAP-Access is Michigan's Alternate Assessment based on Modified Achievement Standards (AA-MAS). It is designed for students with disabilities in grades 3–8 who have a current, valid Individualized Education Program (IEP), and who struggle to meet grade-level proficiency within the same time frame as their peers.

In the past, students eligible for MEAP-Access may have participated in the Michigan Educational Assessment Program (MEAP) and found that the tests were inappropriately difficult, even with assessment accommodations. Or, they may have participated in MI-Access Functional Independence and found that it lacked an appropriate level of challenge.

The purpose of this manual is to provide important information about MEAP-Access, including why it was developed, how the tests are designed, and the students for whom it is intended. In addition, it includes detailed directions to help coordinators and test administrators (1) prepare for testing, (2) administer the tests, and (3) return materials after testing is complete.

The Bureau of Assessment and Accountability (BAA) is in the process of changing to a new structure and for that reason the acronym BAA and OSA may be found interchangeably throughout his manual.

Federal Guidelines

Michigan began developing MEAP-Access after the U.S. Department of Education issued regulations in 2007 allowing states to create assessments aligned with ***modified*** academic achievement standards as part of their assessment and accountability systems (Title I of the Elementary and Secondary Education Act). According to the regulations, states could use such assessments to measure the educational progress of students with persistent academic disabilities who were being served under the Individuals with Disabilities Education Act (IDEA).

The regulations further allowed states to include proficient scores from such assessments in making accountability calculation decisions, but capped the scores at 2 percent of the total tested population. It is important to note that ***this provision does NOT limit how many students may be tested against modified achievement standards***; it merely limits the number of proficient scores that can be used in AYP calculations. (For more information on regulations related to AA-MAS, go to **www.michigan.gov/meap-access** and click on *Guidance Document for the 2% Regulations*.)

In 2011, the U.S. Department of Education provided the opportunity for states to request flexibility from some of the ESEA accountability requirements. To receive a flexibility waiver, Michigan (as well as other states with an AA-MAS) were required a plan to phase out the AA-MAS by the 2014-2015. As Michigan moves toward online assessments, students who are currently tested with MEAP-Access will be properly tested using the general assessment using computer adaptive technology. The timing of the operational use of computer adaptive assessments in Michigan is such that this fall administration (fall 2013) of MEAP-Access will mark the last time this assessment will be given.

Test Development and Implementation

MEAP-Access was first administered as a pilot in winter 2009 and later administered as a fully operational assessment in the fall of that year. The results from the operational tests, however, indicated that further study and development were needed to ensure greater reliability and increase student participation. Therefore, in 2010, at the direction of the State Board of Education, the Michigan Department of Education's (MDE) Office of Standards and Assessment (OSA) engaged its staff members, educators, students, and other stakeholders in a rigorous process to further evaluate and modify test items and formats. As a result of that work, the MEAP-Access assessments were significantly revised and reintroduced in fall 2011 and 2012. As described previously in this manual, 2013 will mark the final administration of MEAP-Access.

Michigan Assessment Continuum

In Michigan, it was important to educators and state officials to create a continuum of assessments that reflected (1) a tradition of the highest technical quality, (2) robust curriculum standards, and (3) the knowledge and skills of a diverse population. Within that continuum, MEAP-Access fulfills the need for a valid, reliable, and fair measure of the achievement of students who struggle in the academic content areas of reading, writing, and mathematics, and who may not meet grade-level expectations at the same level of proficiency as their peers.

Table 1 shows the assessments that comprise Michigan's assessment continuum, all of which were developed in close collaboration with Michigan educators; assessment experts; key stakeholder groups; the OSA; and the MDE's Offices of Special Education, Educational Improvement and Innovation, and Educational Technology and Data Information.

Table 1: Assessment Continuum

Assessment	*Type of Assessment*	*Based On*
MEAP/MME	General	GLCEs/HSCEs/Benchmarks
MEAP/MME with Accommodations	General	GLCEs/HSCEs/Benchmarks
MEAP-Access	AA-MAS*	GLCEs
MI-Access Functional Independence	AA-AAS**	Extended GLCEs/Benchmarks
MI-Access Supported Independence	AA-AAS**	Extended GLCEs/HSCEs/Benchmarks
MI-Access Participation	AA-AAS**	Extended GLCEs/HSCEs/Benchmarks

*AA-MAS=Alternate Assessment based on Modified Achievement Standards
**AA-AAS=Alternate Assessment based on Alternate Achievement Standards

Grades and Content Areas Assessed

Both federal regulations and state policies require that state-level tests be administered to ***all*** students in certain grades and in certain content areas. Table 2 (on the following page) shows the grades at which each content area is assessed in Michigan.

At present, MEAP-Access covers three of the content areas assessed at the state level: reading, writing, and mathematics. Although the tests are based on modified achievement standards, they cover the ***same*** Grade Level Content Expectations (GLCEs) as the state's general assessment (the MEAP). As per federal

regulations, only the academic achievement standards for MEAP-Access are modified, ***not*** the content standards upon which the assessment is based. (For more information related to Michigan's GLCEs, go to **www.michigan.gov/baa**.)

Table 2: Grades and Content Areas Assessed in Michigan

Content Areas	*Grades*							
	3rd	4th	5th	6th	7th	8th	9th	11th
Reading	X	X	X	X	X	X		X
Writing		X			X			X
Mathematics	X	X	X	X	X	X		X
Science*			X			X		X
Social Studies**				X			X	X

* The IEP Team will need to select either the MEAP or MI-Access, since no MEAP-Access science test is available.
** There are no alternate tests available for social studies at the state level; therefore, the IEP Team will need to determine how the student will be tested in this content area (either with the MEAP, a commercial test, or a locally developed test). See the *BAA Secure Site Procedure and User Manual* for information on new reporting requirements related to social studies testing.

If students are eligible to take MEAP-Access, their IEP Teams have the flexibility within the assessment continuum to have the student participate in the MEAP, MEAP-Access, and/or MI-Access Functional Independence for different content areas. For example, an IEP Team might decide that its fourth-grade student will take

- the MEAP for mathematics and MEAP-Access for reading and writing,
- MEAP-Access for mathematics and MI-Access Functional Independence for accessing print and expressing ideas,
- MEAP-Access for reading, writing, and mathematics, or
- some other combination.

There are three important factors that IEP Teams must keep in mind when selecting content-area assessments. First, there are no state-level alternate assessments based on ***modified*** achievement standards for (1) reading, writing, or mathematics in grade 11; (2) science, which is assessed in grades 5, 8, and 11; or (3) social studies, which is assessed in grades 6, 9, and 11. Therefore, IEP Teams with students eligible for MEAP-Access will need to determine how else their students will be tested in those content areas and grades.

Second, the state is requiring districts to report detailed information on social studies testing for students who ***would*** take state-level alternate assessments in that content area ***if*** they were available. In the BAA Secure Site (**https://baa.state.mi.us/BAASecure**) under "Students Not Tested," districts must now report (1) which social studies assessment the student took, (2) the item types used on that assessment; (3) whether the student was proficient, and (4) how proficiency was determined. (See the *BAA Secure Site Procedure and User Manual* for more information.)

Third, students are no longer required to take the same assessment for reading ***and*** writing; therefore, a student may take the MEAP for reading and MEAP-Access for writing or vice versa. Please note, however, that if a student takes MI-Access Functional Independence, he or she must take that assessment in both content areas because they are covered in the same test booklet.

Test Cycle and Schedule

MEAP-Access is administered in the fall of each school year. For 2013, the test cycle for MEAP-Access will begin on ***October 8*** and end on ***October 25.*** Test materials will be shipped to arrive in districts approximately 1–2 weeks before the first day of the cycle. (Information on ordering test materials can be found on page 33 of this manual.)

For MEAP-Access, the reading test has two test booklets (day 1 and day 2), the writing test has two test booklets (day 1 and day 2), and the mathematics test has one test booklet. Each booklet has a specific day during the test cycle when schools may begin using it to test students. Schools are ***not*** authorized to deviate from these dates. They may, however, administer the tests any time between the designated start date and the close of the test cycle on October 25.

As Figure 1 shows, schools may start administering

- the MEAP-Access Reading Day 1 Test on or after October 8;
- the MEAP-Access Reading Day 2 Test on or after October 9;
- the MEAP-Access Writing Day 1 Test on or after October 10;
- the MEAP-Access Writing Day 2 Test on or after October 16; and
- the MEAP-Access Mathematics Test on or after October 15.

Figure 1

October 2013				
Monday	Tuesday	Wednesday	Thursday	Friday
	8 **Reading Day 1** Grades 3–8	9 **Reading Day 2** Grades 3–8	10 **Writing Day 1** Grades 4 & 7	11
14	15 **Mathematics** Grades 3–8	16 **Writing Day 2** Grades 4 & 7	18	18
21	22	23	25	25 **NO TESTING AFTER TODAY!**
28	29	30 **LAST DAY TO SHIP**	***Late fees and other penalties may be assessed if you ship after October 30.***	

Administration Order (Days and Parts)

The MEAP-Access "day" tests are designed to be administered in sequential order; therefore, day 1 tests should be administered and completed ***before*** day 2 tests. If, however, a student is absent when a day 1 test is administered, the student may take the day 2 test along with his or her classmates and complete the day 1 test at a later date. This is the only instance in which the "day" tests may be administered out of order. Table 3 provides important information about the tests, including the estimated time it will take to administer them.

Table 3: MEAP-Access Grades 3–8 Testing Information

Content Area	*Grades*	*Parts*	*Estimated Time (in minutes)*	*Number of Items*
Reading Day 1 (Test dates are 10–8–13 through 10–25–13)	3–8	1 2 3	30 30 20	1 passage/8 items 1 passage/8 items 11 word study items
Reading Day 2 (Test dates are 10–9–13 through 10–25–13)	3–8	1 2	30 30	1 passage/8 items 1 passage/8 items
Writing Day 1 (Test dates are 10–10–13 through 10–25–13)	4 & 7	1 2	60 60	1 prompt 1 prompt
Writing Day 2 (Test dates are 10–16–13 through 10–25–13)	4 & 7	1 2	60 45	1 prompt 15 items
Mathematics (Test dates are 10–15–13 through 10–25–13)	3–8	1 2	30 40	20 items 25 items

Each MEAP-Access "day" test is comprised of two or more "parts," which are also designed to be administered in sequential order. If a school or district wants to administer test parts out of order, it must obtain written permission from the OSA to do so. (All such requests should be sent to baa@michigan.gov and include the reason for the request.)

Each "part" of a test is designed to be administered in one testing session (although breaks may be taken ***between*** parts if needed). If a student needs extra time to complete a test "part," schools must make arrangements to allow for additional time during the same continuous test session. Following are some other factors schools must consider regarding testing time.

- 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 to complete a "day" test or "part" of a test must be accompanied by a staff member who will transport their testing materials.

- Students with IEPs that specify extended time may test in a learning center or other location (under supervision) during the testing window.
- Like with "day" tests, students who are absent when a "part" of a test is administered may test with his or her peers when a subsequent "part" is administered. (For example, if a student is absent when Part 1 of the Reading Day 1 test is administered but he or she returns the following day when Part 2 of the Reading Day 1 test is being administered, the student may take Part 2 with his or her classmates.) This is the only time when "parts" may be administered out of order without written permission from the OSA.

Contact Information

District MEAP-Access Coordinators are the primary point of contact for all communications with the OSA. Therefore, if test administrators or School MEAP-Access Coordinators have questions, they should call their District MEAP-Access Coordinator. If he or she cannot answer the question, the District MEAP-Access Coordinator should call either the OSA or the scoring contractor, depending on the nature of the question.

- Contact the OSA with questions related to the content and/or scheduling of the tests, students with disabilities, test selection, and/or accommodations.

  Phone: 1-877-560-8378, Option 2
  Fax: 517-335-1186
  E-mail: baa@michigan.gov
  web page: www.michigan.gov/meap-access

- Contact Measurement Incorporated with questions related to test administration procedures, as well as questions related to ordering, receiving, packaging, or returning test materials.

  Phone: 1-877-560-8378, Option 2
  Fax: 1-866-691-1424
  E-mail: meap-accesshelp@measinc.com

NOTE: BAA Secure Site Functions Are Under Construction...

The BAA Secure Site was under construction when this Test Administrator Manual went to press. Please keep checking for current updates regarding new processes for material ordering during the Additional Orders window, including Braille and enlarged print test materials, incident reporting, emergency orders, and "Tested Roster" ("Accountable Students and Test Verification"). Information will be posted online and in the new BAA Secure Site User Manual, as it becomes available.

Eligibility Criteria

In order for a student to participate in MEAP-Access, he or she must meet the eligibility criteria described, in full, in the Office of Standards and Assessment (OSA) document, entitled *MEAP-Access Eligibility Criteria and Guidelines for Participation* (available at **www.michigan.gov/meap-access**).

The criteria include, but are not limited to, the following:

- A student must have a current Individualized Education Program (IEP).
- The IEP must include goals that are based on Michigan's grade-level content standards for the grade in which the student is enrolled. In Michigan, these standards are articulated in the Grade Level Content Expectations (GLCEs).
- The IEP Team must be reasonably certain that the student will not achieve grade-level standards at the same level of proficiency as his or her peers within the year covered by the IEP.
- The student must have access to and instruction in grade-level content for the grade in which he or she is enrolled.
- There must be objective evidence demonstrating that the student's disability has precluded him or her from achieving grade-level standards at the same level of proficiency as his or her peers.
- The student's progress, or lack of progress, must be determined using multiple objective and valid measures of academic achievement over time.
- IEP Team members must not base decisions on whether a student will participate in MEAP-Access solely on the student's (1) special education category, (2) ethnicity/race, or (3) economic background.
- Students who participate in MEAP-Access should not be precluded from attempting to complete the requirements for a regular high school diploma.
- Students with a Section 504 Plan are ***not*** eligible for alternate assessments, including MEAP-Access.

IEP Team Determination

If a student is eligible to participate in MEAP-Access, it is up to his or her IEP Team to determine whether it is the most appropriate assessment given the student's instruction, curriculum, and progress toward achieving grade-level standards. The OSA has developed *Michigan Statewide Assessment Guidance* to assist teams with the decision-making process; this resource is available as a downloadable PDF and as an interactive online learning program at **www.michigan.gov/meap-access**. It includes descriptions of the state's assessments, information on the students for whom the assessments are intended, sample items, and numerous tools (such as flowcharts and worksheets) to help teams make informed decisions.

Consequences of Participating in Alternate Assessments

When deciding whether a student should participate in MEAP-Access, IEP Teams must take into account the following potential consequences.

- If a student participates in MEAP-Access, it is assumed that he or she is receiving grade-level instruction based on Michigan's Grade Level Content Expectations (GLCEs), but is not expected to progress in the general curriculum in the same time frame as his or her grade-level peers.
- A divergent path at a young age may have consequences later and may prevent the student from progressing through Michigan's GLCEs, High School Content Expectations (HSCEs), and/or Benchmarks, as needed to meet all of the requirements of the Michigan Merit Curriculum.
- According to federal regulations, states may include only 2 percent of proficient MEAP-Access scores (of the total tested population) in Adequate Yearly Progress (AYP) calculations. As mentioned earlier, however, ***these regulations do not limit the number of students who can participate in MEAP-Access***.

English Learners (EL)

There may be situations in which a student with disabilities who is eligible for MEAP-Access is also an English Learner (EL). In such cases, it is important for IEP Teams to know that there are federal regulations related to testing ELs that may apply to the student.

For example, the U.S. Department of Education allows flexibility in testing ELs who are in their first year in U.S. public schools, with the "first year" defined as the first twelve calendar months that the student is enrolled. This flexibility specifies that for these students, the school has the option of not administering the reading and writing portions of the state-level assessment, provided the WIDA Access Placement Test (W-APT) or the WIDA Access for ELLs has been given to the student. The W-APT replaces the English Language Proficiency Assessment (ELPA) Initial Screening and the WIDA Access for ELLs replaces the Spring ELPA for the 2013/14 school year. WIDA participation counts toward the 95 percent participation rate requirement for AYP. The student must also take the other state-level content-area tests required at his or her grade level, but scores for those tests will not count for AYP calculations since the recently arrived EL has, by definition, been enrolled for less than a full academic year.

It is important for IEP Teams to note, however, that their EL may be exempt from only one administration of the state-level reading and writing tests. For example, students who were exempt in Fall 2012 must participate in the Fall 2013 reading and writing tests. To ensure accurate calculation of AYP, an EL must have a date entered in the "First Entered USA School" field of the student record on the BAA Secure Site if the student has entered the U.S. within the past 12 months. (See the *BAA Secure Site Procedure and User Manual* for more information.)

A "Not Tested Reason" must be entered in the BAA Secure Site for each EL who was exempt for the reason just described. Directions for entering this information can be found in the "Students Not Tested" section of the *BAA Secure Site Procedure and User Manual*.

Students Who Move Out of a School During the Test Cycle

If a student moves out of a school (sending school) during the MEAP-Access test cycle, the following steps must be followed to ensure that student's movement does not adversely affect the school's test results and accountability.

- Do not send any test materials with the student to the new school. The sending school remains responsible for returning these materials.
- If the student has completed a MEAP-Access test, return his or her answer document for that test with the rest of the school's scorable materials.
- If the student has started but not completed a test, write "DO NOT SCORE" prominently across the first page of his or her partially completed answer document, along with the reason the test was not completed. Then, return the answer document in the blue *Special Handling Envelope* that the MEAP-Access contractor provided.
- Be prepared to provide the student's new school with information on
    - which state assessments (the MEAP, MEAP-Access, or MI-Access) the student should take in which content areas;
    - the status of test completion; and
    - the accommodations documented in the student's IEP.

In addition, (1) make sure that the student's exit date is recorded properly in the Michigan Student Data System (MSDS), and (2) for accountability purposes, carefully review the "Accountable Students and Test Verification" window (formerly tested roster), which now includes "students Expected to Test" and "Student Not Tested" sections of the *BAA Secure Site Procedure and User Manual* to learn how to account for these students.

Students Who Move Into a School During the Test Cycle

All students moving into a school (receiving school) during the test cycle must complete MEAP-Access tests for the grade level in which they are enrolled. This includes students who move into the school from out of the state or out of the country.

Taking the following steps will help schools ensure that the arrival of a new student during the test cycle does not adversely affect its test results and accountability.

- Contact the sending school to confirm which tests, if any, the student completed prior to moving. (Students do not need to retake subject-area tests that were completed while enrolled in the sending school.) Do not rely on information provided by the student.
- Verify that the new student has a current and valid IEP and is eligible to participate in MEAP-Access. Also, note and prepare for any accommodations required for testing.
- If the new student has not started a test already administered in the receiving school, administer that test(s) to the student, using the school's assigned test form on a day prior to the end of the test cycle.
- If the new student has started, but not completed, a test already administered in the receiving school, an emergency test must be ordered (at no cost to the school) and administered to the student (in its entirety).
- For all MEAP-Access tests scheduled on the day of or after the new student's arrival, administer those tests to the student according to the MEAP-Access schedule, using the school-assigned test

forms (or accommodated versions, as necessary). This applies to any new student, including out-of-state students, previously home-schooled students, or transfered private school students.

- Be sure to generate and print barcode labels for the new student from the BAA Secure Site and affix them to each of his or her answer documents.
- Ensure that the student's information and entry date into the school are entered correctly in the MSDS.

Again, for accountability purposes, carefully review the "Tested Roster," "Accountable Students and Test Verification" (formerly tested roster), which now includes "Students Expected to Test" and "Student Not Tested" sections of the *BAA Secure Site Procedure and User Manual* to learn how to account for these students.

Homebound and Hospitalized Students

Homebound or hospitalized students that receive instruction within the home or hospital due to medical issues must be tested in the home or hospital environment by their homebound or hospital teachers. These students will be included in participation rate calculations for accountability.

Suspended Students

Students with IEPs who are suspended are considered enrolled in school and, therefore, must be tested under the supervision of a certified school staff member. Testing may occur in a separate location, such as an administration building or school counselor's office, and at a unique time (as long as it adheres to the overall test cycle schedule). Schools will be held accountable for the participation of suspended students on state assessments.

