



District and Building
Coordinator Handbook
For the Academic Year
2008-2009



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STATE BOARD OF EDUCATION

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Overview

Contact Information

District and building MEAP coordinators should read this manual in its entirety before testing begins. To promote the most effective flow of information, district MEAP coordinators are to be the primary contact for all district communications. If district MEAP coordinators have questions after reviewing this manual, they should contact one of the following:

- **MEAP Office** - for information about MEAP assessment administration procedures, content, scheduling, information about students with disabilities and appropriate assessment or accommodations, and information about the English Language Learner (ELL) program.
Phone: 1-877-560-TEST (8378)
Fax: 517-335-1186
Website: www.michigan.gov/meap
Email: MEAP@michigan.gov
- **MEAP Scoring Services** - for information about ordering, receiving, packaging, or returning assessment materials.
Phone: 866-691-1423
Fax: 866-691-1424
Email: MEAPhelp@measinc.com

About the MEAP

The Michigan Educational Assessment Program (MEAP) was initiated by the State Board of Education, supported by the Governor, and funded by the Michigan Legislature through Public Act 307 of 1969 (Section 14). From 1969 until 1973, MEAP used norm-referenced assessments from a commercial assessment publisher. Students' scores were ranked in comparison to each other, but gave no information in terms of meeting a specified standard. In 1973-74, Michigan educators began working with Michigan Department of Education (MDE) staff to develop specific performance objectives to serve as the basis for the first assessments built to Michigan specifications. Hundreds of educators throughout Michigan continue to revise and update Michigan curriculum documents that serve as the basis for MEAP. Their involvement is critical to the development and ongoing improvement of these assessments.

The Michigan Revised School Code and the State School Aid Act require the establishment of educational standards and the assessment of students' academic achievement but there is no state-mandated curriculum. Accordingly, the State Board of Education, with the input of educators throughout Michigan, approved a system of academic standards and a framework within which local school districts could develop, implement, and align curricula as they see fit.

The MEAP assessments have been recognized nationally as sound, reliable, and valid measurements of academic achievement. Students who score high on these assessments have demonstrated significant achievement in valued knowledge and skills. Further, the assessments provide the only common denominator in the state to measure in the same way, at the same time, how all Michigan students are doing on the same skills and knowledge.

Properly used, the MEAP assessments can:

- measure academic achievement as compared to expectations, and whether it is improving over time;
- determine whether improvement programs and policies are having the desired effect; and,
- target academic help where it's needed.

Admittedly, there is some pressure associated with taking the MEAP assessments. Competitive scholastic experience provides Michigan students with excellent preparation for the real world which awaits them after high school graduation, and helps assure that they possess the knowledge and skill necessary for a successful future.

MEAP vs. Other Assessments

Currently, no other assessments measure what Michigan students should know and be able to do against established Michigan content standards and performance standards. Michigan's MEAP assessments are based on the Content Standards developed by Michigan educators and approved by the Michigan State Board of Education in 1995. MEAP assessments are criterion-referenced, meaning that each student's results are judged and reported against a set performance standard. If a student meets the standard, it means he/she meets expectations on the recommended state curriculum. In theory, all students in the state could achieve the standard in every subject.

Assessment Development

Assessment development is a painstaking, multi-step process involving thousands of Michigan administrators, teachers, curriculum experts, and students. The first step is to have a curriculum upon which the assessment is based. All current MEAP assessments are based on the Content Standards contained within the Michigan Curriculum Framework. The Michigan Curriculum Framework was developed following a review of the most current educational research and then released for a statewide field review before State Board of Education approval in 1995.

Once a curriculum is approved, MEAP staff members oversee the development of an Assessment Plan. Assessment Planning Committees are convened from across the state with members chosen to represent the various educational professional organizations, MEAP staff, Michigan Department of Education (MDE) curriculum staff, and local and intermediate school district educators. In the past, Assessment Planning Committees have developed assessment blueprints, as well as models or prototypes showing assessment developers, teachers, students, and the public the format and item types for future assessments.

Bids for proposals are then taken for assessment developers with the capability of producing assessments to reflect the assessment plans and that also meet state quality and cost requirements. Once a contractor is hired, assessment development work begins with selecting potential texts and writing an initial pool of items and prompts. Contractor editors, content specialists, and MEAP staff often preview, revise, and edit at this early stage before text passages and items are put through a round of committee reviews.

Bias and Sensitivity Committees (BSCs) review every single text selection, item, and prompt for fairness, to assure that no group is unfairly advantaged or disadvantaged compared to any other group by any MEAP content. The committee rejects items it considers inappropriate, suggests revisions to some, and passes on the majority of items to the next review committee.

Content Advisory Committees (CACs) are generally comprised of classroom teachers at the grade levels to be assessed, including some educators with special interest and expertise in the subject (ELA, mathematics, science, or social studies). These committees review all MEAP content, primarily for two considerations: for grade-appropriateness and for the degree to which the assessment items reflect Michigan Content Standards. The CAC often recommends revisions to items and suggests additional items be written to more fully reflect state standards.

After committee reviews, items are pilot tested before they ever appear on a statewide assessment. Schools have historically been randomly selected to pilot test items, but have had the opportunity to opt out of MEAP pilots. Good pilot test participation helps ensure that assessment items are tried out with a wide range of Michigan students.

Individual student results at this stage are not the focus, but it is important that students put forth their best effort. Student performance data and constructive teacher and student feedback are carefully considered when deciding to place an item in the “item bank” for future use and when assessments are assembled for operational use statewide. Pilot test participation also allows for previewing assessment format and question types for which staff and students need to prepare.

Recently the Office of Educational Assessment and Accountability has decided to use a different strategy, field-testing, to determine if trial items measure what is intended, reliably, across the demographic diversity of the State’s student population. Field-testing of new items for grades that have an operational assessment will be embedded in statewide operational or “real” assessments to broaden student participation. A few field-test items will be on each of several forms of the assessments.

Following the field-test, items are again reviewed by the Bias/Sensitivity Committee and the Content Committee to make the final determination, approve the items for use in operational assessments, revise the items before using in operational assessments, or reject the items, effectively removing them from use.

Validity of Assessment Items

The MEAP Office looks at data in many ways to assure items are measuring what they are intended to measure. One of the first criteria considered is whether an item appropriately assesses the content. The Bias/Sensitivity and Content Advisory Committee reviews are one of the best ways to determine the validity of an item. However, examining student performance data from field-assessment assists these committees.

p-Value - For every assessment item, MEAP staff first examine the “p-value,” or the percentage of students who correctly answered the item, as well as the percent of students who chose each of the “distracters” (incorrect answers on a multiple-choice assessment). Particular attention is paid when less than 30% of the students select the correct answer. Since all multiple-choice items on MEAP assessments have four options, chance alone says that 25% of the students should mark the correct answer. Even if the content is appropriate, the item may not be measuring well — perhaps the graphic shown on the assessment is somehow misleading, or the question is poorly worded. P-values are not used to make the final decision on an item, but simply to indicate the need for further review.

DIF - Differential Item Functioning is a fancy way of saying an item is potentially biased, or that it functions differently for one group than it does for another, according to statistical data from a pilot. If an item is “flagged” as being potentially biased, it is returned to the BSC for review, because human judgment is needed to determine whether an item is truly biased. Sometimes an item is flagged for what is really a curricular or instructional issue; i.e., one group did not do as well as another because they had not been taught the material measured by the item. All unusual patterns in the data are reviewed to consider anything in the context of the item that might have been missed in the first round of reviews. Again, based on BSC and CAC decisions, most items are retained, some may be revised, and some are discarded completely. Changes to an item necessitate that it be pilot tested again before it may appear on an operational assessment.

Discrimination - Item discrimination examines performance between students who score high on the assessment compared to those who score low. If an item discriminates poorly, it means that students who scored poorly on the entire assessment may have done as well or better on an individual item than students who scored well on the entire assessment. This often occurs on very easy items that practically everyone answers correctly. Sometimes an item that discriminates poorly is kept if it measures content that is considered important, that is part of the state Content Standards, but may not have been widely taught. If more low-scoring students do as well or better than high-scoring students on a moderately difficult or difficult item, the item is given a closer look by the MEAP staff and the CAC or BSC. Perhaps there is more than one correct answer, or perhaps something in the knowledge base of the high-scoring students is interfering with the way they are answering the question. The committees and MEAP staff also look at the distracters to assure they are not misleading students in unintended ways.

Range - While variety may be “the spice of life,” it is also an important part of the assessment. The MEAP staff aggressively seeks a wide range of difficulty in items. There is, however, no “magic formula” for how many “difficult” or how many “easy” questions are used. The MEAP staff does everything they can to help assure that overall differences from one year to the next are small. The most important goal is that each item measures an important part of the curriculum framework, benchmarks, standards, and expectations.

Other Factors - For constructed-response items, the staff examines the percent of students receiving points at each score level. If no one is receiving the top score possible, the staff takes another look at what the question is asking. This occurs more frequently when a type of response is asked for the first time on a state assessment, or in a grade that has not taken MEAP before. The staff also considers consistency among those who score the assessment. If an item is not being scored reliably, the staff assesses if something is wrong with the item or with the training of those who score the item.

Rangefinding and Scoring

For every MEAP constructed or written response, scoring begins with a process called “rangefinding” in which a committee establishes the “range” of achievement that defines each potential score on a rubric. Participants, generally classroom teachers, typically score 100 or more actual responses representing a range of possible achievement, as well as the state student population. Every single paper is discussed until a consensus is reached on the score the paper should receive. Some papers are easier to score than others, and require little discussion. Others lead to lengthy, spirited discussions because group members are divided in their opinions of what score to give (for example, a “two” or a “three”). The scoring contractor and Michigan Department of Education staffs participate in these meetings, but the educators make the final decisions.

In math, science, and social studies, the scoring rubrics are item-specific and can be adjusted during rangefinding. Sometimes students interpret a prompt in a way that was not intended when the prompt was written. If it is considered to be a valid interpretation of the item, students are given the benefit of the doubt and the response is scored accordingly. In pilot rangefinding, problems with items often lead to improvements in the questions.

Independent scorers score all MEAP written responses (constructed or extended). Before being hired, scorers qualify on a set of responses already scored during rangefinding. Additional rangefinding papers are used during scoring for validity purposes, as sort of a “pop quiz” to monitor whether scorers are scoring according to state guidelines. The MEAP staff also studies daily “inter-rater reliability” reports tracking the degree to which each scorer’s scores agree exactly with those of a second scorer, are within one point (adjacent), or are non-adjacent (two or more points apart). If scorers disagree by more than one point on a response, it is sent to a third scorer with more training and experience (e.g., scoring director)

for resolution. Such situations are rare. Additional data show whether a scorer is scoring low or high compared to others and the number of responses scored daily to track progress. This information is used by MEAP staff and the scoring contractor to monitor and adjust the scoring process over time.

Standard Setting

Right after a new MEAP assessment is administered, a process called “standard setting” is conducted to determine “cut” scores for reporting and categorizing student performance into levels of achievement. Standard setting begins with the selection of a statewide committee representing the geographic and ethnic diversity of our state. While most standard-setting panelists are classroom teachers, the process also includes administrators, curriculum specialists, counselors, parents, and business leaders. Over three days, standard setters rate student work on MEAP assessments against a performance standard. For all current MEAP assessments, the final recommendations for “cut” scores from standard-setting committees were reviewed and approved by the Bias/Sensitivity Committee, Content Advisory Committee, Assessment Advisory Committee, Technical Advisory Committee, and the State Board of Education. In April 2007, the State Board of Education approved the following performance levels for all MEAP subject areas and grades.

Level 1: Advanced

Level 2: Proficient

Level 3: Partially Proficient

Level 4: Not Proficient

Reliability and Validity

The MEAP staff often fields questions about two critical technical concepts in measurement: reliability and validity. To assist and advise staff in making decisions about such issues, the MEAP Office contracts and consults with a Technical Advisory Committee comprised of nationally known psychometricians (experts in measuring student achievement). The MEAP staff has always followed, and will continue to follow, current psychometric practice in developing, administering, analyzing, and scoring the Michigan Educational Assessment Program assessments.

For the MEAP assessments, reliability values are determined by using internal consistency formulas, which indicate how homogeneous items are in an assessment, or the degree to which students’ responses to each item correlate with their total assessment scores. Generally, Cronbach’s Coefficient Alpha has been used as the measure of internal consistency reliability when constructed-response items appear on a MEAP assessment. It can also be used when there are solely multiple-choice items, or when combinations of item types are used. Typically, the longer the assessment, the higher the reliability. Both the reliability of MEAP assessments and the inter-rater reliability of the scoring process meet high technical standards.

Validity addresses the question of whether an assessment measures what it is supposed to measure. It refers to the degree of appropriateness, meaningfulness, and usefulness of the specific inferences made from assessment scores. There are three kinds of validity discussed in Standards for Educational and Psychological Assessment (AERAAPA-NCME, 1985, updated 1999): criterion validity, construct validity, and content validity. Psychometricians are often concerned about criterion and construct validity. Criterion validity refers to whether a measure can predict a student’s future performance. For example, for the ACT and SAT, which are used to predict college success, criterion validity is very important. This is not, however, the purpose of the MEAP High School Assessment (HSA).

The dilemma of whether to estimate construct validity on the basis of the total score, or upon strand scores, is one with which psychometricians constantly struggle. Construct validity is concerned with the

parts (or dimensions) of an assessment, and whether they relate to the construct under study in a total assessment. A construct validity analysis could show whether questions fit into particular strands; for example, whether all geometry items on an assessment are most strongly related to one another, or if one fits better with data analysis. MEAP results are determined using the total assessment score, not scores from individual strands, dimensions, or assessment components. The Rasch model in Item Response Theory (IRT) is used to equate and scale all MEAP assessments. Item Response Theory assumes that the assessments under study are “unidimensional.” This means that the assessments measure one construct (or one domain) only, such as mathematics. Ongoing research evaluates these assumptions.

Because the current MEAP assessments are achievement assessments used to assess what students have learned and should be able to achieve in specific subject areas and grades, the most important type of validity of concern is content validity. To verify content validity, assessment items must reflect content defined within the Michigan Curriculum Framework, the basis for the content of all MEAP assessments.