Students in Detention or Juvenile Facilities

If a student who is eligible for MEAP-Access is assigned to a detention or juvenile facility, it is possible that the facility will administer the tests, particularly if the student is there for long-term placement. Schools should attempt to coordinate test administration with the involved facilities and the courts whenever possible.

Students Leaving for Extended Vacations

If parents decide to remove a student from school for an extended vacation during the test cycle, the school should contact the OSA to explore ways in which the student might still be tested. Keep in mind, however, that schools may not test students before the scheduled test date without written permission from the OSA.

Ungraded Students

In the very rare cases where students are ungraded in the MSDS, Table 4 shows what "grade" assessment they should take based on their ages. Furthermore, if a student is retained in grades 3–8, he or she must repeat the content-area assessments required at that grade.

Table 4: Age-to-Grade Conversions	
*Ungraded Student Age**	*Corresponding Grade*
9	Grade 3
10	Grade 4
11	Grade 5
12	Grade 6
13	Grade 7
14	Grade 8
15	Grade 9
17	Grade 11

*Students must be these ages on or before December 1st of the school year in which the assessment is administered. For ages to apply, the student must be entered in the Michigan Student Data System (MSDS) as "ungraded" (or specification code 14).

Pre-identifying Students

Once it is decided that a student is eligible to participate in MEAP-Access and that it is the most appropriate state-level assessment, the student must be pre-identified as taking MEAP-Access in the BAA Secure Site (**https://baa.state.mi.us/BAASecure**). If students are pre-identified by September 12, 2013, the district or school will receive Pre-ID student barcode labels printed by the MEAP-Access contractor. If, however, students are pre-identified after that date (for example, if a new student enrolls after September 12 or there is an error or change to the student's demographic information), the barcode labels must be printed locally by the district or the school from the Secure Site.

Locally printed labels must be printed on Avery #5161 adhesive labels, using a laser printer whenever possible, because the scanning equipment may not pick up ink from ink-jet printers. (The MEAP contractor provides MEAP District Coordinators with special labels for this purpose; therefore, District MEAP-Access Coordinators may want to consult with their MEAP counterparts to determine whether there are extra labels available for use with MEAP-Access.) Depending on where the labels are printed (at the district or at the school), coordinators may choose to affix them to the correct student answer documents prior to distribution or ask test administrators to carry out that task. Complete instructions on how to pre-identify students can be found in the *BAA Secure Site Procedure and User Manual*, which is located on the login page of the Secure Site. Additional assistance is also available by calling 1–877–560–8378 and selecting Option 2.

Please note that if student answer documents are returned to the MEAP-Access contractor without Pre-ID labels (regardless of whether they were provided by the contractor or printed locally by the district/school), a $10 per document processing fee will be assessed to the district to cover the costs associated with researching to whom the answer document belongs. In addition, late shipments may result in a $250 per school fee, and districts that have outstanding fees may not receive any reports on assessments in the current year or in future years until the balance is paid in full. (See Table 5 on the following page for more information on fees.)

Table 5: Consequences of Late Return and Missing Pre-ID Labels					
Consequence	*Description*	*Shipment Dates*			
		On or before deadline	1–7 days after deadline	8–14 days after deadline	15+ days after deadline
Fee(s) Charged	Late shipment (per school)	—	$250	$250	Not scored
	Late processing (per answer document)	—	—	$25	Not scored
	Missing barcode (per answer document)	$10	$10	$10	Not scored
Reports	Data files provided	Yes	Yes	Yes	No
	Electronic reports provided	Yes	Yes	Yes	No
	Paper reports provided	Yes	Yes	Yes	No
	Results included for Accountability calculations	Yes	Yes	Yes	No

Prior to pre-identifying MEAP-Access students, coordinators should check with IEP Teams to ensure that all students assigned to MEAP-Access have a current IEP and meet all of the eligibility criteria specified by federal regulations. In addition, coordinators completing the Pre-ID process need to be sure to flag the student as "Special Education" in the MSDS. If a student is tested with MEAP-Access but is ***not*** flagged as "Special Education," he or she will be considered "Not Tested." (Contact your local MSDS administrator to ensure that students are flagged correctly in the MSDS data files.) Students may also be flagged at the same time to indicate that they are participating in a Specialized Shared Educational Entity (S2E2).

Assessment Accommodations

The MEAP-Access tests were intentionally designed to be accessible to those students eligible to take them. For example,

- the MEAP-Access tests are shorter than the MEAP tests, with fewer questions to answer;
- some items include graphics or introductory pieces to help provide context;
- all multiple-choice items have three answer choices instead of four;
- the reading passages have been divided into smaller parts with questions immediately following each part, rather than requiring students to read the entire passage before responding; and
- on non-reading tests, the vocabulary has been simplified and the reading load reduced to ensure that the subject area (mathematics or writing) is being assessed, as opposed to the student's reading ability.

Despite every effort to ensure that the MEAP-Access assessments are accessible to the targeted student population, it is understood that some students who routinely use accommodations during instruction may also need to use them during MEAP-Access testing to fully demonstrate what they know and are able to do. This section of the manual provides detailed information about available assessment accommodations and the potential consequences of their use.

Standard versus Nonstandard Accommodations

There are different types, or categories, of assessment accommodations that are important to understand.

Standard Accommodations

Standard accommodations are those that ***do not*** change the construct of what the test is measuring. Some examples of standard accommodations for MEAP-Access include the use of Braille, enlarged print, or audio versions of the test; the use of additional paper; and the use of scribes or tape recorders for dictating answers. Standard accommodations need to be noted on a student's answer document, but there is no consequence for using them.

Nonstandard Accommodations

Nonstandard accommodations are those that ***do*** change the construct of what the test is measuring. For example, the MEAP-Access reading tests are intended to measure how well a student can read through decoding; therefore, if the reading passages and items are read aloud to a student, it becomes a listening test, not a reading test and, thus, the construct has been altered. Nonstandard accommodations must be noted on a student's answer document, and their use will invalidate the test.

It is important for Individualized Education Program (IEP) Team members to know whether an assessment accommodation is standard or nonstandard because it can affect whether a school or district meets the requirements of the accountability Score Card. At the district, school, and subgroup levels (ethnicity/race, economically disadvantaged, ELs, and students with disabilities), a minimum of 95 percent of the students enrolled in the grades being assessed must participate in the state's English language arts and mathematics tests. ***If a student uses a nonstandard assessment accommodation, he or she will be counted as "Not Tested" when calculating participation for accountability purposes***.

Because a school cannot meet the accountability requirements if it does not have a minimum participation rate of 95 percent for the entire school and for each subgroup, it is highly recommended that districts check to see how many IEPs indicate that a student needs to use a nonstandard accommodation during testing and determine whether, in light of the significant consequences, it might be prudent to revise that decision. If there needs to be a change to what is stated in the student's IEP, it can be made using the *IEP Addendum Model Form (July 2010),* which is available on the Office of Special Education web page (**www.michigan.gov/ose-eis**) under "Administrative Forms and Procedures."

Universal Accommodations

Universal accommodations are those that may be used by any student during testing, not just students with disabilities or English Learners (ELs). Some examples include administering the assessment in a distraction-free environment or using highlighters in test booklets to identify key elements of a reading passage. Universal accommodations (1) are considered ***standard*** on all state-level assessments, (2) they do ***not*** have to be noted on a student's answer document, and (3) there is no consequence for their use.

Assessment Accommodation Decisions

For students with disabilities (including those that may also be ELs), all decisions about the use of assessment accommodations (standard, nonstandard, and universal) must (1) be made by the student's IEP Team, (2) be documented in the student's IEP by content area, and (3) reflect what the student routinely uses or how he or she routinely responds during instruction (in other words, it is not appropriate to introduce a new accommodation just for the test). Test administrators—and accommodations providers, if they are used—are then responsible for making sure the assessment accommodations are available during testing.

Assessment Accommodation Summary Table

The Office of Standards and Assessment (OSA) has developed an *Assessment Accommodation Summary Table* (available at **www.michigan.gov/baa**), which (1) indicates the assessment accommodations that are standard (S), nonstandard (N), and universal (U) for MEAP-Access (as well as for the MEAP, the WIDA [formerly ELPA], and MI-Access); and (2) provides information on permitted and not permitted assessment accommodations for the National Assessment for Educational Progress (NAEP). Decision-makers should use this table when discussing which accommodations are available for use in state-level testing and the potential consequences of using them. (Please note that the table is ***not*** intended to be used as a checklist for determining which accommodations ***should*** be used for a student.)

Accommodated Versions of the Tests

MEAP-Access tests are available in four accommodated versions: audio CDs, reader scripts, enlarged print, and Braille. Following is more detailed information about each of these versions.

Audio CDs (Mathematics Only)

Audio CDs may be used on the MEAP-Access Mathematics Test by a student whose IEP specifies that he or she routinely uses audio accommodations during mathematics instruction and also needs to use them during assessment. (Please note that there are no audio versions of the writing tests because the directions and writing prompts are designed to be read aloud to all students. Also, there are no audio versions of the reading tests because it would change the construct from reading to listening.)

The following instructions must be used when administering audio versions of the tests.

- The tests ***must be administered to each student individually***, unless equipment with a headset and counter is available. If such equipment is available, audio CDs may be used to administer the test to a small group.
- All students using an audio version must also have a standard print copy of the test booklet to use along with the CD. The form numbers on the CD and the test booklet must match. If they do not, contact the MEAP-Access contractor immediately for assistance.
- Students should be able to use CDs and CD players independently, since they routinely use that accommodation in the classroom; however, if a student needs assistance with the equipment, the test administrator or accommodations provider may provide it. He or she may not, however, assist with answering any test items.
- Students who use audio CDs must use standard Fall 2013 answer documents (or scorable test booklets for grade 3). Test administrators may give students using CDs the option of
    - marking their answers on their own answer documents;
    - marking answers in their test booklets and having the test administrator, proctor, or accommodations provider transcribe the answers onto their answer documents;
    - dictating responses to a scribe or into a tape recorder and having the test administrator, proctor, or accommodations provider mark their answer documents; or
    - Brailling their responses and having the test administrator, proctor, or accommodations provider transcribe the answers onto their answer documents.

  Keep in mind that the response mode for students using audio CDs must be documented in the student's IEP and reflect how he or she typically responds during instruction.
- When using audio CDs, the test administrator must read the directions aloud from the *MEAP-Access Test Administrator Manual* to the student exactly as written. Assessment directions are also included at the beginning of each CD, but they should be presented first by the test administrator so that he or she may address any questions.

- The audio version of the test contains item-by-item CD tracking. Any instructions or test-item-scenario information is included on the track for the item. For example, Track 1 contains all test information leading up to and including item 1. Track 2 contains item 2, Track 3 contains item 3, and so forth.
- Answer documents (or scorable test booklets for grade 3) used along with audio CDs must be packaged and returned with the other used answer documents.

After testing, test administrators must be sure to fill in the "Audio" bubble in Section 2 of the student's answer document (or scorable test booklet for grade 3) to indicate that the student used a CD as an accommodation.

Reader Scripts (Mathematics and Writing)

A reader script is, essentially, a scripted version of the test that assessment administrators can use, instead of a standard print test booklet, to read the test aloud. Reader scripts are available for MEAP-Access mathematics and writing. Their use is considered a standard accommodation for students who routinely are read to during instruction and whose IEPs indicate they should also be read to during assessment.

Students being read to from a reader script must still use a standard print test booklet during assessment, and assessment administrators must make sure that (1) the form number on their reader script matches the form number on the standard print test booklets their students are using (if not, contact the MEAP-Access contractor immediately for assistance), and (2) the form number is marked correctly on the student's answer document.

A reader script may be used to administer the test ***either to a student individually or to a small group (defined as five or fewer students)***. After testing, test administrators must be sure to fill in the "Reader Script" bubble in Section 2 of the student's answer document (or scorable test booklet for grade 3) to indicate that a reader script was used as an accommodation.

Enlarged Print Versions

Using enlarged print is considered a standard accommodation for students who routinely use it during instruction and whose IEPs indicate they also need to use it during assessment. All enlarged print versions of the test will come packaged with a companion standard print test booklet, both of which will always have the same form number. If they do not, contact the MEAP-Access contractor immediately for assistance.

If a student uses an enlarged print version of the test, he or she must record his or her answers in the enlarged print test booklet. After testing is complete, the ***test administrator, proctor, or accommodations provider must then transcribe the student's responses onto the student's answer document and return it along with all other scorable materials. (Student responses for grade 3 must be transferred from the enlarged print booklet to a standard print scorable test booklet.)*** Spelling, punctuation, indentation, and so forth, must be transcribed exactly as they appear in the student's original response.

If a student uses an enlarged print version of the test, the test administrator must fill in the "Enlarged Print" bubble in Section 2 of the student's answer document (or scorable test booklet for grade 3).

Braille Versions

Using a Braille version of the test is considered a standard accommodation for students who routinely use Braille during instruction and whose IEPs indicate they also need to use it during assessment. All Braille versions of the test will have a form number that ends in 88, and will come packaged with a companion *Assessment Administrator Booklet for Braille* (AABB), which includes transcriber notes indicating how the items and/or directions have been adapted for Braille. In addition, tables showing print and Braille page correspondences will be posted on the MEAP-Access web page (**www.michigan.gov/meap-access**), since the Braille test booklets are formatted somewhat differently from the AABBs.

If a student uses a Braille version of the test, or uses a Braillewriter as an assessment accommodation, the ***test administrator, proctor, or accommodations provider must transcribe the student's responses onto the student's answer document and return it in the blue Special Handling Envelope provided to district and school coordinators***. Spelling, punctuation, indentation, and so forth, must be transcribed exactly as they appear in the student's original response. (Please note that there is a unique answer document for grade 3 students who use a Braille version of the test. Their answers must be transcribed onto the answer document, not recorded in a scorable test booklet.)

Ordering Accommodated Versions

All accommodated versions of the MEAP-Access tests, including Braille versions, may be ordered by the District or School MEAP-Access Coordinator through the BAA Secure Site (**https://baa.state.mi.us/BAASecure**). Braille versions of the assessment may only be ordered by District MEAP-Access Coordinators, and they will need to select the students who will use Braille AND enlarged print from a pre-identified drop-down list on the Secure Site order screens. Please note that Braille versions of the MEAP-Access assessments may be ordered ***only*** when the initial and additional material order screens are open in the Secure Site; they cannot be ordered at any other time.

Calculators

Calculators may be used on all parts of the MEAP-Access Mathematics Test. Since the use of calculators is allowed, there is no need for test administrators to make any notations regarding their use on the student's answer document.

Scribes and Tape Recorders (Writing Only)

Dictating responses to a scribe or into a tape recorder is considered a standard accommodation for students who routinely dictate their responses during instruction and whose IEPs indicate they also need to dictate them during assessment. For constructed response items, students using this accommodation must be sure to include specific instructions about punctuation, spelling, indentation, and so forth. Keep in mind that ***this accommodation may only be used in a one-on-one test situation***.

If a student uses a scribe or tape recorder, the test administrator, proctor, or accommodations provider must transcribe the student's responses onto his or her answer document (or scorable test booklet in grade 3) and return it along with all other scorable materials. In addition, the test administrator must be sure to note their use in Section 2 of the student's answer document (or scorable test booklet for grade 3). For students dictating their responses to a scribe, bubble in "Scribe." For students dictating their responses into a tape recorder, bubble in "Other," and indicate that a tape recorder was used.

Word Processors (Writing Only)

The use of word processors for constructed response items (which only appear on the MEAP-Access Writing Test) is considered a standard accommodation for students who routinely use word processors during instruction and whose IEPs indicate they should also use them during assessment. However, because the writing test assesses the use of writing conventions—including correct spelling and grammatical usage—all spelling, dictionary, thesaurus, and grammatical software must be deactivated. If such software is ***not*** deactivated, the accommodation will be considered nonstandard and must be noted as such in Section 2 of the student's answer document.

Word-processed answers do not need to be transcribed onto the student's answer document by the student or a test administrator, proctor, or accommodations provider. Instead, test administrators should (1) fill in the "Word-Processed" bubble in Section 2 of the student's answer document (or scorable test booklet for grade 3), and (2) identify each word-processed page with the following information:

- a student barcode label printed from the BAA Secure Site;
- the subject area being assessed, and
- the item number.

OR

- the student's name and birth date (in handwriting as opposed to on a barcode label);
- the subject area being tested; and
- the item number.

The word-processed pages must then be included with the student's answer document that is being returned for scoring. ***Please do not staple or otherwise attach word-processed pages to the answer document***. Word-processed pages that are returned without a completed answer document cannot be processed.

All answer documents containing word-processed pages must be returned to the scoring contractor in the blue *Special Handling Envelope,* which is provided to District and School MEAP-Access Coordinators along with their other test materials. ***If they are not shipped in this envelope, they cannot be scored***.

Testing Time

The MEAP-Access tests are untimed and student-paced; therefore, students may take as long as needed to complete them. Arrangements should be made to allow additional time during the same continuous

test session for students who may require more time than their peers to complete the tests. Students should not be allowed to leave a test session for an extended length of time (i.e., for the lunch hour or recess) and be allowed to resume testing. (If they must leave, students should be encouraged to complete a full part first.) For planning purposes, see the chart on page 13 of this manual to view the estimated time it will take for each test session.

Multiple-Day Testing

There may be instances where students need to take a MEAP-Access content-area test, like Reading Day 1, over multiple days. For example, for some students, it may be appropriate to take Part 1 on one day, Part 2 on another, and Part 3 on yet another. This is considered a standard assessment accommodation for students taking MEAP-Access. Keep in mind that each part must be administered in a single test session and the parts must be administered in sequential order. (The only exception is if a student is absent when Part 1 is administered. In that case, the student may take Part 2 at the same time as his or her classmates and complete Part 1 later.) If a student tests on multiple days, the test administrator must fill in the "Multiple-Day Testing" bubble in Section 2 of the student's answer document (or scorable test booklet for grade 3).

Reading in Native Language

For the mathematics and writing tests, a student with disabilities who is also an EL may have the test and directions read in his or her native language, ***if*** the student meets the criteria described in the *Assessment Accommodation Summary Table*. This is considered a standard assessment accommodation for ELs with disabilities who need this accommodation, as defined in their IEPs. If a student uses this accommodation, the test administrator must use a reader script to administer the test(s) and fill in the "Reading in Native Language" bubble in Section 2 of the student's answer document. (Directions for the reading and writing tests may be read in a student's native language if he or she is eligible for that accommodation, but not the test. The student's answer document must be marked accordingly.)

Additional Paper

The use of additional paper is considered a standard accommodation for students with disabilities who need this accommodation due to large handwriting and as defined in their IEP. 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 by a student with average-size handwriting.

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

- a student barcode label printed from the BAA Secure Site;
- the subject area being tested; and
- the item number.

OR

- the student's name and birth date (in handwriting as opposed to on a barcode label);
- the subject area being tested; and
- the item number.

After testing, the test administrator must fill in the "Other" bubble in Section 2 of the student's answer document and indicate that additional paper was used. The additional pages must then be included with the student's answer document that is being returned for scoring. ***Please do not staple or otherwise attach additional paper to the answer document***. Additional paper that is returned without a completed answer document cannot be processed.

All answer documents containing additional paper must be returned to the scoring contractor in the blue *Special Handling Envelope*, which is provided to District and School MEAP-Access Coordinators along with their other test materials. ***If they are not shipped in this envelope, they cannot be scored***.

Rapid Onset of Medical Disability

It is possible that a student may have rapid onset of a medical disability that necessitates that he or she use an assessment accommodation during testing. For example,

- a few days prior to testing, the student may break his or her arm and, thus, need to use a word-processor or scribe; or
- a student may undergo surgery and need to take the test at home or in the hospital under the supervision of a school district professional.

In the case of rapid onset of a medical disability, the school's principal or guidance counselor should document, for the student's file, the date and nature of his or her disability (e.g., a broken arm) and a description of the accommodation that was provided as a result. The accommodation will be considered standard for the current administration, and the test administrator will need to fill in the "Other" bubble in Section 2 of the student's answer document (or scorable test booklet for grade 3).

Questions About Accommodations

All questions related to assessment accommodations for students taking the MEAP-Access assessments should be directed to the OSA by calling 1–877–560–8378 and selecting Option 2, or by sending an e-mail to baa@michigan.gov.

Administration Roles and Responsibilities

There are numerous roles involved in administering the MEAP-Access tests, including District MEAP-Access Coordinators, School MEAP-Access Coordinators, test administrators, proctors, and assessment accommodation providers. Sometimes a person will play only one role in the process, but other times a person may play two or more roles. This section of the manual describes each of the roles involved with test administration and the responsibilities that go along with the role.

District MEAP-Access Coordinators

Each district, public school academy, and participating non-public school, must designate a district coordinator for MEAP-Access. They may opt to have their MEAP District Coordinator or District MI-Access Coordinator fulfill this role since they already are responsible for managing most student assessments, or they may choose to designate some other staff person, such as the Special Education Director, Supervisor, or in the case of non-public schools, the building principal.

The District MEAP-Access Coordinator has many responsibilities, the most important of which is ensuring the overall integrity of the assessment process and that the district is in compliance with required standardized procedures. Within that broad context, he or she has numerous other, more specific duties, including

- serving as the contact person between the district, the OSA, and the MEAP-Access contractor;
- becoming familiar with the information in the *MEAP-Access Test Administrator Manual* prior to testing;
- making sure that all students scheduled to take MEAP-Access are, indeed, eligible under the established criteria;
- coordinating the ordering, distribution, collection, return, and security of all test materials, according to timelines established by the OSA;
- directing the accurate completion of student identification information and the "School Use Only" sections of the student answer documents (or scorable test booklets for grade 3);
- distributing, collecting, completing, and keeping on file for one year all signed and returned *Office of Standards and Assessment (OSA) Security Compliance Forms* and *Return Verification Form*;
- reporting any testing irregularities to the OSA as soon as they occur and assisting the BAA in resolving them, as needed;
- disseminating assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers, and counselors), as well as to students and parents, when appropriate; and

- reviewing the district coordinator responsibilities found in the *Assessment Integrity Guide,* which is available at **www.michigan.gov/baa**.

School MEAP-Access Coordinators

Each school building that is involved with MEAP-Access (including alternative education programs) must designate a school coordinator for MEAP-Access. They may opt to have their MEAP School Coordinator or School MI-Access Coordinator fulfill this role since they already are responsible for managing most student assessments, or they may choose to designate some other staff person, such as a special education administrator, teacher, or teacher consultant.

The School MEAP-Access Coordinator is responsible for the overall integrity of the assessment process in his or her assigned building(s). In addition, he or she is responsible for

- serving as the contact person between the school and the District MEAP-Access Coordinator;
- reading and becoming familiar with the information in the *MEAP-Access Test Administrator Manual* prior to testing;
- identifying which teachers (or other professional staff) will administer tests to students;
- carrying out all building-level duties involved in the distribution, collection, and security of test materials, according to timelines established by the OSA and the District MEAP-Access Coordinator;
- ensuring that all staff involved with MEAP-Access complete, sign, and return an *OSA Security Compliance Form*;
- overseeing the test administration process at the building level;
- returning materials in a timely manner to either the District MEAP-Access Coordinator or the MEAP-Access contractor after testing is complete; and
- reviewing the school coordinator responsibilities found in the *Assessment Integrity Guide,* which is available at **www.michigan.gov/baa**.

It is recommended that school and district coordinators meet prior to the test cycle to discuss such topics as scheduling the assessments, reviewing procedures and establishing timelines for receiving and returning test materials, ensuring test security, completing the "School Use Only" sections of the student answer documents, and cooperatively managing other issues related to test administration.

Test Administrators and Proctors

The MEAP-Access tests are designed to be administered, whenever possible, by the student's own certified classroom or resource program teacher for the content area being assessed. At a minimum, test administrators must be

- employees of the district who are certified or licensed educational professionals;
- substitute teachers who are certified and employed by the district on an as-needed basis; or

- a certified teacher who does not currently possess a teaching certificate due to retirement or a change of career, but has been approved by the District MEAP-Access Coordinator as a qualified test administrator.

Depending on the number of students being tested in each room, test administrators may choose to have proctors assist them with the administration process. Paraprofessionals, teacher aides, and others may serve as proctors, but only under the direct supervision of the test administrator.

Both test administrators and proctors have numerous responsibilities, including

- reading and becoming familiar with the *MEAP-Access Test Administrator Manual* prior to testing;
- completing and signing an *OSA Security Compliance Form* and returning it to the School MEAP-Access Coordinator;
- reading test directions ***exactly as they appear*** in this manual to students and answering all questions about the directions;
- verifying that no unauthorized material or equipment is being used during test administration;
- moving throughout the room to ensure that students are working in the correct section of their test booklets and marking their responses with Number 2 pencils in the appropriate places on their answer documents (or scorable test booklets for grade 3);
- reporting instances of deviations in test administration or prohibited student behavior to the School MEAP-Access Coordinator as soon as it occurs for early and fair resolution;
- reviewing student information on answer documents for accuracy;
- ensuring that all tests are completed according to the schedule and that all materials are returned by the appropriate deadline (see the calendar section of this manual);
- ensuring that all test booklets (including accommodated versions) are kept securely locked in storage while not in use; and
- ensuring that all materials are returned after testing is complete. MEAP-Access test booklets are secure materials and may not be copied or retained in the school.

Complete information regarding the responsibilities of test administrators and proctors may be found in the *Assessment Integrity Guide*, which is available at **www.michigan.gov/baa**.

Accommodations Providers

Accommodations providers may be used, as needed, to help administer the MEAP-Access tests. Accommodations providers are responsible for ensuring that students have access to those accommodations (1) deemed appropriate by their IEP Teams, and (2) routinely used during classroom instruction. They should be familiar with each student's IEP as it relates to testing, so they can make sure the appropriate accommodations are (1) prepared ahead of time, (2) available during the assessment, and (3) used correctly.

Accommodations providers may also assist with such tasks as sitting with the student to make sure he or she is on the correct page of the test booklet, recording his or her answers in the correct place on the student answer document, assisting with the operation of a CD player (if applicable), and making sure that CDs are returned with the student's assessment booklet and answer document. Paraprofessionals, teacher aides, and others may serve as accommodations providers, but only under the direct supervision of the test administrator.

Security Compliance Forms

An *OSA Security Compliance Form* will be provided by the MEAP-Access contractor for each person involved with administering the MEAP-Access tests. The form must be completed and signed by all parties. Ideally, test administrators, proctors, and accommodations providers will sign and return their forms to School MEAP-Access Coordinators before test administration begins, and School MEAP-Access Coordinators will sign their forms prior to testing and return them to the District MEAP-Access Coordinator after administration is complete. District MEAP-Access Coordinators are required to sign their forms and keep them on file at the district—along with those signed and completed by school coordinators, test administrators, proctors, and accommodations providers—for one year following test administration. The forms must be provided to the OSA upon request.

By completing and signing an *OSA Security Compliance Form*, all testing personnel are indicating that they

- have read the sections of the integrity document related to test security, preparation, and administration;
- have read the sections related to their roles and responsibilities; and,
- have followed the practices described in this manual.

A sample compliance form can be found in Appendix A of this manual. Districts and schools may copy and use this form if necessary.

Ordering Test Materials

District or School MEAP-Access Coordinators are responsible for ordering test materials through the Bureau Assessment and Accountability's (BAA) Secure Site (**https://baa.state.mi.us/BAASecure**). If District or School Coordinators do not have a Secure Site user ID and password, they should follow the directions for requesting access in the BAA Secure Site Procedure and User Manual. Please note the process for gaining access to the Secure Site has changed. This year the secure site has undergone a complete redesign to help streamline and improve the ordering process. Please review the secure site "Procedure and User Manual" to become familiar with the features of the site.

There are two different types of orders that may be placed—initial material orders and additional material orders.

Initial Material Orders

District and School MEAP-Access Coordinators are contacted before each assessment window by the OSA and asked to enter initial material orders in the Secure Site. These orders must be submitted at specific times and are used to determine the number and types of assessment materials that need to be printed and shipped to districts or schools. (***Please note that pre-identifying students does not take the place of submitting initial material orders***.

Since MEAP-Access materials may be shipped to either the district or the school, the district-level user must indicate to whom the materials should be shipped and verify that person's correct "SHIP TO" address. If the coordinator and shipping information displayed in the site are not correct, the authorized district user must go into the Educational Entity Master (EEM) to update it.

Upon arrival of the test materials, District or School MEAP-Access Coordinators should verify that sufficient quantities have been received. A packing list will be provided, indicating how many assessment materials are enclosed in the shipment. In addition, there is an "Order Summary/Tracking" screen on the OSA Secure Site, which shows what materials were ordered for the district or school.

Additional Material Orders

If the initial material orders are based on sound estimates and there are no changes, then additional materials should not be needed. However, if (1) there are new students, assessment administrators, classrooms, or schools; (2) a student's IEP Team determines that a different assessment should be administered; or (3) an initial material order was not placed, then additional orders may be needed. Only District MEAP-Access Coordinators may place additional orders in the Secure Site.

The MEAP-Access contractor will ship some overages (or extras) of the MEAP-Access test booklets and answer documents to help alleviate the need for additional material orders. These extras should be used before any additional orders are placed.

Materials Shipped

Fall 2013 MEAP-Access test materials will be delivered 1–2 weeks before the test cycle begins. ***Please be sure to keep the original shipping box (or boxes), because you will need to use it/them to return materials after testing is complete.*** Following is a detailed description of the materials that will be included in the shipment. Please note that Return Materials are being shipped from a different location than the rest of the testing materials so please expect two shipments for all initial orders.

Packing List

Immediately upon arrival, District or School MEAP-Access Coordinators should use the packing list to verify that (1) the number of materials that were noted on the list matches what is in the boxes, and (2) there are sufficient quantities of MEAP-Access materials for the testing population. Any shortages of materials should be reported to the MEAP-Access contractor immediately a 1–877–560–8378, Option 2.

Test Administrator Manuals

There is one manual for the MEAP-Access tests (grades 3–8). The MEAP-Access contractor will provide a sufficient number of copies so that every person involved with administering the tests—including District MEAP-Access Coordinators, School MEAP-Access Coordinators, test administrators, proctors, and accommodation providers—will have one. District MEAP-Access Coordinators may order additional copies of the manual if needed. The manual will also be posted on the MEAP-Access web page (**www.michigan.gov/meap-access**).

Test Booklets

One test booklet will be provided for each student taking the mathematics test, and two booklets (day 1 and day 2) will be provided for each student taking the reading and writing tests. (Reading and mathematics are administered to students in grades 3–8, whereas writing is administered only to students in grades 4 and 7.) These booklets are considered secure materials; therefore, no copies may be made, and they ***must*** be returned to the MEAP-Access contractor after testing is complete. For grade 3, students will use scorable test booklets for all content areas.

Answer Documents

Every student taking a MEAP-Access grade 4–8 test will have a separate answer document for each content area (reading, writing, and mathematics). Used (scorable) answer documents must be returned to the MEAP-Access contractor, whereas unused (non-scorable) answer documents may be destroyed. It is very important that students use the answer document that corresponds to their grade and content area being tested.

Pre-ID Student Barcode Labels

One Pre-ID label for each content-area answer document (or scorable test booklet for grade 3) will be provided for each student who was pre-identified in the BAA Secure Site **(https://baa.state.mi.us/BAASecure)** by September 12, 2013. The labels (when provided by the contractor) will be sorted according to grade, subject, class/group ID, student last name, student first name, and student middle initial. The School MEAP-Access Coordinator will need to affix the labels to the appropriate student answer documents (or scorable test booklets for grade 3) prior to distribution or provide the labels to test administrators and ask them to perform that task. For those students who were ***not*** pre-identified by the designated deadline, Pre-ID labels will need to be printed locally from the Secure Site, either by the District or School MEAP-Access Coordinator. (See page 19 for more information on printing Pre-ID labels.)

School/Grade Header Sheets

One *School/Grade Header Sheet* should be completed for each grade level, subject area, and form number of the test being administered. For example, schools will complete one sheet for Grade 4, Mathematics, Form 1, another sheet for Grade 4, Mathematics, Form 2, and so forth. Detailed information on how to complete *School/Grade Header Sheets* can be found in Appendix B of this manual.

Class/Group ID Sheets

A *Class/Group ID Sheet* is an optional form. Prior to testing, districts and schools need to determine whether they want to receive reports by class or group designations and, if so, use this sheet to facilitate the process. If these sheets are used, the District or School MEAP-Access Coordinator will need to define the 4-digit class/group numbers that will be most useful and provide them to the individuals completing the sheets, as well as to individuals completing the answer documents (if the two are different). Up to six class/group numbers can be assigned to a given teacher/test administrator. Detailed information on how to complete *Class/Group ID Sheets* can be found in Appendix C of this manual.

Office of Standards and Assessment (OSA) Security Compliance Forms

Compliance forms must be read and signed—ideally before testing begins—by all District MEAP-Access Coordinators, School MEAP-Access Coordinators, test administrators, proctors, accommodation providers, and other staff that have access to the MEAP-Access tests or will assist with test administration. The purpose of the form is to ensure that all parties who have access to test materials understand (1) their roles and responsibilities in the assessment process, and (2) that test materials are highly secure and must be used for assessment purposes only. A copy of this form can be found in Appendix A of this manual.

Return Verification Form

This form is designed to help schools and districts return scorable materials in the correct manner. It should be completed and signed after test administration when the answer documents have all been reviewed and verified, and returned to the District MEAP-Access Coordinator who must keep it on file for one year after assessment administration. By signing the *Return Verification Form*, coordinators are indicating that they have read this manual and have followed all of the required review and return instructions. A sample form can be found in Appendix D of this manual.

Blue Special Handling Envelopes

These envelopes must be used to return word-processed responses to the MEAP-Access contractor, as well as other documents requiring special handling, such as answer documents that contain responses on additional paper, partially completed answer documents for students who moved during testing, and Braille answer documents.

Return Kit

This kit contains everything that District or School coordinators need to return materials to Measurement Incorporated after test administration is complete. It will include (1) Instructions for Materials Return, (2) Lavender labels for returning Scorable Materials , (3) Cream labels for returning Non-Scorable Materials, (4) FedEx Airbills, (5) School/Grade Header Sheets, and (7) a Return Verification Form. Detailed information on how to complete and assemble your materials can be found in the "Ending Testing and Returning Materials" section of this manual. For fall 2013 these items are being shipped separately.

Electronic Copies of Materials

All non-booklet test materials (scan documents, security and verification forms, manuals, organizational tools, etc.) will be posted on the MEAP-Access web page (**www.michigan.gov/meap-access**). Coordinators may refer to the electronic copies should questions arise about how to complete and/or use them. Please note that, except for *OSA Security Compliance Forms* and *Return Verification Forms*, the electronic copies may not be used in place of the printed documents shipped by the MEAP-Access contractor.

Student Answer Documents

Every student taking a MEAP-Access test will have a separate answer document for reading, writing, and mathematics (except students in grade 3, who will have a scorable test booklet for each content area). It is very important that students use the answer document that corresponds to the test being administered. Answer documents for the same subject ***cannot*** be used across grades, nor can the same grade's answer document be used across subjects. For example, a grade 4 mathematics answer document cannot be used when administering the grade 5 mathematics test. Similarly, a grade 4 mathematics answer document cannot be used when administering the grade 4 reading test.

Pre-Identification of Students

The MEAP-Access contractor will ship Pre-ID labels for every student identified as taking MEAP-Access in the BAA Secure Site **(https://baa.state.mi.us/BAASecure)** by September 12, 2013. If a student is pre-identified after that date, the district or school must print a label locally from the secure site. This can be done up until the time that test materials are returned for scoring. More information on pre-identifying students and printing labels locally can be found on page 19 of this manual, as well as in the *BAA Secure Site Procedure and User Manual,* which is located on the login page of the secure site.

It is important to keep in mind that every answer document (or scorable test booklet for grade 3) being returned for scoring ***must*** have a Pre-ID student barcode label for the specific student affixed to it. A fee of $10 will be charged for each used answer document or scorable booklet returned without a label. (See pages 19 and 20 for more information on late fees.)

Completing "School Use Only" Fields

Most of the answer document will be completed by the student immediately prior to testing. However, there are three boxes on the document that must be completed by the School MEAP-Access Coordinator or test administrator. Following is more detailed information on each of these boxes.

Research Codes I and II

If districts decide to use research codes, they must be noted in Box 1 of the student answer document. During most test cycles, these are optional fields that provide districts an opportunity to receive results broken out by research groups (up to ten groups per field), in addition to the usual school and district summaries. However, ***for 2013, the Office of Standards and Assessment (OSA) needs to use the Research Code I field to collect data from test administrators regarding expected student performance on the test***. The data collected will (1) be used to provide information for determining a possible set of cut scores for 2013, (2) serve as a comparison to the cut scores, and (3) help provide validity evidence for previously established cut scores.

Therefore, for 2013, ***test administrators must fill in the Research Code I field in Box 1 of the student answer document (or scorable test booklet for grade 3) according to the top performance level they believe the student being tested will achieve***, using the following guidelines:

- If the test administrator believes the student being tested has the knowledge, ability, and skills of a student in the ***top*** performance level, he or she should fill in the number ***"1"*** bubble.
- If the test administrator believes the student has the knowledge, ability, and skills of a student in the ***middle*** performance level, he or she should fill in the number ***"2"*** bubble.
- If the test administrator believes the student has the knowledge, ability, and skills of a student in the ***bottom*** performance level, he or she should fill in the number ***"3"*** bubble.

To obtain information on what students in the top, middle, and bottom performance levels are expected to know and be able to do, go to the MEAP-Access web page (**www.michigan.gov/meap-access**) and select *Performance Level Descriptors* (under "Resources"). Test administrators may use the information there—along with what they already know about the student's knowledge, abilities, and skills—to make their determinations. The top performance level is called "Exceeded Expectations," the middle performance level is called "Met Expectations," and the bottom performance level is called "Progressing Towards Expectations."

As in past administrations, the Research Code II field may still be used by districts to receive results broken out by a particular research group of their choosing. Districts have often used this optional field 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 verses reading program B?
- Do students in "non-graded" classrooms score higher or lower than students in "conventional" classrooms?

The following important points should be considered before deciding to use the Research Code II field:

- Research questions must be developed at the district level, and each report response must be assigned a unique number (or code) from one to ten.
- Districts may elect to use the Research II option at any or all of the grades assessed.

Research code information must be provided by District or School MEAP-Access Coordinators to test administrators, so they may accurately complete the student answer document (or assist students with doing so).

Accommodations

If a student uses an assessment accommodation, it must be noted in Box 2 of his or her answer document (or scorable test booklet for grade 3). If a student uses more than one accommodation, test administrators need to ***mark all those that apply***. If a student does not use any accommodations, this box should be left blank.

The accommodations listed in Box 2 are broken out by standard and nonstandard accommodations. The standard accommodations part is then broken out by accommodations for English Learners (ELs) and

accommodations for students with disabilities. For a description of what these various accommodations mean, please review the accommodations section of this manual.

Please ***do not*** mark the "Nonstandard Accommodation" bubble in Box 2 of the student's answer document unless the student used a nonstandard accommodation on the assessment (as indicated by an "NS" in the *Assessment Accommodation Summary Table*, which can be found at **www.michigan.gov/meap-access**). Marking this bubble will invalidate the student's test score. (See page 21 of this manual for more information on standard vs. nonstandard assessment accommodations.)

Report Codes

In Box 3 of the student answer document (or scorable test booklet for grade 3), test administrators must ***mark all of the report codes that apply*** to the student being tested. Following are definitions for those report codes.

Home Schooled

If a tested student has an IEP and is home-schooled, fill in the "Home Schooled" bubble. This will ensure that the home-schooled student's scores will not be included in the district's or school's reports. Home-schooled students are not required to take MEAP-Access, but may be tested during the test cycle if they wish. (Public school districts are required to administer the MEAP-Access tests to home-schooled students who reside in the district and want to be tested.) Districts will receive separate *Individual Student Reports* for home-schooled students, as well as *Parent Reports*. The parent report should be forwarded to the parents of the home-schooled student.