For more information regarding the history, purpose, and technical aspects of the MEAP, please visit <http://www.michigan.gov/meap>.

Technical Advisory Committee

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

Adequate Yearly Progress

No Child Left Behind requires that all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014. In order to accomplish this goal, each school is responsible for making Adequate Yearly Progress (AYP). MDE defines AYP as “the measure used to hold schools and districts responsible for student achievement in English language arts and mathematics.” AYP is based on state assessment, including MEAP and MI-Access, Michigan’s alternate assessment for students with disabilities. AYP includes measurement of proficiency (as measured by state assessment), participation rates in state assessment, and attendance or graduation rates.

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

1. Schools can meet the objective for the grade and subject area.
2. The school can show sufficient improvement (Safe Harbor).

For a public school or district to make adequate yearly progress, the school as a whole and each measurable student subgroup must meet or exceed the State’s annual measurable objectives, the school as a whole and each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State’s requirement for other academic indicators.

Michigan will continue to use the MEAP to assess its students in grades 3-9. There are four proficiency levels: 1=Advanced; 2=Proficient; 3=Partially Proficient; and 4=Not Proficient. The subgroups, as defined by No Child Left Behind, include Racial/Ethnic Group, Economically Disadvantaged Students,

Students with Disabilities, and English Language Learners. Each subgroup with 30 or more students is measured for AYP.

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

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

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

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

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

Subject area	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary ELA	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
Middle School ELA	41%	41%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School ELA	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%

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

National Assessment of Educational Progress

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

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

NAEP is conducted in both public and private schools. Schools are randomly selected to participate in NAEP assessments using a stratified random method. Schools that have been selected will be informed by the Office of Educational Assessment and Accountability (OEAA). Schools are put into categories and then randomly selected from each category to represent the student population in each state.

Contact the Michigan NAEP State Coordinator at 1-877-560-8378 if there are any questions.

ITEMS OF SPECIAL INTEREST

What's New for Fall 2008

The new MEAP Assessment Schedule (see page B-1 of this document) requires that schools administer each subject area test (or session of a test) in one day on specific dates. The exception to this is for students who use an accommodated version of the test. These students have from the initial date of that subject area through the end of the test cycle, if needed, to complete their testing.

The Fall 2008 MEAP Assessment Schedule will be strictly adhered to. The initial subject area tests (Forms 1 – 10) may only be administered on the specified date. It may not be administered on any other day. The makeup test (Form 11) must be administered on the scheduled makeup date for those students who did not test on the initial test date. October 29 and 30 may be used to makeup any subject area tests as needed. Tests administered on dates other than specified in the schedule, without prior written approval from OEAA, will be invalidated.

Schools are to return used answer documents and initial test booklets (Forms 1 – 10) as soon as possible after the tests have been administered. See page B-2 of this document for a schedule of return dates. Early return of scorable materials assists in the effort to have an earlier and longer Tested Roster window for schools to check their data. Schools will receive FedEx Airbills to facilitate multiple return shipments during the test cycle. Schools that return scorable materials after November 5th will incur late fees and impact the manner in which results are returned to the schools.

MEAP answer documents will not be preprinted for the Fall 2008 tests. Barcode labels with student information will be printed and shipped to schools with the testing materials. Schools will receive two separate shipments of printed barcode labels. Barcode labels for students identified on the OEAA Secure Site by August 1, 2008, will be included in the first shipment of test materials. A later shipment of labels will include the students identified between August 2 and September 11, 2008. For students new to the school after September 11, 2008, barcode labels must be produced at the school on the OEAA Secure Site (www.michigan.gov/oeaa-secure). Step-by-step instructions can be found on the login page. See Section D of this document for more details.

Printed barcode labels must be affixed to every student answer document returned for scoring. Schools will be charged a \$10 fee for any used answer document returned for scoring that does not have a scannable barcode label affixed.

Field-Testing

Because the MEAP Office plans to release one-half of all the items relating to the core Grade Level Content Expectations (GLCEs) each year, it is necessary to conduct field-testing of new test items. All MEAP tests will consist of operational and field-test items. Field-test items will be scored, but will not be used for determining student scores or for reporting. Students should not be able to distinguish the field-test items, since they will be mixed in with the operational items.

Schools will be assigned one form of each test. For example, if a school is assigned Form 3, the school will receive Form 3 test booklets for all grade levels and subject areas. However, students using an accommodated version of the MEAP test must have a printed Form 1 booklet. Schools with students using accommodated versions of the test could receive more than one form of the test, e.g., Form 1 and Form 3.

Grade 3 Assessments

Michigan third grade students will be assessed using the Michigan Educational Assessment Program (MEAP). Third grade students are required under the federal No Child Left Behind Act of 2001 to be assessed in the subject areas of mathematics and English language arts.

Many educators have expressed concern about the assessment of these younger students. The Office of Educational Assessment and Accountability has taken care to provide an assessment that is appropriate for these young students.

The questions written for the grade 3 tests were developed with assistance and review of groups of experienced Michigan classroom teachers, including third grade teachers and subject area specialists. These individuals spend many hours reviewing questions and answer choices during meetings of primarily two groups: the Content Advisory Committee and the Bias/Sensitivity Review Committee. Their input has been carefully considered during and following the many meetings convened to develop the grade 3 tests.

Rather than using stand-alone pilot-tests, there are a number of field-test items embedded in the tests. While these items will not count toward student scores, they will provide the MEAP Office a wealth of information that will aid in the development and selection of future questions and tests. Embedded field-test items are not identified in the test and are indistinguishable from the scored operational items. Teachers administering these tests should encourage students to do their best on all items, even though some items are field-test items and may never survive the final review with real student data from the field-testing.

As a final consideration, the grade 3 tests use a combined test booklet and answer document. It is referred to as the Answer Document. Students will record their answers in the booklet as opposed to having to juggle a separate answer document.

Please feel free to comment on your experience with the assessment by contacting the MEAP Office. Contact information is located on page A-1. Your comments are important to us and will be considered during development of future assessments.

Accommodated Versions of the MEAP Assessments, Grades 3 – 9

All accommodated versions of the MEAP tests (Braille, enlarged print, reader scripts, audio, video, and translated media) will be reproduced from a Form 1 test booklet. Unless there is a total loss of vision, each student using an accommodated version of a test must also have a printed Form 1 test booklet to use. Each accommodated version of the test ordered will be shipped with a Form 1 test booklet and a blank answer document.

Administration of an accommodated version of a MEAP test may occur any day between the initial test date for a specific subject area to the final makeup testing date. For example, a student using an accommodated version of the ELA Session 2 test may begin on October 21 and continue through October 30, if needed.

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

It is suggested that districts check to see how many Individualized Education Programs (IEPs) indicate that a student is to use a nonstandard assessment accommodation and review its use. The consequence of students not counting as being assessed should be carefully considered by the IEP Team.

All students are to be assessed. A school cannot make AYP if it does not have a minimum 95% participation rate for the entire school and for each subgroup.

Extended Time for Testing – Form 1

Students whose IEP or Section 504 Plan specify that they are routinely allowed extra time to complete testing must use a MEAP Form 1 test booklet. This is a change from previous MEAP administrations. Schools will receive Form 1 booklets for use with these students.