Student Prohibited Behavior

A student engages in prohibited behavior when he or she

- communicates or collaborates in any way with another student (including written, electronic, verbal, or gestured forms of communication);
- copies another student's answers, or requests or accepts help from another person;
- uses any material or equipment that is not expressly permitted by the OSA (as described in this test manual);
- answers a test question or any part of a test for another student, or provides assistance to another student before or during testing;
- returns to a previously administered section of the test after a test session is complete;
- uses a prohibited calculator, communication, or information storage device (such as a cell phone, smart phone, pager, iPod®, and so forth); and
- engages in any other practice that has the intent of artificially affecting the student's score or the score of another student.

If a test administrator observes a student who appears to be engaged in one or more of these behaviors, he or she should allow the student(s) to finish the test and code the student answer document(s) by filling in the "Student Prohibited Behavior" bubble.

Spanish, Arabic, Chaldean, and Other Language

Some students who are ELs may speak a native language other than English. In that case, the test administrator must indicate the student's native language in Box 3 of his or her answer document (or scorable test booklet for grade 3).

A sample student answer document, along with directions on how to complete it, can be found in Appendix E of this manual.

Test Administration Guidelines

The purpose of the MEAP-Access tests is to accurately measure student achievement in reading, writing, and mathematics. To accomplish this, school personnel administering the tests play a crucial role. Coordinators and test administrators can minimize problems that interfere with testing students by

- maintaining the security of all test materials before, during, and after testing, as well as between test sessions;
- administering the tests in a manner consistent with established test procedures;
- establishing test conditions that prevent opportunities for students to engage in prohibited behaviors (intentional or unintentional);
- reviewing student information on answer documents for accuracy; and
- communicating with one another if questions or concerns arise.

This section of the manual describes some of the most important factors for coordinators and test administrators to keep in mind while preparing for and administering the MEAP-Access tests.

Test Security

All materials that contain test questions (e.g., standard print test booklets and accommodated versions of the test) and/or student responses (e.g., used answer documents and scorable test booklets) are considered secure and, therefore, require special handling before, during, and after testing. The MEAP-Access contractor will place barcodes on these materials, include them on security lists that accompany shipments, and scan them upon return to ensure that each secure item has been shipped back. Districts and schools should expect to account for all of their secure materials.

Once secure materials arrive in schools, they must be kept in locked storage when not in use. ***No person, other than a student to be tested, is allowed to look at or take the test***. Test administrators may not open the test booklets until the morning of each initial test day.

After testing is complete, all secure materials must be collected immediately and returned to locked storage until they are ready to be prepared for return to the District MEAP-Access Coordinator or the MEAP-Access contractor. No secure materials may be copied or retained in schools for any reason.

Test Environment

Creating an environment conducive to testing is one way to help ensure that students are able to fully demonstrate what they know and are able to do. Therefore, test administrators must take the following steps prior to and during testing.

- Ensure that the test location is quiet and free from outside distractions.

- Remove any resources (informative posters, multiplication tables, maps, and so forth) that might help students answer test questions and, thus, give them an unfair advantage over other students.
- Do not allow tardy students to disrupt others by entering the testing room after test directions have been read and students have started working.
- Remain in the test room at all times, unless replaced by another trained staff member, to ensure that the room remains quiet and students stay focused and on task.
- Do not allow students to leave the room for an extended length of time (i.e., for lunch or recess). Students may, however, leave one at a time to go to the bathroom. In such instances, the test administrator should collect the student's test booklet and answer document when he or she leaves the room and give them back to the student when he or she returns.

Irregularities Before, During, and After Testing

If any irregularities in testing practices occur before, during, or after testing, test administrators must notify their School MEAP-Access Coordinator immediately, and he or she will notify the District MEAP-Access Coordinator. That person will then report it to the Office of Standards and Assessment (OSA) by calling 1–877–560–8378 and selecting Option 2, or sending an e-mail message to baa@michigan.gov. The prompt reporting of an administration error may allow a remedy to be implemented that will enable the school and students to still obtain valid scores.

Some examples of administrative errors include:

- not allowing a student to complete the test;
- failing to keep test materials secure at any time before, during, or after the test; or
- allowing students to be unsupervised during testing.

When the District MEAP-Access Coordinator contacts the OSA with questions about improper test procedures, he or she may be asked to complete an incident report in the BAA Secure Site **(https://baa.state.mi.us/BAASecure)**. For the report, the coordinator will be asked to provide such information as the school code, the district code, the coordinator's name, and, perhaps, the student's name or Unique Identification Code (UIC). Coordinators may want to have this information on hand before entering the site.

Invalid Test Results

There are numerous circumstances—in addition to the administrative errors mentioned above—that could lead to invalid test results, including

- a student taking a test in a grade level that differs from his or her grade of enrollment (as recorded in the Michigan Student Data System),
- a student taking a test with nonstandard accommodations (or whose answer document is incorrectly marked for nonstandard accommodations),

- a student without a current, valid Individualized Education Program (IEP) taking an alternate assessment,
- a student taking an alternate assessment that is not identified in the MSDS as "Special Education,"
- a student engaging in prohibited behavior (or whose answer document is incorrectly marked for engaging in prohibited behavior),
- a test being administered prior to its designated start date or after the close of the testing window,
- a student taking a Day 1 and Day 2 test in a given subject using two different forms,
- a student taking Part 1 and Part 2 of a test using two different forms,
- a student using two different answer documents for Day 1 and Day 2 of a test,
- a student being allowed to take an extended break (e.g., for recess, lunch, special classes, or extracurricular activities) without completing a part of the test,
- a student taking the same subject-area test twice, or
- a test administrator failing to read the test directions to the students exactly as written in the test administrator manual.

In many, but not all, cases, the OSA can help schools who experience such problems. Therefore, it is imperative that all those involved with administering the MEAP-Access tests read this manual in its entirety and report any problems as soon as they occur. (Please note that, starting this year, invalid scores will be reflected on *Individual Student Reports*.)

Student Prohibited Behavior During Testing

In August 2005, the State Board of Education approved the *Assessment Integrity Guide*. This document establishes ground rules for how each test is to be administered. School personnel should review the entire document, but particularly the prohibited behavior section of the guide, prior to administering the tests. Then, inform students about appropriate test practices, prohibited test practices, and the potential consequences of engaging in such practices.

As mentioned earlier, if the test administrator (or proctor) observes a student who appears to be engaged in one or more of the prohibited behaviors, he or she should allow the suspected student(s) to finish the test and code the student answer document(s) by filling in the "Student Prohibited Behavior" bubble in Section 3. Then, follow the procedural directions for reporting the behavior in the *Assessment Integrity Guide* (available at **www.michigan.gov/meap-access** and **www.michigan.gov/baa**).

Reading Directions—All Grades

Introduction

Prior to administering the reading test, it is critical that test administrators read this manual in its entirety. In particular, read the Test Administration Guidelines section to learn how to prepare for test administration and handle possible test situations.

The reading test is contained in two booklets: one for Day 1 and another for Day 2. Each test has multiple parts, which may be administered all on the same day or on different days. If the parts are administered on different days, test administrators must be sure to (1) administer them in sequential order, and (2) keep the test booklets secure between testing periods.

Furthermore, each test booklet is available in two forms, so it is important that test administrators make sure that students bubble in the correct form number in Box 7 of their answer document, since it indicates which answer key will be used to score the test. (Form numbers for grade 3 scorable test booklets have already been marked by the MEAP-Access contractor.)

Students in grade 3 will record their answers in their scorable test booklets. However, students in grades 4–8 will record their answers on separate answer documents. Students must use the ***same*** answer document for both Day 1 and Day 2 of the test. Therefore, test administrators must be sure to keep the answer documents—as well as the test booklets—secure between testing periods. Table 6 shows the dates when test administrators may begin administering each reading "day" test.

Table 6: MEAP-Access Reading Test Information

Content Area	*Grades*	*Parts*	*Estimated Time (in minutes)*	*Number of Items*
Reading Day 1 (Test dates are 10–8–13 through 10–25–13)	3–8	1 2 3	30 30 20	1 passage/8 items 1 passage/8 items 11 word study items
Reading Day 2 (Test dates are 10–9–13 through 10–25–13)	3—8	1 2	30 30	1 passage/8 items 1 passage/8 items
Students (those using standard print versions of the test and those using accommodated versions) have from the initial date of each content-area test through the end of the test cycle, if needed, to complete testing. Parts may be administered on separate days, but each part must be administered in one testing session and in sequential order.				

When administering the reading test, it is important to keep in mind the difference between helping students with the test directions and helping them with their responses. With the exception of making sure students understand the test directions and providing them with any approved accommodations, test administrators and proctors ***may not give help of any kind. Doing so is inappropriate and will result in test scores being invalidated.***

Materials Needed by Test Administrators

Day 1

- *2013 MEAP-Access Test Administrator Manual* (for reading directions aloud)
- MEAP-Access Reading Day 1 Test Booklet (for reading selection introductions aloud)
- MEAP-Access Reading Answer Document for grades 4–8 (Days 1 and 2)

Day 2

- *2013 MEAP-Access Test Administrator Manual* (for reading directions aloud)
- MEAP-Access Reading Day 2 Test Booklet (for reading selection introductions aloud)
- MEAP-Access Reading Answer Document for grades 4–8 (Days 1 and 2)

Materials Needed by Students

Day 1

- MEAP-Access Reading Day 1 Test Booklet
- MEAP-Access Reading Answer Document for grades 4–8 (Days 1 and 2)
- No. 2 pencil(s)

Day 2

- MEAP-Access Reading Day 2 Test Booklet
- MEAP-Access Reading Answer Document for grades 4–8 (Days 1 and 2)
- No. 2 pencil(s)

Test Length

The reading test is ***untimed*** and student-paced; therefore, students ***must*** be given as much time as needed during the ***same continuous session*** to complete the test being administered. Arrangements should be made before testing begins for any student who needs more time than his or her peers to complete the test.

For planning purposes, the estimated time for the test session is 30 minutes each for day 1, parts 1 and 2 of the test, and 30 minutes each for day 2, parts 1 and 2. Only 20 minutes are estimated for day 1, part 3. (See Table 6 on the previous page.) Please note that additional time should be factored in for distributing materials, reading test directions to students at the beginning of each session, and collecting test materials at the end of each session.

Directions

The remainder of this section of the manual is dedicated to the directions that test administrators must use to administer the reading test. It is organized first by grade (Grade 3 and Grades 4–8), then by day (Day 1 and Day 2), and finally by part (Part 1, Part 2, and Part 3, when applicable).

The text printed in the shaded boxes and preceded by the word **SAY** are instructions that test administrators must read aloud to students ***exactly as written.*** Text printed in italics are instructions to the test administrator and should ***not*** be read aloud. ***Please note that in addition to reading test directions aloud from the manual, test administrators must also read selection introductions aloud to students from the test booklets. This is one major difference between administering the MEAP and MEAP-Access***.

The demographic information on the front cover of the grade 3 scorable test booklet and on the grades 4–8 answer documents should be filled in by the test administrator, either before or after testing, whichever is preferred. (Be sure to review *Research Code* section for special instructions on completing Research Field I.) Students will complete Boxes 4–7 at the beginning of the first testing session where a new "day" booklet is used. (See appendix E of this manual for directions on how to complete the student answer document/scorable test booklet.)

Specific test directions for students in grade 3 follow below. Directions for students in grades 4–8 start immediately after the grade 3 directions.

DIRECTIONS FOR GRADE 3

Grade 3 Reading Directions: Day 1, Part 1

Distribute the correct MEAP-Access Grade 3 Reading Day 1 Test Booklet to each student and have one booklet on hand for yourself. Remind students to put away all other materials, including dictionaries and other reference materials, which may NOT be used during any part of the test. There is sufficient space in the scorable test booklet for students to record their responses; therefore, no additional paper should be used, unless specified as a test accommodation in a student's IEP.

Students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

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

During this test, you must turn off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth. The only items you may have on your desk or table are your test booklet and No. 2 pencils. All answers must be written in your test booklet using only a No. 2 pencil.

Look at the front of your test booklet. At the top, make sure it says Fall 2013 Test Booklet/Answer Document, Grade 3 Reading Day 1.

Now look at the bottom left-hand corner of your test booklet. There should be a barcode label there. Raise your hand if your name does not appear on this label, if your name is misspelled, or if the label is missing.

Make sure that each student has his or her own MEAP-Access Grade 3 Reading Day 1 Test Booklet before testing begins. If the label is missing or the student's name is misspelled on the barcode label, notify the School MEAP-Access Coordinator immediately after testing, so he or she can help resolve the problem. (Corrections can be made in, and new labels printed from, the Secure Site at after testing is complete.) Every student test booklet must have the correct barcode label affixed before being returned to the contractor for scoring.

Write the students' teacher's full name, the full name of the school, and the full name of the district in a place where all students can see them (e.g., on a chalkboard, easel, etc.).

SAY: **At the top of your test booklet, print your full name on the first line (no nicknames, please). Print your teacher's full name on the second line. Next to the word "School," print your school's full name (do not use abbreviations). Next to the word "District," print your district's full name (do not use abbreviations).**

Give students time to complete this information.

SAY: **Now, 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 circles that go with the number. 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers and circles. If a student was born on a single-digit day (such as, September 8), make sure he or she writes "08" and fills in a leading zero in the first column of circles.

If your school or district has made the decision to use Class/Group Numbers, post the 4-digit number being used so that all students can see it (e.g., on a chalkboard, easel, etc.) and read the following directions for Box 5. (Note: If the assigned Class/Group Number has fewer than 4 digits, use leading zeros—0042, for example.) If your school or district is NOT using Class/Group Numbers, 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers 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 circles that go with the number. The last two columns have been filled in for you.**

Inform students of the correct date and assist them with filling in the circles. This information may be posted so that all students can see it (e.g., on a chalkboard, easel, etc.).

Box 7 has been filled in by the MEAP-Access contractor; therefore, skip this box and proceed to the following directions.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Reading Day 1 Test Booklet to read the introduction; however, they are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now let's start the test. Open your test booklet to page 3, Reading Day 1, Part 1. Read the directions silently as I read them aloud.**

DIRECTIONS: **This test has three parts. In this part, you will read a selection that has been divided into sections. Each section is followed by multiple-choice questions with three answer choices. Notice that the paragraphs may be numbered. You may look back at the selection as often as needed.**

Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. You may NOT use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. You may underline, circle, or write notes in this booklet to help you. No additional paper may be used.

If you erase an answer, be sure to erase completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. If you are not sure of an answer, mark your best choice.

After you answer the questions for the first section, go on to the next page. Once you have finished reading the entire selection and have answered all the questions in this part, STOP. 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.

Now read along silently as I read the introduction.

Using your own or the student's test booklet, read the introduction aloud ***exactly as it is written****. Then, allow adequate time for all students to complete Part 1.*

Once all students have completed Part 1, determine whether you will end the testing session here or continue with Part 2. If you wish to end the testing session, ask students to close their test booklets, put their pencils down, and face forward. Then, collect their test booklets. You will need to keep the booklets in locked storage until you are ready to proceed with the next part of the test. If you wish to continue with Part 2 at this time, give the students a short break; then, continue with the directions that follow.

Grade 3 Reading Directions: Day 1, Part 2

Redistribute the MEAP-Access Grade 3 Reading Day 1 Test Booklets to students (and to yourself), making sure that each student receives the one with his or her name on it. Remind students not to open their test booklets until they are told to do so and to put away all other materials, including dictionaries and other reference materials, which may NOT be used during the test. No additional paper may be used, unless specified as a test accommodation in a student's IEP.

As with Part 1, students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Reading Day 1 Test Booklet to read the introduction aloud to students; however, test administrators are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your test booklet to page 15, Reading Day 1, Part 2. Read the directions silently as I read them aloud.**

DIRECTIONS: **You will now begin Part 2 of this test. In this part, you will read a selection that has been divided into sections. Each section is followed by multiple-choice questions with three answer choices. Notice that the paragraphs may be numbered. You may look back at the selection as often as needed.**

Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. You may NOT use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. You may underline, circle, or write notes in this booklet to help you. No additional paper may be used.

If you erase an answer, be sure to erase completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. If you are not sure of an answer, mark your best choice.

After you answer the questions for the first section, go on to the next page. Once you have finished reading the entire selection and have answered all the questions in this part, STOP. 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.

Now read along silently as I read the introduction.

Using your own or the student's test booklet, read the introduction aloud ***exactly as it is written****. Then, allow adequate time for all students to complete Part 2.*

Once all students have completed Part 2, determine whether you will end the testing session here or continue with Part 3. If you wish to end the testing session, ask students to close their test booklets, put their pencils down, and face forward. Then, collect their test booklets. You will need to keep the booklets in locked storage until you are ready to proceed with the next part of the test. If you wish to continue with Part 3 at this time, give the students a short break; then, continue with the directions that follow.

Grade 3 Reading Directions: Day 1, Part 3

Redistribute the MEAP-Access Grade 3 Reading Day 1 Test Booklets to students (you will not need a booklet for this part of the test), making sure that each student receives the one with his or her name on it. Remind students not to open their test booklets until they are told to do so and to put away all other materials, including dictionaries and other reference materials, which may NOT be used during the test. No additional paper may be used, unless specified as a test accommodation in a student's IEP.

As with Parts 1 and 2, students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators do not need to use a Reading Day 1 Test Booklet for this part of the test. Proceed to the directions that follow.

SAY: **Now, open your test booklet to page 25, Reading Day 1, Part 3. Read the directions silently as I read them aloud.**

DIRECTIONS: **You will now begin Part 3 of this test. In this part, you will read some sentences. For some of the questions, you will choose the best word to complete the sentence. For other questions, you will be asked to choose the best meaning of the underlined word.**

Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. You may NOT use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

If you erase an answer, be sure to erase completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. If you are not sure of an answer, mark your best choice.

Once you have answered all the questions, STOP. If you finish early, you may go back and check your work in Part 3 ONLY. Check to make sure that you have answered every question. Do NOT look at any other part of the test.

Ask students if they have any questions related to the directions, and pause to answer them.

SAY: **Now, turn the page and begin.**

Allow adequate time for all students to complete Part 3. When all or most of the students have completed Part 3, proceed to the directions that follow.

SAY: **Now, we are going to stop. 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 booklets. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending Testing" on page 93 of this manual.

Grade 3 Reading Directions: Day 2, Part 1

Distribute the correct MEAP-Access Grade 3 Reading Day 2 Test Booklet to every student and have one on hand for yourself. (Check to make sure that the form number used on Day 2 is the same as the form number used on Day 1.) Remind students to put away all other materials, including dictionaries and other reference materials, which may NOT be used during any part of the test. There is sufficient space in the scorable test booklet for students to record their responses; therefore, no additional paper should be used, unless specified as a test accommodation in a student's IEP.

Students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

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

During this test, you must turn off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth. The only items you may have on your desk or table are your test booklet and No. 2 pencils. All answers must be written in your test booklet using only a No. 2 pencil.

Look at the front of your test booklet. At the top, make sure it says Fall 2013 Test Booklet/Answer Document, Grade 3 Reading Day 2.

Now look at the bottom left-hand corner of your test booklet. There should be a barcode label there. Raise your hand if your name does not appear on this label, if your name is misspelled, or if the label is missing.

Make sure that each student has his or her own MEAP-Access Grade 3 Reading Day 2 Test Booklet before testing begins. If the label is missing or the student's name is misspelled on the barcode label, notify the School MEAP-Access Coordinator immediately after testing, so he or she can help resolve the problem. (Corrections can be made in, and labels printed from, the Secure Site after testing is complete.) Every student test booklet must have the correct barcode label affixed before being returned to the contractor for scoring.

Write the students' teacher's full name, the full name of the school, and the full name of the district in a place where all students can see them (e.g., on a chalkboard, easel, etc.).

SAY: **At the top of your test booklet, print your full name on the first line (no nicknames, please). Print your teacher's full name on the second line. Next to the word "School," print your school's full name (do not use abbreviations). Next to the word "District," print your district's full name (do not use abbreviations).**

Give students time to complete this information.

SAY: **Now, 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 circles that go with the number. 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers and circles. If a student was born on a single-digit day (such as, September 8), make sure he or she writes "08" and fills in a leading zero in the first column of circles.

If your school or district has made the decision to use Class/Group Numbers, post the 4-digit number so that all students can see it (e.g., on a chalkboard, easel, etc.) and read the following directions for Box 5. (Note: If the assigned Class/Group Number has fewer than 4 digits, use leading zeros—0042, for example.) If your school or district is NOT using Class/Group Numbers, 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers 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 circles that go with the number. The last two columns have been filled in for you.**

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 chalkboard, easel, etc.).