Reader Scripts

The use of reader scripts (a scripted version of an assessment read aloud to students) replaces reading an assessment aloud to students from a test booklet. See Section D in this document for specific information regarding Assessment Accommodations.

Additional Sheets

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

Arabic, Spanish, and English Videos

Videos (DVDs and VHS) are available as an accommodation for English Language Learners (ELLs) who are at the basic or lower intermediate English language proficiency levels and who are dominant in a language other than English. In Fall 2008, videos for MEAP subject area tests of mathematics, science, and social studies are available in Spanish, Arabic, and English.

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

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

Online Registration

Students can be registered online using several different options on the OEAA Secure Site up until the date materials are returned. Step-by-step instructions can be found on the login page of the website (www.michigan.gov/oeaa-secure) by clicking on the link entitled *OEAA Secure Site User Manual*.

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

Missing Barcode Labels

It is the responsibility of each district and school to ensure that every student answer document returned for scoring has the appropriate student barcode label affixed. Answer documents returned for scoring with unreadable or missing barcode labels will be charged a \$10 fee per answer document by the scoring contractor.

English Language Arts Assessment

The English language arts (ELA) no longer has a student writing essay in the reading portion of the test. The 6-point *Response to the Paired Reading Selection* essay has been replaced by two short (1-3 sentences) constructed response items. Also, each session of ELA (Session 1 and Session 2) has one answer document. It is important that students are given the correct answer document for use during the appropriate test session.

Although, the English language arts test is no longer required to be given in the order presented in the administrator manual, the MEAP Office recommends that it be administered in the order given.

Mathematics Assessment

Each grade level mathematics test booklet has two parts. Calculators are **not** allowed in *any* part of the grade 3 mathematics test. For the grades 4 through 8 mathematics tests, calculators **not** are allowed in Part 1, but may be used in Part 2.

In grades 4 – 8 (Part 2), calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. Students may not share calculators. Calculators that can make noise must have the sound feature turned off. Calculators with power cords must have the cord removed.

A mathematics overlay is provided at each grade level. The grade 8 mathematics booklet has a reference sheet for student use in both parts of the test. Students are instructed not to remove the reference sheet from their booklets.

Use of Number 2 Pencils

Students are required to use a No. 2 pencil on all multiple-choice and constructed-response items. Answer documents filled out with media other than a No. 2 pencil cannot be scanned or scored.

MEAP Assessment Administration

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

Schools play a key role in administering the MEAP tests in a manner consistent with established procedures, monitoring the fair administration of the assessment and working with the MEAP Office to address deviations from established assessment administration procedures. District and school faculty members play a key role in the fair and equitable administration of successful MEAP assessment. Please review the assessment procedures in this document and in the MEAP Assessment Administrator Manual, follow the established assessment administration procedures carefully, and notify the MEAP Office if a concern arises.

Fall 2008 MEAP Assessment Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
	OCTOBER 14 MATH		OCTOBER 16 ELA Session 1	
OCTOBER 20 <i>Make-up Math</i>	OCTOBER 21 ELA Session 2	OCTOBER 22 <i>Make-up ELA Session 1</i>	OCTOBER 23 SCIENCE or SOCIAL STUDIES	
OCTOBER 27 <i>Make-up ELA Session 2</i>	OCTOBER 28 <i>Make-up Science or Social Studies</i>	OCTOBER 29 <i>Make-up any subject, as needed</i>	OCTOBER 30 <i>Make-up any subject, as needed... but NO TESTING AFTER TODAY!</i>	OCTOBER 31
NOVEMBER 3	NOVEMBER 4	NOVEMBER 5 LAST DAY TO SHIP		

NOTE: Schools must administer subjects on dates specified, and ONLY on those dates. Schools are NOT authorized to deviate from this schedule unless prior written approval is obtained from Office of Educational Assessment and Accountability. **Accommodated administrations** may occur any day between first specified date of testing for that subject (Math, ELA Session 1, ELA Session 2, Science, or Social Studies) to the final make-up testing date.

Material Return

All assessment materials are to be shipped to the Scoring Contractor according to the schedule below.

Fall 2008 MEAP Assessment Administration Return Dates	
Return Date	Subject Area Tests to be Returned
October 20	<ul style="list-style-type: none"> • Mathematics • ELA Session 1
October 27	<ul style="list-style-type: none"> • ELA Session 2 • Science • Social Studies • Mathematics makeup (Form 11) • ELA Session 1 makeup (Form 11)
November 5	<ul style="list-style-type: none"> • ELA Session 2 makeup (Form 11) • Science makeup (Form 11) • Social Studies makeup (Form 11) • any makeup test (Form 11) administered on October 29 or 30.

If MEAP test materials are shipped...			
On or before Nov 5	Between Nov 6 and Nov 12 (inclusive)	Between Nov 13 and Nov 19 (inclusive)	After Nov 19
No late fee... no processing fee. Results will be included in data files, and in paper or PDF reports. Results will be considered for AYP and <i>EducationYES!</i> school grades.	Scoring contractor will charge school a \$250 late fee.	Scoring contractor will charge school a \$250 late fee PLUS a \$25 processing fee for EACH answer document scored.	Answer documents will NOT be scored, so results will NOT appear in any data files, paper or PDF reports. Results will NOT be considered for AYP and <i>EducationYES!</i> school grades. Although no late fee or processing fee will be charged, all materials MUST be returned. Failure to return materials may result in substantial fine levied against school by Michigan Department of Education.
	Results will be included in data files, but NOT in paper or PDF reports. Results will be considered for AYP and <i>EducationYES!</i> school grades.	Results will be considered for AYP and <i>EducationYES!</i> school grades.	
<i>These are SHIP dates... not dates scoring contractor receives materials.</i>			

Students to Be Assessed

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

Students Who Move During Test Administration

If a student has completed one or more MEAP assessment(s) in the sending school:

The District MEAP Coordinator or building principal of the student's receiving school must contact the student's former school and confirm whether the student has completed MEAP assessments. For those assessments that have been confirmed as completed in the sending school, the student will not have to retake them. The sending school will include all answer documents with their shipment back to the scoring contractor.

For the sending school: The District MEAP Coordinator or building principal must send message to aypcontactus@michigan.gov and include the student's name, grade level, school and district name, and exit date.

For the receiving school: Any grade level assessments that the student did not take may be taken using the receiving school's test forms with a barcode label affixed to the student's answer document. If the student arrives after an initial test date, they should take the makeup test (Form 11) on the appropriate date(s).

If a student started but did not complete an assessment in the sending district:

For the sending school: The District MEAP Coordinator or building principal must send a message to aypcontactus@michigan.gov and include the student's name, grade level, school and district name, and exit date. The sending school will place the partially completed answer document in the orange special handling envelope and indicate that the student moved.

For the receiving school: The student must take the MEAP Makeup Test (Form 11) for any subject area assessment that was partially completed in the sending school. The student may take any remaining tests for the appropriate grade along with the students in the receiving school.

A student that moves into a Michigan school district from out-of-state should take the assessments according to the schedule. A barcode label will have to be produced and affixed to each subject area answer document.

Students with Disabilities

The IEP Team or Section 504 Plan is to determine how students with disabilities are assessed in each of the core subject areas. According to federal law, the Individualized Education Program (IEP) specifies whether or not a student with disabilities participates in each of the MEAP assessments or in an alternate assessment.

Accommodations may ONLY be used if (1) the student's IEP or Section 504 Plan indicates that they are appropriate for the student, AND (2) they reflect what the student routinely uses or how the student routinely responds during instruction.

The MEAP test cycle allows adequate time for schools to administer tests and to provide opportunities for make-up tests. Some students may require appropriate and reasonable accommodations where such accommodations are necessary to measure achievement relative to State content standards. See Section D of this document for specific information on Assessment Accommodations.

English Language Learners

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

Further information regarding ELL assessment accommodations is provided in Section D of this document.

The United States Department of Education allows flexibility in the assessment participation of English Language Learners (ELLs) who are “in their first year in U.S. public schools.” The “first year” is defined as the first “school year” that the student is enrolled. For the Fall 2008 MEAP tests, this applies to ELLs entering a U.S. public school for the first time during the 2007-08 school year.

This flexibility specifies that during the student’s first year of enrollment in a U.S. public school, the school has the option of not administering the English language arts (ELA) portion of the State assessment (MEAP or MI-Access) provided that the English Language Proficiency Assessment (ELPA) has been given to the student. ELPA participation counts toward the 95% participation rate requirement for Adequate Yearly Progress (AYP). The student must take the mathematics portion of the State assessment. The score will not count for AYP. To ensure accurate calculation of AYP, the ELL must have a date entered in the “First Entered USA” field of the student record on the OEAA Secure Site if the student entered the U.S. within the past 12 months.

A student may be exempt from only one administration of the ELA portion of the MEAP or MI-Access. The science and the social studies portions of the State assessment are to be administered.

MEAP and MI-Access Assessments for Ungraded Students

Michigan State Board of Education policy, the No Child Left Behind Act of 2001, and the Individuals with Disabilities Education Act require that state-level assessments be administered to ALL students in required subject areas. District policy determines grade assignments for students. However, when the district identifies a student as ungraded in the Single Student Record Database (such as some programs for students with disabilities and alternative education programs), the State will assign students to a specific grade based on the following table.

Student Age* in Ungraded Programs	Grade Assignment	Required Subject Areas to be Assessed in Academic year 2008–2009 (MEAP and MI-Access)
9	3rd	- English Language Arts - Mathematics
10	4th	- English Language Arts - Mathematics
11	5th	- English Language Arts - Mathematics - Science
12	6th	- English Language Arts- Mathematics - Social Studies**
13	7th	- English Language Arts - Mathematics
14	8th	- English Language Arts - Mathematics - Science
15	9th	- Social Studies**

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

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

MEAP Assessments — Grades 3–9

The MEAP Fall 2008 Grades 3-9 test cycle is from October 14 – 30, 2008. Materials will be shipped to school districts approximately two weeks before the first day of the test administration.

All students in grades 3-9 must be given the opportunity to take all of the MEAP tests administered in their grades. The Individualized Education Program (IEP) Team is to determine how students with disabilities are tested in each of the core subject areas.

Students in grades 3-9 who are repeating a grade and who took the MEAP tests the previous year are to be tested again. Students in nongraded programs must be tested if they are in the 3rd–9th year after kindergarten.

Estimated Length of Tests

All MEAP assessments are untimed and student-paced. Arrangements must be made to allow additional time during the same continuous session for students who require more time to complete these assessments.

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

Subject Area	Grade(s)	Part	Recommended Time (in minutes)
ELA: Session 1 (Initial test date: 10/16/08; Makeup: 10/22/08)	3 – 8	1	50
		2A	30
		2B	60
ELA Session 2 (Initial test date: 10/21/08; Makeup: 10/27/08)	3 – 8	3	50
		4	70
Mathematics (Initial Test Date: 10/14/08; Makeup: 10/20/08)	3	Parts 1 & 2 (non calculator)	Part 1=45 Part 2=40
	4	Part 1 (Note: Calculators are NOT allowed on Part 1 of the Grade 4–8 mathematics tests.)	Part 1=50 Part 2=35
	5		Part 1=55 Part 2=30
	6	Part 2 (Calculators may be used on Part 2 of the Grade 4–8 mathematics tests.)	Part 1=35 Part 2=50
	7		Part 1=50 Part 2=40
	8		Part 1=25 Part 2=50
Science (Initial Test Date: 10/23/08; Makeup: 10/28/08)	5	Part 1 Part 2	50 50
	8	Part 1 Part 2	50 50
Social Studies (Initial Test Date: 10/23/08; Makeup: 10/28/08)	6	Part 1 Part 2	40 40
	9	Part 1 Part 2	40 40

IMPORTANT: Recommended times do not include the time necessary:

- (1) To distribute test materials to students (dependent upon the number of students in the group to be tested), and
- (2) To read the test directions to students at the beginning of each part (approximately 5 to 10 minutes).

All tests must be completed in accordance with the Fall 2008 MEAP Assessment Schedule and all materials must be picked up for return on or before the appropriate deadline.

Test booklets (including Braille, enlarged print, audio, reader scripts, and video versions) are secure materials that must be carefully monitored. These materials must be kept in locked storage while in schools. All materials must be returned after testing is completed. **MEAP test booklets and student answer documents are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after assessments. No person, other than students to be assessed, shall be allowed to review or take the assessment.**

District MEAP Coordinator Responsibilities

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

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

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

In addition, district and building MEAP coordinators must review assessment coordinator responsibilities on the following pages.



Office of Educational Assessment and Accountability
District Assessment Coordinator Responsibilities

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

Before Assessment Administration

- Serve as the designated person for the district or ISD/RESA in all communications with OEAA and/or Scoring Services; Be aware of appropriate assessment activities and ethical practices at all levels;
- Inform District Superintendent and local Board of Education of state assessment practices document;
- Be aware of assessment preparation guidelines;
- Attend statewide assessment program meetings and apply training to assessments;
- Coordinate the pre-identification, ordering, distribution and security of assessment materials;
- Be a resource to the Building Assessment Administrator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time;
- Review identification and demographic information for accuracy and consistency with other school records;
- Approve Assessment Administrator qualifications;
- Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers, and counselors), and to students and parents where appropriate;
- Read and become familiar with the information in the Coordinator and Assessment Administrator Manuals;
- Train Building Assessment Coordinators in ethical standards and appropriate administration practices specific to MEAP, MI-Access, and ELPA;
- Oversee inventory of all assessment materials;
- Store assessment materials in a secure location;
- Organize assessment materials for individual schools in the district;
- Be sure that assessment materials arrive at schools before the assessment period;
- Direct the accurate completion of student identification information and “School Use Only” sections of answer documents; and
- Ensure that Building Assessment Coordinators know the procedure for the return of materials after assessments are completed.

During Assessment Administration

- Monitor at least a sample of assessment administrations;
- Answer questions from the Building Assessment Coordinators and Assessment Administrators that might arise during the assessment administration; and

- Report any assessment irregularities and administration procedural errors to the OEAA. Immediately contact the OEAA at the number provided in the Administration Manuals with detailed information and steps taken. You may wish to call the OEAA at 877-560-8378.