Box 7 has been filled in by the MEAP-Access contractor; therefore, skip this box and proceed to the following directions.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Reading Day 2 Test Booklet to read the introduction aloud to students. Test administrators are not allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, let's begin the test. Open your test booklet to page 3, Reading Day 2, Part 1. Read the directions silently as I read them aloud.**

DIRECTIONS: **This test has two parts. In this part, you will read a selection that has been divided into sections. Each section is followed by multiple-choice questions with three answer choices. Notice that the paragraphs may be numbered. You may look back at the selection as often as needed.**

Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. You may NOT use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. You may underline, circle, or write notes in this booklet to help you. No additional paper may be used.

If you erase an answer, be sure to erase completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. If you are not sure of an answer, mark your best choice.

After you answer the questions for the first section, go on to the next page. Once you have finished reading the entire selection and have answered all the questions in this part, STOP. 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.

Now read along silently as I read the introduction.

Using your own or the student's test booklet, read the introduction aloud exactly as it is written. Then, allow adequate time for all students to complete Part 1.

Once all students have completed Part 1, determine whether you will end the testing session here or continue with Part 2. If you wish to end the testing session, ask students to close their test booklets, put their pencils down, and face forward. Then, collect their test booklets. You will need to keep the booklets in locked storage until you are ready to proceed with the next part of the test. If you wish to continue with Part 2 at this time, give the students a short break; then, continue with the directions that follow.

Grade 3 Reading Directions: Day 2, Part 2

Redistribute the MEAP-Access Grade 3 Reading Day 2 Test Booklets to students (and to yourself), making sure that each student receives the one with his or her name on it. Remind students not to open their test booklets until they are told to do so and to put away all other materials, including dictionaries and other reference materials, which may NOT be used during the test. No additional paper may be used, unless specified as a test accommodation in a student's IEP.

As with Part 1, students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Reading Day 2 Test Booklet to read the introduction aloud to students; however, test administrators are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your test booklet to page 15, Reading Day 2, Part 2. Read the directions silently as I read them aloud.**

DIRECTIONS: **You will now begin Part 2 of this test. In this part, you will read a selection that has been divided into sections. Each section is followed by multiple-choice questions with three answer choices. Notice that the paragraphs may be numbered. You may look back at the selection as often as needed.**

Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. You may NOT use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. You may underline, circle, or write notes in this booklet to help you. No additional paper may be used.

If you erase an answer, be sure to erase completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. If you are not sure of an answer, mark your best choice.

After you answer the questions for the first section, go on to the next page. Once you have finished reading the entire selection and have answered all the questions in this part, STOP. 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.

Now read along silently as I read the introduction.

Using your test booklet, read the introduction aloud ***exactly as it is written****. Then, allow adequate time for all students to complete Part 2.*

SAY: **Now, we are going to stop. 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 booklets. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending Testing" section of this manual.

Grades 4–8 Reading Directions: Day 1, Part 1

Be sure to read pages 45–47 of this manual before administering the test.

Distribute the correct MEAP-Access Reading Day 1 Test Booklet to each student (and have one on hand for yourself), as well as the correct, corresponding answer document. Remind students to put away all other materials, including dictionaries and other reference materials, which may NOT be used during any part of the test. There is sufficient space on the answer document for students to record their responses; therefore, no additional paper should be used, unless specified as a test accommodation in a student's IEP.

Students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

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

During this test, you must turn off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth. The only items you may have on your desk or table are your test booklet, your answer document, and No. 2 pencils. All answers must be written on your answer document using only a No. 2 pencil.

Look at the front of your test booklet. Make sure you have the Fall 2013 MEAP-Access Reading Day 1 Test Booklet for your grade. Write your name on the front cover of the test booklet at the top.

Now, look at your Fall 2013 Reading Answer Document to make sure that the grade matches the one on your test booklet. If you do not have the correct booklet or answer document, please raise your hand.

In the lower left-hand corner of your answer document, there should be a barcode label. Raise your hand if your name does not appear on this label, if your name is misspelled, or if the label is missing.

Make sure each student has his or her own MEAP-Access Reading Answer Document (Days 1 and 2) before testing begins. If the label is missing or the student's name is misspelled on the barcode label, contact your School MEAP-Access Coordinator immediately after testing, so he or she can help resolve the problem. (Corrections can be made in, and labels printed from, the Secure Site after testing is complete.) Every student answer document must have the correct barcode label affixed before being returned to the contractor for scoring.

Write the students' teacher's full name, the full name of the school, and the full name of the district in a place where all students can see them (e.g., on a chalkboard, easel, etc.).

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

Give students time to complete this information.

SAY: **Now, 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 circles that go with the number. 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers and circles. If a student was born on a single-digit day (such as, September 8), make sure he or she writes "08" and fills in a leading zero in the first column of circles.

If your school or district has made the decision to use Class/Group Numbers, post the 4-digit number so that all students can see it (e.g., on a chalkboard, easel, etc.) and read the following directions for Box 5. (Note: If the assigned Class/Group Number has fewer than 4 digits, use leading zeros—0042, for example.) If your school or district is NOT using Class/Group Numbers 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers 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 circles that go with the number. The last two columns have been filled in for you.**

Inform students of the correct date and assist them with filling in the circles. This information may be posted so that all students can see it (i.e., on a chalkboard, easel, etc.).

SAY: **Now, find Box 7, labeled "Form." Look at the front cover of your test booklet. In the lower right-hand corner, you will see a circle with the word "Form" and a number in it. In Box 7, write that number in the space provided and fill in the circle that goes with that number.**

Assist students with finding the form number on the front of their test booklets and filling in the correct circle on their answer documents. Then, proceed with the test directions.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Reading Day 1 Test Booklet to read the introduction aloud to students; however, test administrators are not allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your booklet to page 3, Reading Day 1, Part 1. Read the directions silently as I read them aloud.**

DIRECTIONS: **This test has three parts. In this part, you will read a selection that has been divided into sections. For each section, you will answer multiple-choice questions with three answer choices. Notice that the paragraphs may be numbered. You may look back at the selection as often as needed.**

You must mark all of your answers in Day 1, Part 1 of your Answer Document with a No. 2 pencil. You may NOT use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. 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.

Once you have finished reading every section and have answered all the questions in this part, STOP. 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.

Now read along silently as I read the introduction.

Using your own or the student's test booklet, read the introduction aloud ***exactly as it is written****. Then, allow adequate time for all students to complete Part 1.*

Once all students have completed Part 1, determine whether you will end the testing session here or continue with Part 2. If you wish to end the testing session, ask students to close their test booklets, put their answer documents inside their test booklets, put their pencils down, and face forward. Then, collect their test materials. You will need to keep the materials (booklets and answer documents) in locked storage until you are ready to proceed with the next part of the test. If you wish to continue with Part 2 at this time, give the students a short break; then, continue with the directions that follow.

Grades 4–8 Reading Directions: Day 1, Part 2

Redistribute the MEAP-Access Reading Day 1 test materials to students (and a test booklet to yourself), making sure 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 they are told to do so and to put away all other materials, including dictionaries and other reference materials, which may NOT be used during the test. No additional paper may be used, unless specified as a test accommodation in a student's IEP.

As with Part 1, students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Reading Day 1 Test Booklet to read the introduction aloud to students; however, test administrators are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your test booklet to page ___, Reading Day 1, Part 2. Read the directions silently as I read them aloud.** *(Fill the appropriate page number in the blank. Grades 4 and 6 start on page 13, and grades 5, 7, and 8 start on page 15.)*

DIRECTIONS: **You will now begin Part 2 of this test. In this part, you will read a selection that has been divided into sections. For each section, you will answer multiple-choice questions with three answer choices. Notice that the paragraphs may be numbered. You may look back at the selection as often as needed.**

You must mark all of your answers in Day 1, Part 2 of your Answer Document with a No. 2 pencil. You may NOT use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. 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.

Once you have finished reading every section and have answered all the questions in this part, STOP. 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.

Now read along silently as I read the introduction.

Using your own or the student's test booklet, read the introduction aloud ***exactly as it is written****. Then, allow adequate time for all students to complete Part 2.*

Once all students have completed Part 2, determine whether you will end the testing session here or continue with Part 3. If you wish to end the testing session, ask students to close their test booklets, put their answer documents inside their test booklets, put their pencils down, and face forward. Then, collect their test materials. You will need to keep the materials (booklets and answer documents) in locked storage until you are ready to proceed with the next part of the test. If you wish to continue with Part 3 at this time, give the students a short break; then, continue with the directions that follow.

Grades 4–8 Reading Directions: Day 1, Part 3

Redistribute the MEAP-Access Reading Day 1 test materials to students (you do not need a booklet), making sure 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 they are told to do so and to put away all other materials, including dictionaries and other reference materials, which may NOT be used during the test. No additional paper may be used, unless specified as a test accommodation in a student's IEP.

As with Parts 1 and 2, students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators do not need to use a Reading Day 1 Test Booklet on this part of the test. Proceed to the directions that follow.

SAY: **Now, open your test booklet to page ____, Reading Day 1, Part 3. Read the directions silently as I read them aloud.** *(Fill the appropriate page number in the blank. Grade 4 starts on page 23, and grades 5, 6, 7, and 8 start on page 25.)*

DIRECTIONS: **You will now begin Part 3 of this test. In this part, you will read some sentences. For some of the questions, you will choose the best word to complete the sentence. For other questions, you will be asked to choose the best meaning of the underlined word or phrase.**

You must mark all of your answers in Day 1, Part 3 of your Answer Document with a No. 2 pencil. You may NOT use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. 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.

Once you have answered all the questions, STOP. If you finish early, you may go back and check your work in Part 3 ONLY. Check to make sure that you have answered every question. Do NOT look at any other part of the test.

Ask students if they have any questions related to the directions, and pause to answer them.

SAY: **Now, turn the page and begin.**

Allow adequate time for all students to complete Part 3. When all or most of the students have completed Part 3, proceed to the directions that follow.

SAY: **Now, we are going to stop. 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 close your test booklet and put your answer document inside it. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending Testing"section of this manual.

Grades 4–8 Reading Directions: Day 2, Part 1

Distribute the correct MEAP-Access Reading Day 2 Test Booklet to every student and have one on hand for yourself. (Check to make sure that the form number used on Day 2 is the same as the form number used on Day 1.) Then, redistribute the answer documents (days 1 and 2), making sure that each student receives the answer document with his or her name on it. Remind students to put away all other materials, including dictionaries and other reference materials, which may NOT be used during any part of the test. There is sufficient space on the answer document for students to record their responses; therefore, no additional paper should be used, unless specified as a test accommodation in a student's IEP.

Students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

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

During this test, you must turn off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth. The only items you may have on your desk or table are your test booklet, your answer document, and No. 2 pencils. All answers must be written on your answer document using only a No. 2 pencil.

Look at the front of your test booklet. Make sure you have the Fall 2013 MEAP-Access Reading Day 2 Test Booklet for your grade. Write your name on the front cover of the test booklet at the top.

Now, check to make sure that your MEAP-Access Reading Answer Document has your name on it. Raise your hand if have the wrong answer document.

Allow adequate time for all students to write their names on their test booklets and verify that they have their own answer document.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Reading Day 2 Test Booklet to read the introduction aloud to students; however, test administrators are not allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, let's start the test. Open your booklet to page 3, Reading Day 2, Part 1. Read the directions silently as I read them aloud.**

DIRECTIONS: **This test has two parts. In this part, you will read a selection that has been divided into sections. For each section, you will answer multiple-choice questions with three answer choices. Notice that the paragraphs may be numbered. You may look back at the selection as often as needed.**

You must mark all of your answers in Day 2, Part 1 of your Answer Document with a No. 2 pencil. You may NOT use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. 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.

Once you have finished reading every section and have answered all the questions in this part, STOP. 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.

Now read along silently as I read the introduction.

Using your own or the student's test booklet, read the introduction aloud ***exactly as it is written****. Then, allow adequate time for all students to complete Part 1.*

Once all students have completed Part 1, determine whether you will end the testing session here or continue with Part 2. If you wish to end the testing session, ask students to close their test booklets, put their answer documents inside their test booklets, put their pencils down, and face forward. Then, collect their test materials. You will need to keep the materials (booklets and answer documents) in locked storage until you are ready to proceed with the next part of the test. If you wish to continue with Part 2 at this time, give the students a short break; then, continue with the directions that follow.

Grades 4–8 Reading Directions: Day 2, Part 2

Redistribute the MEAP-Access Reading Day 2 test materials to students (and a test booklet to yourself), making sure 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 they are told to do so and to put away all other materials, including dictionaries and other reference materials, which may NOT be used during the test. No additional paper may be used, unless specified as a test accommodation in a student's IEP.

As with Part 1, students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Reading Day 2 Test Booklet to read the introduction aloud to students; however, test administrators are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your booklet to page ____, Reading Day 2, Part 2. Read the directions silently as I read them aloud.** *(Fill the appropriate page number in the blank. Grades 4, 5, and 8 start on page 15, and grades 6 and 7 start on page 17.)*

DIRECTIONS: **You will now begin Part 2 of this test. In this part, you will read a selection that has been divided into sections. For each section, you will answer multiple-choice questions with three answer choices. Notice that the paragraphs may be numbered. You may look back at the selection as often as needed.**

You must mark all of your answers in Day 2, Part 2 of your Answer Document with a No. 2 pencil. You may NOT use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. 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.

Once you have finished reading every section and have answered all the questions in this part, STOP. 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.

Now read along silently as I read the introduction.

Using your test booklet, read the introduction aloud ***exactly as it is written****. Then, allow adequate time for all students to complete part 2. When all or most of the students have completed Part 2, proceed with the directions that follow.*

SAY: **Now, we are going to stop. 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 booklets and answer documents. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending Testing" section of this manual.

Writing Directions—Grades 4 and 7

Introduction

Prior to administering the writing test, it is critical that test administrators read this manual in its entirety. In particular, read the Test Administration Guidelines section to learn how to prepare for test administration and handle possible test situations.

The writing test is contained in two booklets: one for Day 1 and another for Day 2. Each test has two parts, which may be administered on the same day or on different days. If the parts are administered on different days, test administrators must be sure to (1) administer them in sequential order, and (2) keep the test booklets secure between testing periods.

Furthermore, each test booklet is available in two forms, so it is important that test administrators make sure that students bubble in the correct form number in Box 7 of their student answer document, since it indicates which answer key will be used to score the test.

Students will record their answers on answer documents, and must use the ***same*** answer document for both Day 1 and Day 2 of the test. Therefore, test administrators must be sure to keep the answer documents—as well as the test booklets—secure between testing periods. Table 7 shows the dates when test administrators may begin administering each writing "day" test.

Table 7: MEAP-Access Writing Test Information

Content Area	*Grades*	*Parts*	*Estimated Time (in minutes)*	*Number of Items*
Writing Day 1 (Test dates are 10–10–13 through 10–25–13)	4 & 7	1 2	60 60	1 prompt 1 prompt
Writing Day 2 (Test dates are 10–16–13 through 10–25–13)	4 & 7	1 2	60 45	1 prompt 15 items

Students (those using standard print versions of the test and those using accommodated versions) have from the initial date of each content-area test through the end of the test cycle, if needed, to complete testing. Parts may be administered on separate days, but each part must be administered in one testing session and in sequential order.

When administering the writing test, it is important to keep in mind the difference between helping students with the test directions and helping them with their responses. With the exception of making sure students understand the test directions and providing them with any approved accommodations, test administrators and proctors ***may not give help of any kind. Doing so is inappropriate and will result in test scores being invalidated.***

Materials Needed by Test Administrators

Day 1

- *2013 MEAP-Access Test Administrator Manual* (for reading directions aloud)
- MEAP-Access Writing Day 1 Test Booklet (for reading prompts and checklists aloud)
- MEAP-Access Writing Answer Document (Days 1 and 2)

Day 2

- *2013 MEAP-Access Test Administrator Manual* (for reading directions aloud)
- MEAP-Access Writing Day 2 Test Booklet (for reading prompts and checklists aloud)
- MEAP-Access Writing Answer Document (Days 1 and 2)

Materials Needed by Students

Day 1

- MEAP-Access Writing Day 1 Test Booklet
- MEAP-Access Writing Answer Document (Days 1 and 2)
- No. 2 pencil(s)

Day 2

- MEAP-Access Writing Day 2 Test Booklet
- MEAP-Access Writing Answer Document (Days 1 and 2)
- No. 2 pencil(s)

Test Length

The writing test is ***untimed*** and student-paced; therefore, students ***must*** be given as much time as needed during the ***same continuous session*** to complete the test being administered. Arrangements should be made before testing begins for any student who needs more time than his or her peers to complete the test.

For planning purposes, the estimated time for the test session is 60 minutes each for Day 1, P arts 1 and 2 of the test, as well as Day 2, Part 1. Only 45 minutes are estimated for Day 2, Part 2. (See Table 7 on the previous page.) Please note that additional time should be factored in for distributing materials; reading test directions, prompts, and checklists to students at the beginning of each session; and collecting test materials at the end of each session.

Directions

The remainder of this section of the manual is dedicated to the directions that test administrators must use to administer the writing test. It is organized first by Day (1 and 2), then by Part (1 and 2), and, in some cases, by form number (forms 1 and 2). Since the directions are the same for grades 4 and 7, the directions are not separated by grade.

The text printed in the shaded boxes and preceded by the word **SAY** are instructions that test administrators must read aloud to students ***exactly as written.*** Text printed in italics are instructions to the test administrator and should ***not*** be read aloud. When reading directions to students, remember to pause periodically to make sure they understand the directions and answer any questions they may have.

The demographic information in Boxes 1–3 on the answer documents should be filled in by the test administrator, either before or after testing, whichever is preferred. (Be sure to review page 37 for special instructions on completing Research Field I.) Students will complete Boxes 4–7 at the beginning of the first testing session where a new "day" booklet is used. (See Appendix E of this manual for directions on how to complete the answer document.)

GRADES 4 AND 7 WRITING DIRECTIONS

Grades 4 & 7 Writing Directions: Day 1, Part 1, All Forms

Distribute the correct MEAP-Access Writing Day 1 Test Booklet (and have one on hand for yourself), as well as the correct, corresponding answer document, to each student being tested. Remind students to put away all other materials, including dictionaries and other reference materials, which may NOT be used during any part of the test. There is sufficient space on the answer document for students to record their responses; therefore, no additional paper should be used, unless specified as a test accommodation in a student's IEP.

Students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

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

During this test, you must turn off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth. The only items you may have on your desk or table are your test booklet, your answer document, and No. 2 pencils. All answers must be written on your answer document using only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, or spelling books) for any part of this test.

Check to make sure you have the Fall 2013 MEAP-Access Writing Day 1 Test Booklet for your grade. Write your name on the front cover of the test booklet at the top.

Look at your Fall 2013 MEAP-Access Writing Answer Document to make sure that the grade matches the one on your test booklet. If you do not have the correct booklet or answer document, please raise your hand.

In the lower left-hand corner of your answer document, there should be a barcode label. Raise your hand if your name does not appear on this label, if your name is misspelled, or if the label is missing.

Make sure each student has his or her own MEAP-Access Writing Answer Document (Days 1 and 2) before testing begins. If the label is missing or the student's name is misspelled on the barcode label, contact your School MEAP-Access Coordinator immediately after testing, so he or she can help resolve the problem. (Corrections can be made in, and labels printed from, the Secure Site after testing is complete.) Every student answer document must have the correct barcode label affixed before being returned to the contractor for scoring.

Write the students' teacher's full name, the full name of the school, and the full name of the district in a place where all students can see them (e.g., on a chalkboard, easel, etc.).

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

Give students time to complete this information.

SAY: **Now, 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 circles that go with the number. 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers and circles. If a student was born on a single-digit day (such as, September 8), make sure he or she writes "08" and fills in a leading zero in the first column of circles.