After Assessment Administration

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

Building MEAP Coordinator Responsibilities

Each school building that is involved in the assessment (including adult and alternative education programs) should have a building MEAP coordinator who will be responsible for:

- Reading and becoming familiar with the information in the MEAP Assessment Administrator Manual for the specific assessment cycle prior to the assessment;
- Serving as the building contact person between the school and the district MEAP coordinator;
- Carrying out building-level duties involved in the distribution, security, and collection of assessment materials; and
- Returning materials after the assessment to the district MEAP coordinator.

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

In addition, building MEAP coordinators must review assessment coordinator responsibilities on the following pages.

My District Assessment Coordinator

Phone

email



Office of Educational Assessment and Accountability
Building Assessment Coordinator Responsibilities

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator shall:

Before Assessment Administration

- Serve as the building contact person between the school and the District Assessment Coordinator;
- Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment;
- Read and adhere to the information in the Assessment and Administrator Manuals;
- Develop and disseminate an assessment plan for the building, including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time;
- Train the Assessment Administrators and Proctors on administrative procedures and ethical practices;
- Provide information regarding ethical and unethical assessment practices information to students, assessment administrators, proctors, teachers, and parents;
- Conduct an inventory of assessment materials received from the District Assessment Coordinator;
- Ensure assessment materials are kept in a secure location;
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered;
- Assemble and distribute assessment materials to Assessment Administrators;
- Ensure that assessment materials that are allowed by the state assessments are made available to students;
- Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners;
- Have a plan for students who finish early or who require extra time; and
- Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e., pagers, cell phones, PDAs, iPods).

During Assessment Administration

- Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times;
- Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator;
- Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that standardized assessment procedures are being followed; and
- Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After Assessment Administration

- Collect and conduct an inventory of assessment materials after the assessment;
- Notify the District Assessment Coordinator of any missing materials and follow instructions for recovering them;
- Ensure that answer documents have been completed and filled in correctly;
- Ensure that any cover or return form has been completed correctly;
- Prepare all assessment materials for return to the District Assessment Coordinator;
- Return assessment materials to the District Assessment Coordinator consistent with required timelines; and
- Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.

Complete the MEAP Security Compliance Form and return all signed forms to the district MEAP coordinator.

In addition, assessment administrators and proctors must review responsibilities as outlined in the MEAP Test Administrator Manual for the appropriate grade level.

Assessment Administrators and Proctors

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

- Reading and becoming familiar with MEAP assessment administration procedures for the specific assessment cycle prior to the assessment;
- Reading directions exactly as they appear in the assessment administrator manual to students, and answering questions about assessment directions;
- Verifying that no unauthorized materials or equipment are being used during the assessment;
- Moving throughout the assessment room and ensuring that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer documents using only a number 2 pencil;
- Reporting instances of deviations in assessment administration or questionable student behavior to the building assessment coordinator for early and fair resolution of any concerns; and
- Reviewing student information on answer documents for accuracy.

It is very important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors ***may not give help of any kind*** to students during the tests. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions.

For complete information regarding the responsibilities of assessment administrators and proctors, review the MEAP Test Administrator Manual.

Announcing the Assessments

Inform teachers about the MEAP and the test schedule. An announcement at a staff meeting would serve this purpose. Provide teachers with guidelines about preparing and conducting the test and materials to be removed from the room during testing.

Students and parents should be informed about the MEAP tests well before the test dates. Students should also be told ahead of time what materials they will need to bring to each test session.

If there is a school newsletter sent to parents, an announcement of the test dates, with a brief description of the MEAP tests, should be included. A brief announcement in the local newspaper may also be considered.

Assessment Administration Materials

Receipt of Materials

MEAP test materials will be delivered approximately two weeks before the test cycle begins. **Keep the boxes test materials arrived in, they will be needed for return shipments.** A packing list will be provided and shipments will include the following:

Grade Level MEAP Test Administrator Manuals – There is one Administrator Manual **per** grade level. Administrator manuals for each grade level are supplied for district and building MEAP coordinators and each assessment administrator. These manuals are available online at www.michigan.gov/meap.

MEAP District and Building Coordinator Handbook – The MEAP District and Building Coordinator Handbook is a comprehensive guide that covers the responsibilities of the district and building MEAP coordinator and also contains specific instructions regarding online registration. The handbook is available online at www.michigan.gov/meap.

Test booklets – One booklet per student is supplied for each subject area test (mathematics, science and social studies). The English language arts (ELA) test consists of two separate test booklets: ELA Session 1 and ELA Session 2. Test booklets are secure materials that must be carefully monitored and kept in locked storage while in schools. **All test booklets (including Braille, enlarged print, reader scripts, audio CDs and cassettes, and translated video) must be returned to MEAP Scoring Services. No copies shall be made of any test booklet or portion thereof. No person, other than students to be assessed, shall be allowed to review or take the assessment.**

Grade 4 - 9 Answer Documents – There are separate answer documents for each grade level and subject area (mathematics, science, and social studies). ELA has two separate answer documents: one for Session 1 and another for Session 2. Preprinted barcode labels will be shipped to districts to be affixed to each answer document. **Student answer documents may not be copied. Answers shall not be transcribed or recorded on any document other than a student answer document.**

Grade 3 Answer Documents/Test Booklets – The grade 3 document is a combined answer document/test booklet. Preprinted barcode labels will be shipped to districts to be affixed to each answer document. **Student answer documents may not be copied. Answers shall not be transcribed or recorded on any document other than a student answer document.**

Mathematics Overlay – One is supplied for each student taking the mathematics test.

MEAP School/Grade Header Sheets – One should be completed by the assessment administrator for each grade/subject assessed.

Class/Group ID Sheet – This is an optional form. One should be completed for every teacher or district/building coordinator for each grade/subject assessed, as determined by the district MEAP coordinator.

MEAP Security Compliance Forms – This form is to ensure that all parties that have access to the MEAP test materials understand that these are highly secure materials and are to be used for testing purposes only. The form should be read and signed by all parties upon receipt of test materials or prior to test administration. **Signed MEAP Security Compliance Forms are to be kept on file by the district MEAP coordinator for one year.**

Orange “Special Handling” Envelopes – This envelope should be used for the return of word processed or other documents needing special handling.

Return Kit – This packet contains labels and instructions for returning the MEAP materials.

Test booklets and answer documents come shrink-wrapped in sets of ten. Preprinted student barcode labels are sorted according to grade, subject, class/group number, student last name, first name and middle initial. An overage of answer documents and test materials will be shipped to schools and district. District and building MEAP coordinators should immediately check the quantity of materials received. Packets should only be opened as necessary to provide schools and classrooms with the exact quantity of materials needed. Extra materials should not be distributed to assessment administrators unless they are needed for the assessment. Assessment administrators should not open sealed test booklet packets until the first day of the assessment for a subject.