If your school or district has made the decision to use Class/Group Numbers, post the 4-digit number so that all students can see it (e.g., on a chalkboard, easel, etc.) and read the following directions for Box 5. (Note: If the assigned Class/Group Number has fewer than 4 digits, use leading zeros—0042, for example.) If your school or district is NOT using Class/Group Numbers, 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers 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 circles that go with the number. The last two columns have been filled in for you.**

Inform students of the correct date and assist them with filling in the circles. This information may be posted so that all students can see it (e.g., on a chalkboard, easel, etc.).

SAY: **Now, find Box 7, labeled "Form." Look at the front cover of your test booklet. In the lower right-hand corner, you will see a circle with the word "Form" and a number in it. In Box 7, write that number in the space provided and fill in the circle that goes with that number.**

Assist students with finding the form number on the front of their test booklets and filling in the correct circle on their answer documents. Then, proceed with the test directions.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Writing Day 1 Test Booklet to read the prompt and checklist aloud to students; however, test administrators are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your booklet to page 3, Writing Day 1, Part 1. Read the directions silently as I read them aloud.**

DIRECTIONS: **This test has two parts. In this part, you will be asked to write a story about a topic.**

You may write notes in your test booklet to help you plan your story. You may also use the checklist on the next page to help you revise and edit your story.

Your final story must be written with a No. 2 pencil on the lines in Day 1, Part 1 of your Answer Document. Only the writing in your Answer Document will be scored.

You may not use resource materials, such as dictionaries, grammar books, or spelling books, for any part of this test.

Turn the page and follow along as I read the prompt and checklist to you.

Using your test booklet, read the prompt aloud ***exactly as it is written****, and read the checklist. Ask students if they have any questions, and pause to answer them. Then, instruct them to begin writing.*

Allow adequate time for all students to complete Part 1. Once all students have completed Part 1, determine whether you will end the testing session here or continue with Part 2. If you wish to end the testing session, ask students to close their test booklets, put their answer documents inside their test booklets, put their pencils down, and face forward. Then, collect their test materials. You will need to keep the materials (booklets and answer documents) in locked storage until you are ready to proceed with the next part of the test. If you wish to continue with Part 2 at this time, give the students a short break; then, continue with the directions that follow.

Grades 4 & 7 Writing Directions: Day 1, Part 2, All Forms

Redistribute the MEAP-Access Writing Day 1 test materials to students (and a test booklet to yourself), making sure 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 they are told to do so and to put away all other materials, including dictionaries and other reference materials, which may NOT be used during the test. No additional paper may be used, unless specified as a test accommodation in a student's IEP.

As with Part 1, students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Writing Day 1 Test Booklet to read the prompt and checklist aloud to students; however, test administrators are not allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your booklet to page 9, Writing Day 1, Part 2. Read the directions silently as I read them aloud.**

DIRECTIONS: **You will now begin Part 2 of this test. In this part, you will be asked to write an informational response to a topic or question.**

You may write notes in your test booklet to help you plan your response. You may also use the checklist on the next page to help you revise and edit your response.

Your final response must be written with a No. 2 pencil on the lines in Day 1, Part 2 of your Answer Document. Only the writing in your Answer Document will be scored.

You may not use resource materials, such as dictionaries, grammar books, or spelling books, for any part of this test.

Turn the page and follow along as I read the prompt and checklist to you.

Using your test booklet, read the prompt aloud ***exactly as it is written****, and read the checklist. Ask students if they have any questions, and pause to answer them. Then, instruct them to begin writing.*

Allow adequate time for all students to complete Part 2. When all or most of the students have completed Part 2, proceed with the directions that follow.

SAY: **Now, we are going to stop. 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 booklets and answer documents. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending Testing" section of this manual.

Grades 4 & 7 Writing Directions: Day 2, Part 1, All Forms

Distribute the correct MEAP-Access Writing Day 2 Test Booklet to every student and have one on hand for yourself. (Check to make sure that the form number used on Day 2 is the same as the form number used on Day 1.) Then, redistribute the answer documents (days 1 and 2), making sure that each student receives the answer document with his or her name on it. Remind students to put away all other materials, including dictionaries and other reference materials, which may NOT be used during any part of the test. There is sufficient space on the answer document for students to record their responses; therefore, no additional paper should be used, unless specified as a test accommodation in a student's IEP.

Students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

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

During this test, you must turn off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth. The only items you may have on your desk or table are your test booklet, your answer document, and No. 2 pencils. All answers must be written on your answer document using only a No. 2 pencil.

Look at the front of your test booklet. Make sure you have the Fall 2013 MEAP-Access Writing Day 2 Test Booklet for your grade. Write your name on the front cover of the test booklet at the top.

Now, check to make sure that your MEAP-Access Writing Answer Document has your name on it. Raise your hand if you have the wrong answer document.

Allow adequate time for all students to write their names on their test booklets and verify that they have their own answer document.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a MEAP-Access Writing Day 2 Test Booklet (Form 1 or Form 2, depending on the form being used in your school) to read the prompts and checklists aloud to students; however, test administrators are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your booklet to page 3, Writing Day 2, Part 1. Read the directions silently as I read them aloud.**

DIRECTIONS: **This test has two parts. In this part, you will be asked to write a story about a topic.**

You may write notes in your test booklet to help you plan your story. You may also use the checklist on the next page to help you revise and edit your story.

Your final response must be written with a No. 2 pencil on the lines in Day 2, Part 1 of your Answer Document. Only the writing in your Answer Document will be scored.

You may not use resource materials, such as dictionaries, grammar books, or spelling books, for any part of this test.

Turn the page and follow along as I read the prompt and checklist to you.

Using your test booklet, read the prompt aloud ***exactly as it is written****, and read the checklist. Pause to answer any questions students may have. Then, instruct them to begin writing.*

Allow adequate time for all students to complete Part 1. Once all students have completed Part 1, determine whether you will end the testing session here or continue with Part 2. If you wish to end the testing session, ask students to close their test booklets, put their answer documents inside their test booklets, put their pencils down, and face forward. Then, collect their test materials. You will need to keep the materials (booklets and answer documents) in locked storage until you are ready to proceed with the next part of the test. If you wish to continue with Part 2 at this time, give the students a short break; then, continue with the directions that follow.

Grades 4 & 7 Writing Directions: Day 2, Part 2, All Forms

Redistribute the MEAP-Access Writing Day 2 test materials to students (you do not need a test booklet), making sure 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 they are told to do so and to put away all other materials, including dictionaries and other reference materials, which may NOT be used during the test. No additional paper may be used, unless specified as a test accommodation in a student's IEP.

As with Part 1, students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators do not need to use a Writing Day 2 Test Booklet for this part of the test. Proceed to the directions that follow.

SAY: **Now, open your test booklet to page 9, Writing Day 2, Part 2. Read the directions silently as I read them aloud.**

DIRECTIONS: **You will now begin Part 2 of this test. In this part, you will answer multiple-choice questions about sentences written by other students. Read the sentence and answer the question that follows.**

You must mark all of your answers in Day 2, Part 2 of your Answer Document by filling in the circle that corresponds to your answer. You may underline, circle, or write in the test booklet, but nothing written in the test booklet will be scored.

You may not use resource materials, such as dictionaries, grammar books, or spelling books, for any part of this test.

Ask students if they have any questions related to the directions, and pause to answer them.

SAY: **Now, turn the page and begin.**

Allow adequate time for all students to complete Part 2.

SAY: **Now, we are going to stop. 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 booklets. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending Testing" section of this manual.

Mathematics Directions—All Grades

Introduction

Prior to administering the mathematics test, it is critical that test administrators read this manual in its entirety. In particular, read the Test Administration Guidelines section to learn how to prepare for test administration and handle possible test situations.

The mathematics test is contained in one booklet. The booklet has two parts, which may be administered on the same day or on different days. If the parts are administered on different days, test administrators must be sure to (1) administer them in sequential order, and (2) keep the test booklets secure between testing periods. Please note, calculators are permitted on ALL mathematics assessments.

Furthermore, each test booklet is available in two forms, so it is important that test administrators make sure that students bubble in the correct form number in Box 7 of their student answer document, since it indicates which answer key will be used to score the test. (Scorable test booklets for grade 3 have already been marked by the MEAP-Access contractor.)

Students in grade 3 will record their answers in their scorable test booklet. However, students in grades 4–8 will record their answers on separate answer documents. If parts 1 and 2 of the test are administered on different days, test administrators must be sure to keep the answer documents—as well as the test booklets—secure between testing periods. Table 8 shows the date when test administrators may begin administering the mathematics test.

Table 8: MEAP-Access Mathematics Test Information

Content Area	*Grades*	*Parts*	*Estimated Time (in minutes)*	*Number of Items*
Mathematics (Test dates are 10–15–13 through 10–25–13)	3–8	1 2	30 40	20 items 25 items
Students (those using standard print versions of the test and those using accommodated versions) have from the initial date of each content-area test through the end of the test cycle, if needed, to complete testing. Parts may be administered on separate days, but each part must be administered in one testing session and in sequential order.				

When administering the mathematics test, it is important to keep in mind the difference between helping students with the test directions and helping them with their responses. With the exception of making sure students understand the test directions and providing them with any approved accommodations, test administrators and proctors ***may not give help of any kind. Doing so is inappropriate and will result in test scores being invalidated***.

Materials Needed by Test Administrators

- *2013 MEAP-Access Test Administrator Manual* (for reading directions aloud)
- MEAP-Access Mathematics Test Booklet (for reading sample items aloud)
- MEAP-Access Mathematics Answer Document for grades 4–8

Materials Needed by Students

- MEAP-Access Mathematics Test Booklet
- MEAP-Access Mathematics Answer Document for grades 4–8
- No. 2 pencil(s) and calculators (optional)

Test Length

The mathematics test is ***untimed*** and student-paced; therefore, students ***must*** be given as much time as needed during the *same continuous session* to complete the test being administered. Arrangements should be made before testing begins for any student who needs more time than his or her peers to complete the test.

For planning purposes, the estimated time for the test session is 30 minutes for Part 1 of the test, and 40 minutes for Part 2. (See Table 8 on the previous page.) Please note that additional time should be factored in for distributing materials, reading test directions and sample items to students at the beginning of each session, and collecting test materials at the end of each session.

Reading the Test Aloud

If a student's IEP indicates that he or she needs the mathematics test read aloud, the test administrator ***must*** use a reader script, and ***administer the test either individually or in a small group (defined as five or fewer students)***. Using a reader script for MEAP-Access mathematics is considered a standard accommodation for students with disabilities and for English learners. (Please refer to page 21 in this manual for more information about test accommodations.)

Directions

The remainder of this section of the manual is dedicated to the directions that test administrators must use to administer the mathematics test. It is organized first by grade (grade 3 and grades 4–8) and then by part (parts 1 and 2).

The text printed in the shaded boxes and preceded by the word **SAY** are instructions that test administrators must read aloud to students ***exactly as written.*** Text printed in italics are instructions to the test administrator and should ***not*** be read aloud. When reading directions to students, remember to pause periodically to make sure they understand the directions and answer any questions they may have.

The demographic information in Boxes 1–3 on the front cover of the grade 3 scorable test booklet and on the grades 4–8 answer documents should be filled in by the test administrator, either before

or after testing, whichever is preferred. (Be sure to see *Research Code* section for special instructions on completing Research Field I.) Students will complete Boxes 4–7 at the beginning of the first testing session. (See appendix E of this manual for directions on how to complete the student answer document/ scorable test booklet.)

Specific test directions for students in grade 3 follow below. Directions for students in grades 4–8 start immediately after the grade 3 directions.

GRADE 3 DIRECTIONS

Grade 3 Mathematics Directions: Part 1

Distribute the correct MEAP-Access Grade 3 Mathematics Test Booklet to each student and have one on hand for yourself. Remind students to put away all other materials, including dictionaries and other reference materials, which may NOT be used during any part of the test. ***Calculators, however, ARE permitted****. There is sufficient space in the scorable test booklet for students to provide their responses; therefore, no additional paper should be used, unless specified as a test accommodation in a student's IEP.*

Students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

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

During this test, you must turn off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth. The only items you may have on your desk or table are your test booklet, a calculator, and No. 2 pencils. All answers must be written in your test booklet using only a No. 2 pencil.

Look at the front of your test booklet. At the top, make sure it says Fall 2013 Test Booklet/Answer Document, Grade 3 Mathematics.

Now look at the bottom left-hand corner of your test booklet. There should be a barcode label there. Raise your hand if your name does not appear on this label, if your name is misspelled, or if the label is missing.

Make sure that each student has his or her own MEAP-Access Grade 3 Mathematics Test Booklet before testing begins. If the label is missing or the student's name is misspelled on the barcode label, notify the School MEAP-Access Coordinator immediately after testing, so he or she can help resolve the problem. (Corrections can be made in, and labels printed from, the Secure Site after testing is complete.) Every student test booklet must have the correct barcode label affixed before being returned to the contractor for scoring.

Write the students' teacher's full name, the full name of the school, and the full name of the district in a place where all students can see them (e.g., on a chalkboard, easel, etc.).

SAY: **At the top of your test booklet, print your full name on the first line (no nicknames, please). Print your teacher's full name on the second line. Next to the word "School," print your school's full name (do not use abbreviations). Next to the word "District," print your district's full name (do not use abbreviations).**

Give students time to complete this information.

SAY: **Now, 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 circles that go with the number. 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers and circles. If a student was born on a single-digit day (such as, September 8), make sure he or she writes "08" and fills in a leading zero in the first column of circles.

If your school or district has made the decision to use Class/Group Numbers, post the 4-digit number being used so that all students can see it (e.g., on a chalkboard, easel, etc.) and read the following directions for Box 5. (Note: If the assigned Class/Group Number has fewer than 4 digits, use leading zeros—0042, for example.) If your school or district is NOT using Class/Group Numbers, 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers 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 circles that go with the number. The last two columns have been filled in for you.**

Inform students of the correct date and assist them with filling in the circles. This information may be posted so that all students can see it (e.g., on a chalkboard, easel, etc.).

Box 7 has been filled in by the MEAP-Access contractor; therefore, skip this box and proceed to the following directions.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Mathematics Test Booklet to read the sample question aloud to students; however, test administrators are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now let's start the test. Open your test booklet to page 3, Mathematics, Part 1. Read the directions silently as I read them aloud.**

DIRECTIONS: **This test has two parts. You may use a calculator on this part of the test, and you may use open space in this test booklet for scratch paper. No additional paper may be used.**

The items on this test are all multiple-choice. Multiple-choice items require you to choose the best answer from among three answer choices. Mark your answer in your test booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer in your test booklet. If you erase an answer, be sure to erase it completely.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer.

Now, refer students to the sample item. Using your test booklet, read the sample item aloud, as well as the sentence below the item that identifies the correct answer. Then, proceed to the directions that follow.

SAY: **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 check your work in Part 1 of the test ONLY.

Do NOT look at items in Part 2 of the test.

Ask students if they have any questions related to the directions, and pause to answer them.

SAY: **Now, turn the page and begin.**

Allow adequate time for all students to complete Part 1.

Once all students have completed Part 1, determine whether you will end the testing session here or continue with Part 2. If you wish to end the testing session, ask students to close their test booklets, put their pencils down, and face forward. Then, collect their test booklets. You will need to keep the booklets in locked storage until you are ready to proceed with the next part of the test. If you wish to continue with Part 2 at this time, give the students a short break; then, continue with the directions that follow.

Grade 3 Mathematics Directions: Part 2

Redistribute the MEAP-Access Grade 3 Mathematics Test Booklets to students (and a test booklet to yourself), making sure that each student receives the one with his or her name on it. Remind students not to open their test booklets until they are told to do so and to put away all other materials, including dictionaries and other reference materials, which may NOT be used during the test. ***Calculators, however, ARE permitted****. No additional paper should be used, unless specified as a test accommodation in a student's IEP.*

As with Part 1, students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth.

SAY: **During this test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a Mathematics Test Booklet to read the sample item aloud to students; however, test administrators are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your test booklet to page 21, Mathematics, Part 2. Read the directions silently as I read them aloud.**

DIRECTIONS: **You will now begin Part 2 of this test. You may use a calculator on this part of the test, and you may use open space in this test booklet for scratch paper. No additional paper may be used.**

The items on this test are all multiple-choice. Multiple-choice items require you to choose the best answer from among three answer choices. Mark your answer in your test booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer in your test booklet. If you erase an answer, be sure to erase it completely.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer.

Now, refer students to the sample item. Using your test booklet, read the sample item aloud, as well as the sentence below the item that identifies the correct answer. Then, proceed to the directions that follow.

SAY: **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 check your work in Part 2 of the test ONLY.

Do NOT look at items in Part 1 of the test.

Ask students if they have any questions related to the directions, and pause to answer them.

SAY: **Now, turn the page and begin.**

Allow adequate time for all students to complete Part 2.

SAY: **Now, we are going to stop. 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 booklets. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending Testing" section of this manual.

GRADES 4–8 DIRECTIONS

Grades 4–8 Mathematics Directions: Part 1

Be sure to read the Test Administration Guidelines section of this manual before administering the test.

Distribute the correct MEAP-Access Mathematics Test Booklet to each student (and have one on hand for yourself), as well as the correct, corresponding answer document. Remind students to put away all other materials, including dictionaries and other reference materials, which may NOT be used during any part of the test. ***Calculators, however, ARE permitted****. There is sufficient space on the answer document for students to record their responses; therefore, no additional paper should be used, unless specified as a test accommodation in a student's IEP.*

Students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

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

During this test, you must turn off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth. The only items you may have on your desk or table are your test booklet, your answer document, a calculator, and No. 2 pencils. All answers must be written on your answer document using only a No. 2 pencil.

Look at the front of your test booklet. Make sure you have the Fall 2013 Mathematics Test Booklet for your grade. Write your name on the front cover of the test booklet at the top.

Now, look at your Fall 2013 Mathematics Answer Document to make sure that the grade matches the one on your test booklet. If you do not have the correct booklet or answer document, please raise your hand.

In the lower left-hand corner of your answer document, there should be a barcode label. Raise your hand if your name does not appear on this label, if your name is misspelled, or if the label is missing.

Make sure each student has his or her own MEAP-Access Mathematics Answer Document before testing begins. If the label is missing or the student's name is misspelled on the barcode label, contact your School MEAP-Access Coordinator immediately after testing, so he or she can help resolve the problem. (Corrections can be made in, and labels printed from, the Secure Site after testing is complete.) Every student answer document must have the correct barcode label affixed before being returned to the contractor for scoring.

Write the students' teacher's full name, the full name of the school, and the full name of the district in a place where all students can see them (e.g., on a chalkboard, easel, etc.).

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

Give students time to complete this information.

SAY: **Now, 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 circles that go with the number. 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers and circles. If a student was born on a single-digit day (such as, September 8), make sure he or she writes "08" and fills in a leading zero in the first column of circles.

If your school or district has made the decision to use Class/Group Numbers, post the 4-digit number so that all students can see it (e.g., on a chalkboard, easel, etc.) and read the following directions for Box 5. (Note: If the assigned Class/Group Number has fewer than 4 digits, use leading zeros—0042, for example.) If your school or district is NOT using Class/Group Numbers, 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 circles that go with the number.**

Give students time to complete this information and assist them with filling in the correct numbers 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 circles that go with the number. The last two columns have been filled in for you.**

Inform students of the correct date and assist them with filling in the circles. This information may be posted so that all students can see it (e.g., on a chalkboard, easel, etc.).

SAY: **Now, find Box 7, labeled "Form." Look at the front cover of your test booklet. In the lower right-hand corner, you will see a circle with the word "Form" and a number in it. In Box 7, write that number in the space provided and fill in the circle that goes with that number.**

Assist students with finding the form number on the front of their test booklets and filling in the correct circle on their answer documents. Then, proceed with the test directions.

SAY: **During the test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use MEAP-Access Mathematics Test Booklet to read the sample item aloud to students; however, test administrators are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your booklet to page 3, Mathematics, Part 1. Read the directions silently as I read them aloud.**

DIRECTIONS: **This test has two parts. You may use a calculator on this part of the test, and you may use open space in this test booklet for scratch paper. No additional paper may be used.**

Part 1 has only multiple-choice items. You must choose the best answer from among three answer choices.