Monitoring of Assessment Shipments

The status of a shipment can be checked by going to the OEAA Secure Site at www.michigan.gov/oeaa-secure (you will need to enter your User ID and Password). After entering your User ID and Password, look under the left navigation button Online Registration and select Material Orders/Shipment Tracking. Select a Test Cycle, ISD, District, and School and click Search. This will list the following information regarding each material order for the selected school:

- Order number
- Order type
- Order status
- Order detail
- Ordered by
- Order date
- Processing date
- Completion date
- FedEx tracking number
- Shipment detail

Shortages and Missing Materials

Immediately upon arrival of assessment materials, district or building MEAP coordinators should verify that sufficient quantities have been received. In order to avoid delays in returning test materials, check the Return Kit to determine that there is an adequate supply of FedEx Airbills. Overage materials should be distributed within the district before requesting additional materials. Additional material requests are to be gathered from all schools in a district, including adult and alternative education programs, and ordered by the district MEAP coordinator.

Additional Materials

Additional materials may be ordered online by the district MEAP coordinator at www.michigan.gov/oeaa-secure. If you experience difficulties with the online ordering system, please call 877-560-8378.

Packaging and Return of Materials

Schools are to return initial test materials (used answer documents and initial test booklets - Forms 1 – 10) immediately following the week in which they were given. For example, the initial tests for mathematics

(initial test date October 14) and ELA Session 1 (initial test date October 16) are to be packaged and returned to the scoring contractor on October 20, 2008. Refer to page B-2 of this document for a schedule of return dates.

Early return of scorable materials assists in the effort to have an earlier and longer Tested Roster window for schools to check their data. All testing materials (scorable and nonscorable) must be shipped to the scoring contractor by November 5, 2008. Schools will receive FedEx Airbills in the Return Kit to facilitate multiple shipments during the test cycle. District coordinators should check to ensure there is an adequate supply of FedEx Airbills for returning test materials. Only **one** Airbill is needed for each return shipment. Fed Ex will scan the Airbill barcode on the 1st box and create/print a matching barcode label to be placed on each remaining box being returned.

Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. For some students, accommodations that are routinely used during instruction may be considered to be used during the administration of the MEAP assessments. An Assessment Accommodation Summary Table is provided later in this section. It identifies standard and nonstandard accommodations for the MEAP assessments for students with disabilities, Section 504 students, or for students with limited English proficiency (also referred to as English Language Learners, or ELLs). The table has been approved by the State Board of Education and was developed in consultation with districts, schools, and Michigan practitioners experienced in the education of students within these classifications.

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

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

During Fall 2008, all MEAP tests will have multiple forms administered in order to maximize the number of embedded field test items administered across the state. All accommodated versions of these tests (Braille, enlarged print, readers scripts, audio, and video versions) produced by the state will be produced using a Form 1 booklet for each subject area. Unless a student needs an enlarged print or Braille accommodation, all students using an accommodated version of a test *must* also have a printed copy of a Form 1 test booklet to use. Each accommodated version of the assessment ordered will be shipped with one **Form 1** test booklet and one blank answer document.

NOTE: Standard assessment accommodations do **not** change the construct that the assessment is measuring and **do** provide a valid score. Nonstandard accommodations change the construct that the assessment is measuring, rendering scores invalid. Students who use nonstandard assessment accommodations will NOT count as being assessed for the calculation of the No Child Left Behind participation rates for both the school and district and are counted as Not Proficient when calculating Adequate Yearly Progress (AYP).

A school cannot make AYP if it does not have a minimum participation rate of 95% for the entire school and each subgroup. Therefore, it is highly recommended that districts check to see how many IEPs indicate that a student is appropriate for nonstandard assessment accommodations. In light of the significant consequence of using nonstandard assessment accommodations, the IEP Team may find it prudent to review the use of nonstandard accommodations. Remember, this is an IEP Team decision! If there needs to be a change in what is stated in the IEP, the IEP can be amended using the Addendum to the Individualized Program form manual. These documents can be found at www.mi.gov/ose-eis on the Special Education Administrative Forms and Procedures page.

Students who use an accommodated version of the test have from the initial date of each subject area test through the end of the test cycle (October 30, 2008), if needed, to complete their testing.

All questions related to assessment accommodations for students with disabilities and Section 504 students should be directed to Linda Howley, Interim Assessment Consultant for Students with Disabilities (email: howleyl@michigan.gov, or phone 517-241-2525).

All questions related to assessment accommodations for English language learners (ELLs), also referred to as Limited English Proficient, should be directed to Phillip Chase, Department Specialist for Assessment of English Language Learners (email: chasep2@michigan.gov, or phone 517-335-3967).

Audio Versions of Assessments

Only students whose IEP or Section 504 Plan specifies that the students routinely use audio accommodations may use the audio versions (compact discs or audiotapes) of the mathematics, science, and social studies MEAP tests. Please note that there is no audio version of the writing sections of the English language arts (ELA) test because the directions and writing prompts are read aloud to all students. There is no audio version for the reading portion of the ELA assessments as it changes the construct being measured from reading to listening, making it a nonstandard accommodation.

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

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

1. The tests *must be administered to each student individually* unless equipment with a headset and counter is available.
2. Unless a student needs an enlarged print or Braille accommodation, all students using an accommodated version of a test *must* also have a printed copy of a Form 1 test booklet to use.
NOTE: Make sure students indicate **Form 1** on their answer documents as noted in the test directions.
3. Students should be able to use the equipment independently since this accommodation is used routinely in the classroom. Students may be assisted in playing the audio version, but may not be given any help with answering any test item.
4. Students who use the audio versions must use standard Fall 2008 answer documents, but may be given one of the following options:
 - Gridding their own answer documents
 - Marking answers in their test booklets and having a school staff member transcribe the answers into the answer documents
 - Dictating responses to a scribe or into a tape recorder to a certified school staff member who will then grid the answer documents.
 - Braille their responses and have a certified school staff member transcribe the answers into the answer documents
5. The test administrator must read the directions from the *MEAP Test Administrator Manual* to the student exactly as written. Assessment directions are also included at the beginning of each audio version, but should be presented by the test administrator first so any questions the student has can be addressed.
6. Students who use the audio cassette version should set their audio equipment counters to “0” at the start of each test and should be encouraged to write the counter number in their test booklet whenever there is a question they wish to reconsider later in the test session.
7. The CD audio test contains item-by-item CD tracking. Any instructions or test item scenario information is included on the track for the subsequent 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 on.

8. Answer documents for students who used the audio versions of the tests must be packaged and returned with the other answer documents.
9. Audio versions of the tests are *secure materials* that must be returned at the end of the test cycle. *No copies of these materials may be made, downloaded or retained.*

Video Versions of Assessments

English Language Learners (ELL) at the basic or lower intermediate proficiency levels are eligible to use video versions of MEAP assessments. **When specified in the IEP or Section 504 Plan, students with disabilities are also eligible to use the video versions of the assessments.** In Fall 2008, videos are available in Spanish, Arabic, and English. There is no video version for the writing portions of the English language arts (ELA) assessment, as the directions and writing prompts are read aloud to all students. There is no video version for the reading portions of the ELA assessments as it will change the construct of what is being measured from reading to listening, making it a nonstandard accommodation.