- **Use only a No. 2 pencil to mark your answer in your Answer Document.**
- **If you erase an answer, be sure to erase it completely.**
- **If you skip an item, be sure to mark the answer to the next item in the correct place in your Answer Document.**

Now, refer students to the sample item. Using your test booklet, read the sample item aloud to students, as well as the sentence below the item, which (1) identifies the correct answer, (2) and instructs students where to find it on their answer documents (back page).

SAY: **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 check your work in Part 1 of the test ONLY. Do NOT look at items in Part 2 of the test.

Ask students if they have any questions related to the directions, and pause to answer them.

SAY: **Now, turn the page and begin.**

Allow adequate time for all students to complete Part 1.

Once all students have completed Part 1, determine whether you will end the testing session here or continue with Part 2. If you wish to end the testing session, ask students to close their test booklets, put their answer documents inside their test booklets, put their pencils down, and face forward. Then, collect their test materials. You will need to keep the materials (booklets and answer documents) in locked storage until you are ready to proceed with the next part of the test. If you wish to continue with Part 2 at this time, give the students a short break; then, continue with the directions that follow.

Grades 4–8 Mathematics Directions: Part 2

Redistribute the MEAP-Access mathematics test materials to students (and a test booklet to yourself), making sure 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 they are told to do so and to put away all other materials, including dictionaries and other reference materials, which may NOT be used during the test. ***Calculators, however, ARE permitted.*** *No additional paper should be used for any part of the test, unless specified as a test accommodation in a student's IEP.*

As with Part 1, students are not allowed to have food, drinks, or snacks on their desks or tables during testing. If a student must have any of these items during the test, the items should be stored away from the test surface (e.g., under seats, on the floor, etc.).

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic communication devices, including cell phones, smart phones, digital media players (such as iPods®), and so forth.

SAY: **During the test, I can help you understand the directions, but I cannot give you help on any of the test items.**

Test administrators must use a MEAP-Access Mathematics Test Booklet to read the sample item aloud to students; however, test administrators are NOT allowed to look at any other part of the test. The test booklet must be kept secure at all times and returned at the end of testing.

SAY: **Now, open your test booklet to page ____, Mathematics, Part 2. Read the directions silently as I read them aloud.** *(Fill the appropriate page number in the blank. Grades 5 and 7 start on page 17, grades 4 and 6 start on page 19, and grade 8 starts on page 21.)*

DIRECTIONS: **You will now begin Part 2 of this test. You may use a calculator on this part of the test, and you may use open space in this test booklet for scratch paper. No additional paper may be used.**

Part 2 has only multiple-choice items. You must choose the best answer from among three answer choices.

- **Use only a No. 2 pencil to mark your answer in your Answer Document.**
- **If you erase an answer, be sure to erase it completely.**
- **If you skip an item, be sure to mark the answer to the next item in the correct place in your Answer Document.**

Now, refer students to the sample item. Using your test booklet, read the sample item aloud to students, as well as the sentence below the item, which (1) identifies the correct answer, (2) and instructs students where to find it on their answer documents (back page).

SAY: **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 check your work in Part 2 of the test ONLY. Do NOT look at items in Part 1 of the test.

Ask students if they have any questions related to the directions, and pause to answer them.

SAY: **Now, turn the page and begin.**

Allow adequate time for students to complete Part 2. When most or all of the students have completed this part, proceed to the directions that follow.

SAY: **Now, we are going to stop. 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 close your test booklet and put your answer document inside it. Remain quietly in your seats until all materials are collected.**

Follow the instructions under "Ending Testing" of this manual.

Ending Testing and Returning Materials

Ending Testing

Once testing is complete, collect the test booklets and student answer documents (if applicable) from each student individually. Do not have students pass materials to the end of a row or an aisle. Before dismissing students, verify that each student tested has returned ALL of his or her materials. Then, return the materials to the School MEAP-Access Coordinator, who will prepare them for return either to the District MEAP-Access Coordinator (for preparation) or directly to the MEAP-Access contractor (for scoring), depending on the process determined by the district and/or school prior to testing.

Scheduling Return Activities

All test materials MUST be shipped to the MEAP-Access scoring contractor by no later than October 30, 2013. This is the date that should be used to determine how much lead time is necessary to complete all of the organization, review, verification, and packing tasks that are described, in detail, in this section of the manual. If these tasks are carried out by the School MEAP-Access Coordinator, less lead time will be needed than if the test materials are returned to the District MEAP-Access Coordinator for preparation and return.

Keep in mind that there are consequences for returning materials late; therefore, it is very important for schools and districts to adhere to the established shipping dates. (See Table 5 of the *Students Tested* section of this manual for more information on the consequences of late shipments.)

Preparing Answer Documents for Return

There are two very important steps that must be completed when preparing answer documents—or scorable test booklets for grade 3—for return. (From here forward, the term "answer document" will encompass both answer documents and scorable test booklets.) Failure to complete these steps may adversely affect test results and/or result in fees or penalties being assessed.

Step 1: Organizing Answer Documents for Review/Verification
First, go through all of the answer documents and pull out any (1) used answer documents that have "DO NOT SCORE" prominently written on the front, (2) answer documents that have word-processed pages with the correct, complete student information on them, and (3) answer documents that have additional paper with the correct, complete student information on them. ***These documents must be returned in the blue Special Handling Envelope provided by the MEAP-Access contractor found in your return kit***.

In addition, (1) pull out any answer documents where Braille was bubbled in as an assessment accommodation and put them into stacks by grade and subject area (they will all have the same form number), (2) complete a *School/Grade Header Sheet* for each stack, and (3) ***put the header sheets and corresponding stacks of answer documents in the blue Special Handling Envelope***.

Now, organize all of the other ***used*** answer documents by grade, subject area, and form number. Start by separating the answer documents into one stack for each grade (3, 4, 5, 6, 7, or 8, depending on the composition of the student population in the school). Next, sort each grade stack by subject area—reading, writing, or mathematics. (For grade 3 reading only, also sort by Day 1 and Day 2.) Then, divide each subject-area stack by form number. (For MEAP-Access, every subject-area test booklet is available in two forms. Because of the use of accommodated versions of the test, it is possible that a school may have more than one form number within a given subject area and grade level.)

After the used answer documents are divided by grade, subject area, and form number, ***complete a School/Grade Header Sheet for each stack and put it on top of the answer document***s. (A sample sheet can be found in Appendix B of this manual.)

Step 2: Reviewing/Verifying Answer Documents

Now that all the used answer documents have been sorted, it is time to review them and verify that the information is correct. Start by selecting one stack of answer documents and complete each of the tasks described below. Once every answer document in the first stack has been reviewed and verified, repeat the tasks for each remaining stack, until all of the answer documents have been checked and all of the information has been verified.

To begin, check to make sure that

- all answer documents in the stack (under a completed *School/Grade Header Sheet*) are for the same grade level, subject area, and form number (they should match what is written on the sheet);
- all answer documents are for MEAP-Access (not the MEAP or MI-Access);
- all answer documents are for Fall 2013;
- only No. 2 pencils have been used to record answers;
- no correction fluid, crayons, markers, highlighters, colored pencils, or sticky notes have been used;
- all sticky notes, paper clips, rubber bands, staples, glue, and other extraneous materials used on the answer documents, *School/Grade Header Sheets*, and *Class/Group ID Sheets* have been removed (if applicable); and
- all ***unused*** answer documents for grades 4–8 are not partially complete. If they are truly unused, put them somewhere else, away from the ***used*** answer documents.

Next, look at each answer document in the stack to make sure that

- all requested information has been written in at the top of the answer document (the student's legal name, the teacher's name, and the full school and district names);
- the "Student Birth Date" field has been filled in accurately;
- the "Class/Group ID Number" has been filled in accurately (if used);
- the "Assessment Date" has been filled in accurately;

- the "Test Form Number" has been filled in accurately;
- the "School Use Only" bubbles are completed correctly;
- each answer document has a barcode label for the student who used that answer document affixed to it (a $10 fee will be applied for each answer document returned for scoring without a label); and
- the student name and school name on the barcode label matches the student information at the top of the answer document.

Finally, check to make sure that

- there is a used answer document for each enrolled, MEAP-Access-eligible student in each subject area tested at a particular grade level; and
- the number of answer documents in the stack has been written and bubbled in correctly on the *School/Grade Header Sheet* on top of the stack.

As mentioned earlier, repeat each of these tasks for each remaining stack of used answer documents.

Completing the Return Verification Form

This form (found in return kit) is designed to help schools and districts return scorable materials in the correct manner. ***It should be completed and signed after the answer documents have all been reviewed and verified, and returned to the District MEAP-Access Coordinator, who will keep the form on file for one year after assessment administration***. By signing the form, coordinators are indicating that they have read this part of the manual and have followed all of the required review and return instructions. (A sample form can be found in Appendix D of this manual.)

Packing Scorable Materials for Return

For MEAP-Access, all of the scorable materials (used answer documents and scorable test booklets for grade 3) need to be returned in one set of boxes and the non-scorable materials need to be (1) returned in another set of boxes, (2) kept on site at the school or district level, or (3) destroyed. (See Table 10 on the following page for more information.)

For the scorable materials (used answer documents and scorable test booklets for grade 3), complete the following packing tasks.

- Obtain the original box (or boxes) in which the test materials were shipped. If these boxes are not available, use some other sturdy boxes to return the materials. (Do not use old copy paper boxes.)
- Put the answer documents into the box (or boxes) by subject area from the highest grade level present in the school to the lowest grade level in the school. (See the assembly graphic in Appendix F of this manual.)
- Make sure that no grade level/subject area/form number stacks are split across boxes (e.g., all of the grade 3 mathematics form 1 answer documents for a given school should be in the same box.

Table 10: Assessment Materials to be Returned				
Scorable Materials				
Assessment Materials	Secure	Return to MEAP-Access Contractor	Return to the District MEAP-Access Coordinator	Schools Keep or Destroy
Used Grade 3 Scorable Test Booklets (including accommodated versions)	X	X		
Used Grades 4–8 Answer Documents	X	X		
Completed School/Grade Header Sheets		X		
Completed Class/Group ID Sheets		X		
Blue Special Handling Envelope (with contents)	X*	X		
Non-scorable Materials				
Assessment Materials	Secure	Return to MEAP-Access Contractor	Return to the District MEAP-Access Coordinator	Schools Keep or Destroy
Unused Grade 3 Scorable Test Booklets (including accommodated versions)	X	X		
Unused Grades 4–8 Answer Documents				Destroy
Used and Unused Grades 4–8 Test Booklets (including accommodated versions)	X	X		
Assessment Administrator Booklets for Braille	X	X		
MEAP-Access Test Administrator Manuals				Keep
Completed Return Verification Form(s)			X	
Signed OSA Security Compliance Forms			X	
Unused School/Grade Header Sheets				Destroy
Unused Class/Group ID Sheets				Destroy
Unused FedEx Express Airbills				Destroy
*This envelope is secure if it contains used grade 3 scorable test booklets and/or used grades 4-8 answer documents that require special handling.				

- Make sure the *Return Verification Form* has been completed, signed, and returned to the District MEAP-Access Coordinator, who will keep it on file for one year after assessment administration. When Box 1 is nearly full, place the blue *Special Handling Envelope* on top of the contents in that box.
- Also place the *Class/Group ID Sheets* (if used) under the envelope in Box 1 prior to sealing.

- If any of the boxes of scorable materials are not full, use cushioning materials to keep the materials secure during shipping.
- Remove, or black out, any old shipping labels on the boxes, including the original shipping barcode, and seal the boxes with plastic shipping tape. Place three strips of tape on the top of each box and three strips of tape on the bottom of each box.
- Affix a lavender Measurement Incorporated Scorable Label to the top of each box containing scorable materials.
- In addition to the lavender label, affix a FedEx Express Airbill to Box 1 of the scorable materials. Only one box per shipment (the Box 1 of __) needs a FedEx Express Airbill. The FedEx Express driver will produce and affix additional multiple-piece shipping labels to the remaining boxes of scorable materials in the shipment. Do not tamper with the preprinted information on the airbill in any way as this may affect FedEx processing and delay shipping.
- If you do not have enough Measurement Incorporated labels and/or FedEx Express Airbills, contact your District MEAP-Access Coordinator immediately.
- On the lavender labels, indicate the number of scorable materials boxes being returned by completing the Box __ of __ information (e.g., Box 1 of 2, Box 2 of 2). The total number of scorable materials boxes should be indicated. (Do not include cream-labeled non-scorable materials boxes in this count.)

Remember that

- all ***used*** grade 3 scorable test booklets (including accommodated versions) and all ***used*** grades 4–8 answer documents should be included in the scorable boxes, and
- all ***unused*** grade 3 scorable test booklets, and ***used and unused*** grades 4–8 test booklets should be returned in the non-scorable boxes.

Packing Non-scorable Materials for Return

Once all the scorable materials have been packed for return to the MEAP-Access contractor, gather all of the non-scorable materials that were provided prior to and during testing. Then, use the instructions that follow to return them.

- Obtain the original box (or boxes) in which the test materials were shipped. If these boxes are not available, use some other sturdy boxes to return the materials. (Do not use old copy paper boxes.)
- Put all the ***unused*** grade 3 scorable test booklets and all ***used and unused*** grades 4–8 test booklets (including any accommodated versions of the test) in the shipping boxes. If the boxes are not full, use cushioning materials to keep them secure during shipping.
- Remove, or black out, any old shipping labels, including the original shipping barcode, and seal the boxes with plastic shipping tape. Place three strips of tape on the top of each box and three strips of tape on the bottom of each box.

- Affix a cream Measurement Incorporated Non-Scorable Label to the top of each box containing non-scorable materials. The FedEx Express driver will produce and affix multiple-piece shipment labels to the remaining boxes of non-scorable materials.
- On the cream labels, indicate the number of non-scorable materials boxes by completing the Box __ of __ information (e.g., Box 1 of 2, Box 2 of 2). The total number of non-scorable materials boxes should be indicated. (Do not include lavender-labeled scorable materials boxes in this count.)

Scheduling Pick-ups for All Test Materials via FedEx Express

Once all the materials have been boxed up, the boxes have been sealed, the appropriate labels have been affixed, and the required information has been entered on the labels, it is time to schedule the boxes for pick-up. To do that, use the instructions that follow.

- Place all of the boxes being returned in the location where the FedEx driver normally delivers or picks up packages. (Please remember that they should be put there immediately prior to pick up; do not leave boxes unattended on loading docks or in other remote locations for extended periods because it compromises the security of the enclosed materials and can result in delayed or missed shipments.)
- Keep the sender's copy of the FedEx Express Airbill for each shipment 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 boxes.)
- Call 1-800-GoFedEx (1–800–463–3339). After you hear the voice prompt, "Welcome to FedEx. In a few words, please tell me what you're calling about," press 9 or say, "Premier Customer Service Program."
- When prompted, enter the nine-digit FedEx account number, which is 999 999 933. You will be transferred to a specialized Premier Customer Service Representative. (If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative, but he or she will still be able to help you schedule a FedEx Express pickup. That person may not, however, be able to answer questions specific to MEAP-Access.)
- Have the following information available when making the call:
    - your phone number,
    - your address (if it is not already entered in the FedEx system),
    - the pickup date,
    - the ***total*** number of boxes being returned (including both scorable and non-scorable boxes), and
    - the average weight of the boxes (use 30 pounds per box).
- After returning all of your materials to the MEAP-Access contractor, destroy any remaining FedEx Express Airbills, as these are test cycle and project specific.

Returning Security Compliance and Return Verification Forms

After testing is complete and all the scorable and non-scorable materials have been returned to the MEAP-Access contractor, return the completed and signed *Office of Standards and Assessment (OSA) Security Compliance Forms* for the school, as well as the completed *Return Verification Form*, to the District MEAP-Access Coordinator. He or she will need to keep these forms on file for one year after testing, and provide them to the Office of Standards and Assessment (OSA) upon request.

Handling Other Materials

After testing is complete and all the scorable and non-scorable materials have been returned to the MEAP-Access contractor as directed, the school or district may keep or destroy all other test materials (such as unused *Class/Group ID Sheets*, unused *School/Grade Header Sheets*, test administrator manuals, and so forth). However, since none of the other materials should be used for subsequent test cycles, destroying them may be the best option. (Before destroying anything, consult Table 10 on page 92 to make sure it is not secure or scorable.) If desired, you may also complete and return the *MEAP-Access Feedback Form* at the end of this manual.

APPENDIX A:
OSA SECURITY COMPLIANCE FORM

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.

_____

Signature

_____ _____

Printed Name **Date**

Note: Electronic copies of the Assessment Integrity Guide and assessment administrator manuals are available at *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
- ◯ WIDA
- ◯ Interim Assessment

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**

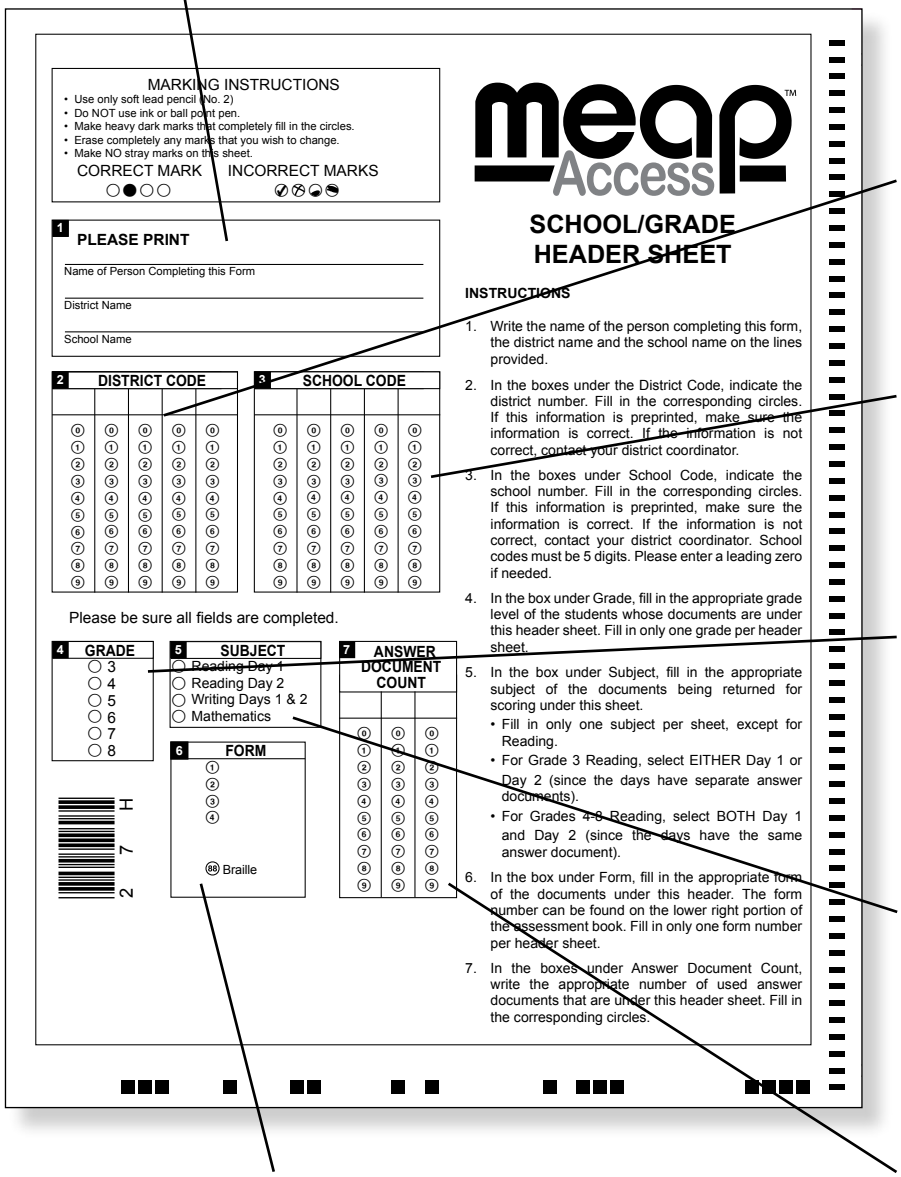
DIRECTIONS FOR COMPLETION:

1. Mark all corresponding bubble(s) next to the assessment program(s) for which you have one or more roles.
2. Mark all corresponding bubble(s) 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.

APPENDIX B:
MEAP-ACCESS SCHOOL/GRADE HEADER SHEET

1 PLEASE PRINT: Write in the name of the person completing this sheet (test administrator, School MEAP-Access Coordinator, or District MEAP-Access Coordinator), the district name, and the school name.



2 DISTRICT CODE: Verify the preprinted information. If it is not correct, contact your district coordinator.

3 SCHOOL CODE: Verify the preprinted information. If it is not correct, contact your district coordinator. School codes must be five digits. Please enter a leading zero if needed.

4 GRADE: Mark the grade of the students whose answer documents are under this header sheet. Mark only one grade per sheet.

5 SUBJECT: Mark the subject area of the answer documents under this header sheet. Mark only one subject area per sheet (except for reading grades 4–8, where both Day 1 and Day 2 must be marked).

6 FORM: Mark the form number of the answer documents under this sheet. Mark only one number per sheet.

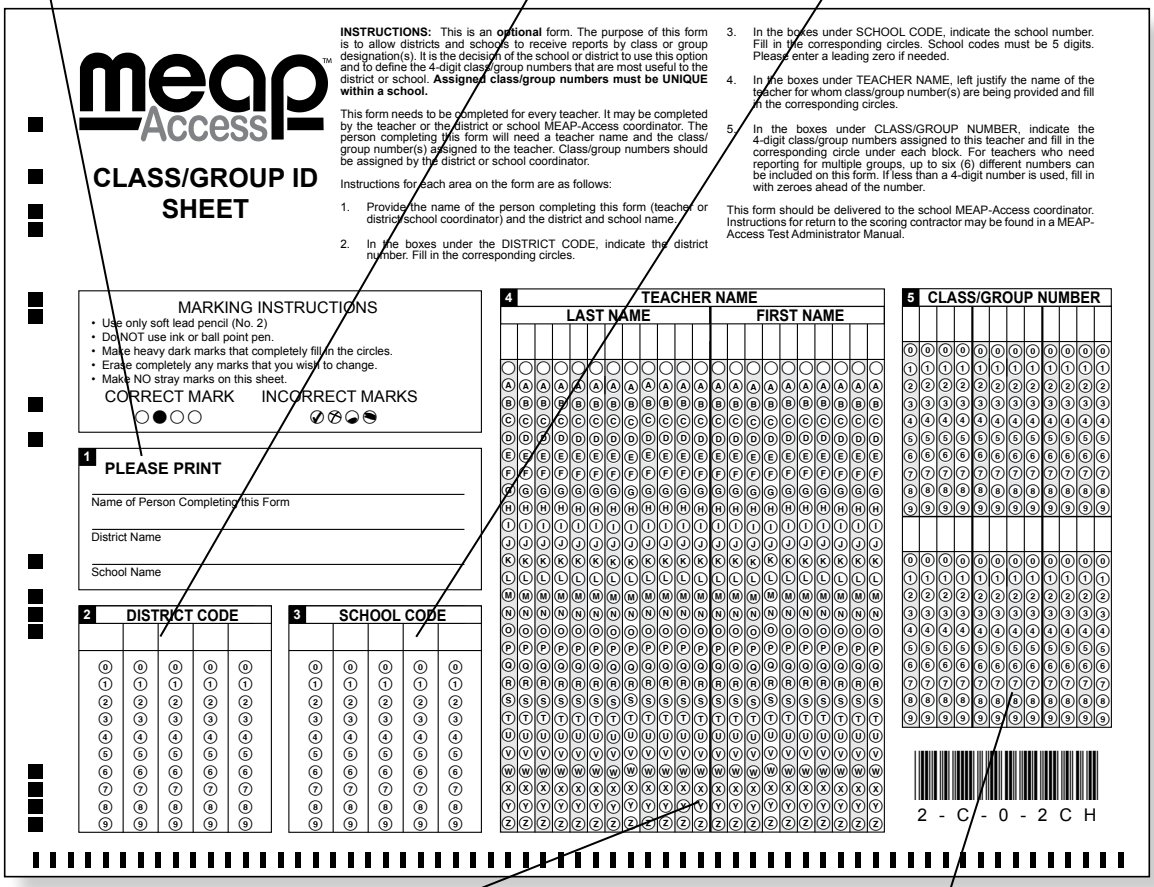
7 ANSWER DOCUMENT COUNT: Fill in the number of used answer documents under each header sheet.

APPENDIX C:
MEAP-ACCESS CLASS/GROUP ID SHEET

1 PLEASE PRINT: Write in the name of the person completing this sheet (teacher, School MEAP-Access Coordinator, or District MEAP-Access Coordinator), the district name, and the school name.

2 DISTRICT CODE: Write and bubble in the correct information.

3 SCHOOL CODE: Write and bubble in the correct information. School codes must be five digits. Please enter a leading zero if needed.



meap Access™

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-Access 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. School codes must be 5 digits. Please enter a leading zero if needed.
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-Access coordinator. Instructions for return to the scoring contractor may be found in a MEAP-Access Test Administrator Manual.

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

4 TEACHER NAME
LAST NAME FIRST NAME

5 CLASS/GROUP NUMBER

2 - C - 0 - 2 C H

4 TEACHER'S NAME: For the teacher for whom class/group number(s) are being provided, write and bubble in the first twelve letters of his or her last name, then write and bubble in the first ten letters of his or her first name. Omit all spaces, hyphens, apostrophes, Jr., or III.

5 CLASS GROUP NUMBER: Write and bubble in the 4-digit class/group number(s) assigned to this teacher. Teachers who need reporting for multiple groups may fill in up to 6 different numbers. If the numbers assigned to this teacher have fewer than four digits, use leading zeros ("0032" as an example).

Return Verification Form

MEAP-Access Fall 2013

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 to the District MEAP-Access Coordinator who will keep it on file for one year after assessment administration.**

Our school or school district has completed the following steps:

- ☐ Students' answer documents each have a barcode label that is accurate and that matches the student's name and information on the front of his/her 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 Appendix F in the MEAP-Access Test Administrator Manual)
- ☐ **Used** grade 3 scorable test booklets and grades 4–8 answer documents that need to be scored have been packed in scorables boxes with a lavender scorable sticker affixed
- ☐ Answer documents have been carefully packaged and are undamaged
- ☐ The blue Special Handling Envelope(s) contain the appropriate materials and information on the envelope front(s) is complete (e.g., packed in Box 1)
- ☐ Non-scorable secure materials (e.g., **unused** grade 3 scorable test booklets, **used and unused** grades 4-8 test booklets, and *Assessment Administrator Booklets for Braille*) have been packed in the non-scorable boxes with a cream non-scorable sticker affixed.

School Name _____ **School Code** _____

District Name _____ **District Code** _____

School Administrator _____

Procedures Completed By _____

MICHIGAN Department of Education

APPENDIX E: STUDENT ANSWER DOCUMENT

STUDENT, TEACHER, SCHOOL, AND DISTRICT: The student will fill this information in before starting the test, as directed in this manual. Test administrators should be sure to post the teacher, school, and district names in the testing room where all students can see them (e.g., on a chalkboard, easel, etc.) prior to testing. Please use full names only (no abbreviations).

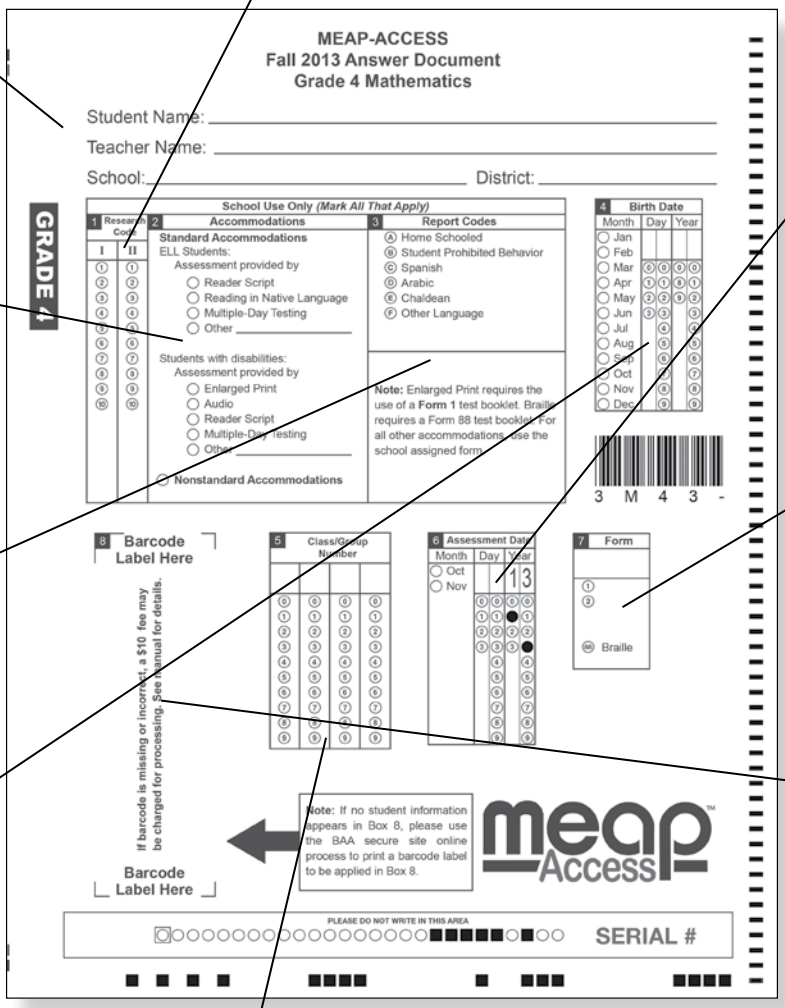
2 ACCOMMODATIONS: Mark all of the accommodations the student used during testing. For detailed descriptions of the accommodations, see pages 21–28 of this manual.

3 REPORT CODES: Mark all of the codes that apply to the student being tested. For detailed descriptions of the codes, see page 39 of this manual.

4 BIRTH DATE: The student will write and bubble this information in before starting the test, as directed in this manual.

1 RESEARCH CODES: For 2013, ***the Research Code I field MUST be filled in to reflect the top performance level the test administrator expects the student to achieve on the test (either 1, 2, or 3)***. (See the *Research Code* section of this manual for detailed instructions.) The Research Code II field is ***optional*** and should be filled in only if the School MEAP-Access Coordinator has requested that it be done and has provided the proper codes.

Front



5 CLASS/GROUP NUMBER: It is up to districts and schools to determine whether they want to receive reports by class or group designations. If so, they need to (1) determine what numbers will be used, and (2) provide them to test administrators prior to administration. In turn, test administrators need to post the numbers in the testing room where all students can see them (e.g., on a chalkboard, easel, etc.). Students will write and bubble the numbers in before starting the test, as directed in this manual.

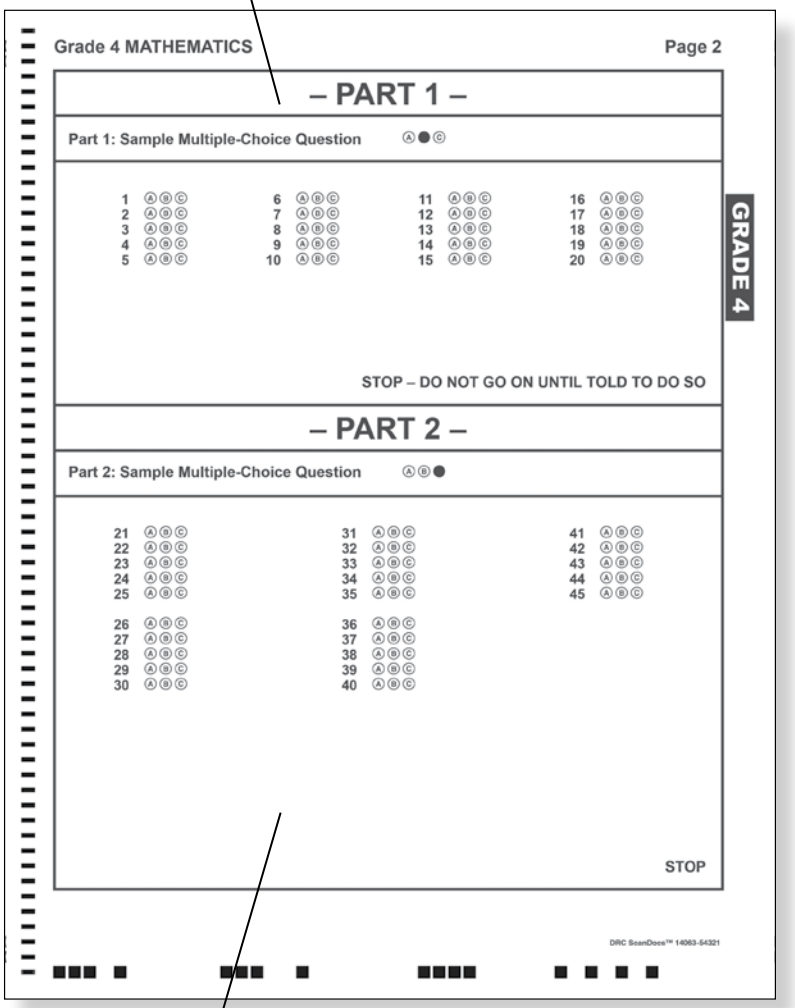
6 ASSESSMENT DATE: The student will write and bubble this information in before starting the test, as directed in this manual. Note that the assessment year has already been marked, so just the month and day are needed. Test administrators may want to post this information in the testing room where all students can see it (e.g., on a chalkboard, easel, etc.) prior to testing.

7 FORM: The student will write and bubble this information in before starting the test, as directed in this manual (except in grade 3 where the information has already been marked by the MEAP-Access contractor). The form number can be found in the lower right-hand corner of the test booklet.

8 PRE-ID LABEL: Make sure the student's Pre-ID label is affixed here. If the label is missing when the document is returned to the MEAP-Access contractor, a $10 processing fee will be assessed to the district to cover the costs associated with researching to whom the document belongs.

PART 1: The student will mark his or her answers here during administration of Part 1 of the test.

Back


Grade 4 MATHEMATICS

Page 2

– PART 1 –

Part 1: Sample Multiple-Choice Question Ⓐ●Ⓒ

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

GRADE 4

STOP – DO NOT GO ON UNTIL TOLD TO DO SO

– PART 2 –

Part 2: Sample Multiple-Choice Question ⒶⒷ●

21 ⒶⒷⒸ	31 ⒶⒷⒸ	41 ⒶⒷⒸ
22 ⒶⒷⒸ	32 ⒶⒷⒸ	42 ⒶⒷⒸ
23 ⒶⒷⒸ	33 ⒶⒷⒸ	43 ⒶⒷⒸ
24 ⒶⒷⒸ	34 ⒶⒷⒸ	44 ⒶⒷⒸ
25 ⒶⒷⒸ	35 ⒶⒷⒸ	45 ⒶⒷⒸ
26 ⒶⒷⒸ	36 ⒶⒷⒸ	
27 ⒶⒷⒸ	37 ⒶⒷⒸ	
28 ⒶⒷⒸ	38 ⒶⒷⒸ	
29 ⒶⒷⒸ	39 ⒶⒷⒸ	
30 ⒶⒷⒸ	40 ⒶⒷⒸ	

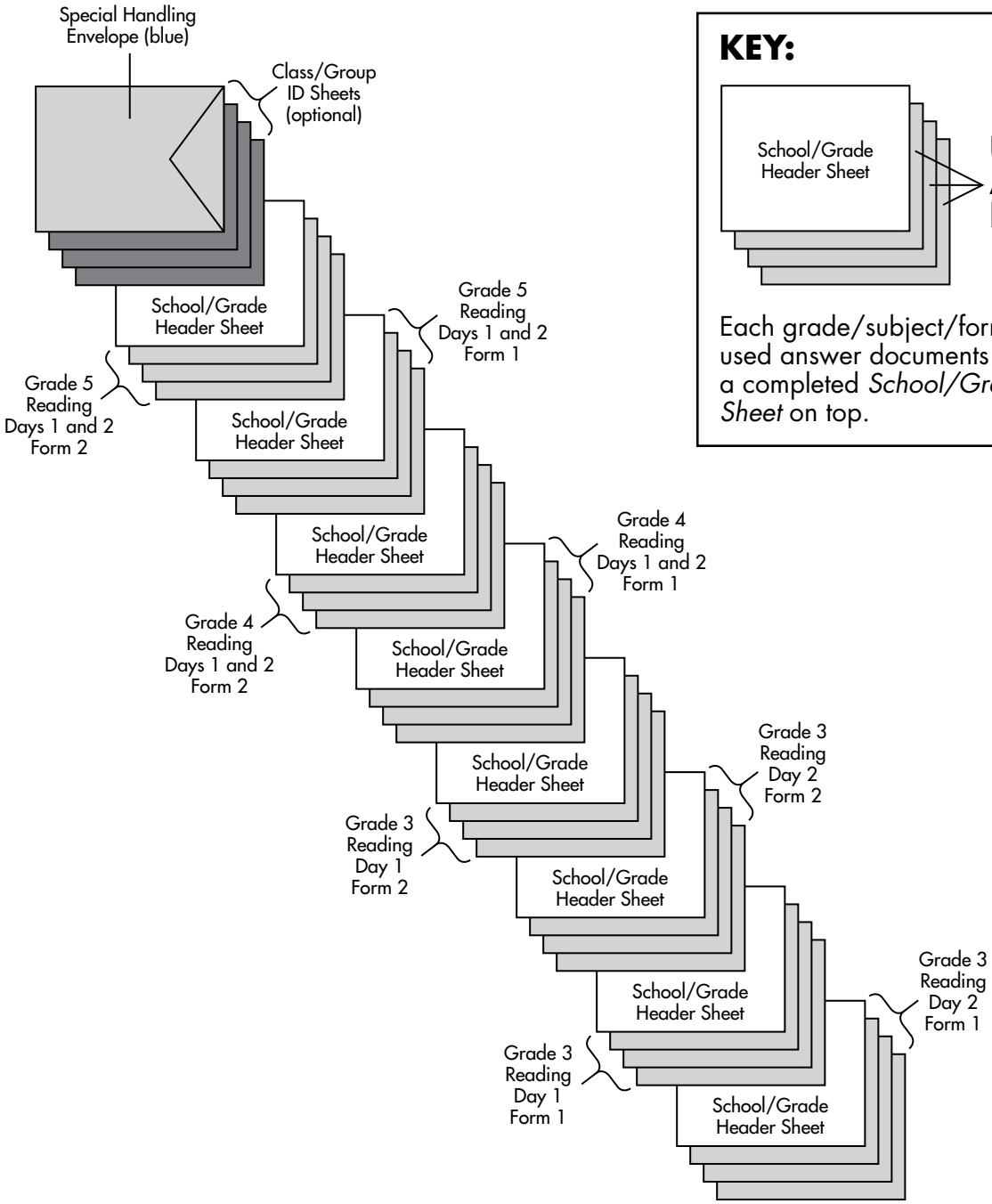
STOP

DRC ScanDocs™ 14063-54321

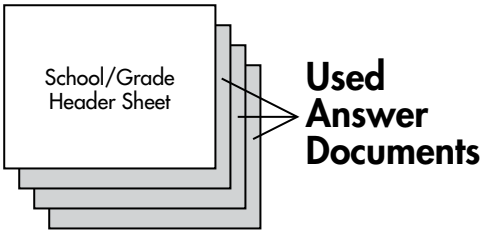
PART 2: The student will mark his or her answers here during administration of Part 2 of the test.

Appendix E

APPENDIX F:
RETURNING MATERIALS ASSEMBLY GRAPHIC



KEY:



Each grade/subject/form stack of used answer documents must have a completed *School/Grade Header Sheet* on top.

APPENDIX G: MEAP-ACCESS FEEDBACK FORM

Student Issues/Concerns

Clearly identify any issues/concerns raised by students about the tests.

Comments Regarding MEAP-Access Assessment Administration

A. Good Points

B. Areas Needing Improvement

Return this form to:

MEAP-Access Comments
Attention: Dan Evans
P.O. Box 30008
Lansing, MI 48909
Fax: 517/335-1186

MICHIGAN Department of Education

Office of Standards and Assessment (OSA)
Phone: 1-877-560-8378
Website: www.michigan.gov/baa
Email: baa@michigan.gov