- Spanish and Arabic video accommodations are an option for use with an English language learner (ELL) who:
 - 1) is at the basic or lower intermediate English language proficiency levels, **AND**
 - 2) whose dominant language is Arabic or Spanish, **AND**
 - 3) is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language as the language of instruction in the school setting.
- English video accommodations that are read in English are an option for use with an English language learner (ELL) who:
 - 1) is at the basic or lower intermediate English language proficiency levels, **AND**
 - 2) whose dominant language is a language other than English, **AND**
 - 3) is receiving explicit instruction for English acquisition (e.g., Sheltered English, English as a Second Language) using English as the primary language of instruction in the school setting.
- **Video accommodation is available for any English language learner (ELL) if that student has an IEP or Section 504 Plan that includes a video accommodation.**

When administering video versions of the assessments:

1. The tests are to be administered to English language learners, either individually or in a small group (up to 5 students) in a setting where the video will not disturb other students.
2. Students with an IEP or a Section 504 Plan must be administered the video version of the assessment on an individual basis.
3. Students using the video version must have a printed copy of a Form 1 test booklet while they are taking the test. **NOTE: Make sure students indicate Form 1 on their answer documents as noted in the test directions.**
4. Assessment directions are included at the beginning of each video version but should be presented by the test administrator first so any questions the student has can be addressed. The student will be shown how to mark bubbles on the separate answer document. The instructor will need to make sure that the student has marked the appropriate video accommodation bubble on the student answer document.

5. Students who use the video versions and have an IEP or Section 504 Plan must use standard Fall 2008 answer documents, but may be given one of the following options:
 - Gridding their own answer documents
 - Marking answers in their test booklets and having a school staff member transcribe the answers into the answer documents
 - Dictating responses to a scribe or into a tape recorder to a certified school staff member who will then grid the answer documents
6. Each test question is marked on the DVD or videotape. This assists in rewinding to the appropriate place, if needed, during the test administration. If using a videotape, make sure it has been totally rewound prior to administering the test to a new student or small group.

Videos are an optional accommodation. The district MEAP coordinator may order additional materials online at www.michigan.gov/oeaa-secure. When ordering, provide total numbers of student assessment materials needed by grade level, subject area, and language (Spanish, Arabic, or English). **NOTE:** This oral accommodation is produced from a Form 1 test booklet. All test booklets and answer documents are printed in English. Each school will receive audio DVDs or VHS videotapes based on the numbers reported to the Student count screen on the OEAA Secure Site. ***Video versions of the assessments are secure materials that must be returned at the end of the assessment window. No copies of these materials may be made, downloaded, or retained.***

Use of Reader Scripts

The use of reader scripts replaces reading an assessment aloud to students from a test booklet. Reader script (a scripted version of the assessment) use for the MEAP mathematics, science, or social studies assessment is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, for general education students with a Section 504 Plan, when needed due to the rapid onset of a medical disability, and for English Language Learners (see #43 in the Assessment Accommodation Summary Table).

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

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, or for general education students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability. Students using one of these accommodations are to include specific instructions about punctuation, spelling, indentation, etc., for the writing test. Also, the use of a Braillewriter is permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, **a member of the school staff must transcribe the student's response into an answer document.** Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

For students using the Braille version, it is important to grid the "Standard Accommodation - Braille" bubble on their answer document(s). Use the "Other" bubble on the student answer document(s) to indicate the student used a tape recorder or scribe as an accommodation.

Enlarged Print and Braille Versions of the Assessments

Enlarged print and Braille versions of the assessment is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, or for general education students with a Section 504 Plan. If a student uses an enlarged print version as a test accommodation, **a member of the school staff must transcribe the student's response into a regular answer document that is returned along with other scorable materials.** These transcribed answer documents do NOT need to be returned in the orange “*Special Handling*” envelope. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

For students using the enlarged print version, it is important to grid the “Accommodation - Enlarged Print” bubble on their answer document(s). **NOTE:** Make sure students indicate Form 1 on their answer documents as noted in the test directions.

Word Processors

The use of word processors is only permitted for students with disabilities who need that accommodation as defined in their IEP, or for general education students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability. Because the English language arts assessment assesses use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word-processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the “Other” bubble on the student answer document(s) to indicate the student used a word processor as a standard assessment accommodation. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the nonstandard assessment accommodation bubble must be gridded.

Word-processed answers do *not* need to be transcribed onto an answer document by school staff. Each word-processed page must be printed and identified with the following student and assessment identification information:

1. Student name
 2. Birth date
 3. Student's Unique Identification Code (UIC)
 4. District and school codes and names
 5. Assessment date
 6. Grade, subject area, item number,
 7. For ELA specify Part number
- OR**
8. affix student's barcode label to each additional page with subject area and item number noted on each page.

The additional pages must be inserted into the student's answer document that has all required student identification information completed. ***Do not staple or otherwise attach word processed pages to the answer document.*** Word processed paper(s) that are returned without a completed student answer document cannot be processed.

All answer documents containing a word-processed insert must be shipped in the orange envelope marked “SPECIAL HANDLING AND/OR WORD-PROCESSED DOCUMENTS.” This envelope is provided to the district and building MEAP coordinators. ***When returning these special handling envelopes, schools should place them on top of any other returned materials in the first box of their return shipment.*** Word processed pages that are not returned in this manner cannot be scored.

Additional Paper

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

1. Student name
 2. Birth date
 3. Student's Unique Identification Code (UIC)
 4. District and school codes and names
 5. Assessment date
 6. Grade, subject area, and item number must be identified on each corresponding page,
 7. For ELA specify Part number
- OR**
8. affix student's barcode label to each additional page with subject area and item number noted on each page.

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

All answer documents containing additional papers must be shipped in the orange envelope marked "SPECIAL HANDLING AND/OR WORD-PROCESSED DOCUMENTS." This envelope is provided to the district and building MEAP coordinators. ***When returning these special handling envelopes, schools should place them on top of any other returned materials in the first box of their return shipment.***

Rapid Onset of Medical Disability

Prior to the MEAP assessments, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example,

- A few days prior to assessment, a student broke his/her arm. The student may need an assessment accommodation, (e.g., a word-processor, a scribe or extended time).
- A student has recently undergone surgery and is homebound or still in the hospital. The student may need to take the assessment at home or in the hospital with appropriate supervision of a school district professional.

In the case of rapid onset of a medical disability, MEAP asks the school's principal or guidance counselor to document, for the student's file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and the "Other" bubble should be filled in on the student's answer document.

Extended Time for Testing – Form 1

Extended time is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, or for general education students with a Section 504 Plan. A Form 1 MEAP test booklet must be used. **NOTE:** Make sure students indicate Form 1 on their answer documents as noted in the test directions.

The Fall 2008 assessment window runs from October 14, 2008 through October 30, 2008. Students who have the accommodation of extended time will have until October 30, 2008 to complete all subjects being assessed. However, students may not begin a subject until the day the subject is scheduled to be assessed for all students. For example, Mathematics may not be administered prior to October 14, 2008.

Purpose of Assessment Accommodation Summary Table

The State Board of Education, at its June 2005 meeting, approved standard and nonstandard assessment accommodations for both the Michigan Educational Assessment Program (MEAP) and MI-Access (Michigan's Alternate Assessment Program). The following provides a summary for Michigan educators, parents, and parties who are interested in the standard (S) and nonstandard (NS) accommodations for the MEAP for students eligible for special education, Section 504 students, and English Language Learners. The summary table of assessment accommodations is to be used by educators as a reference to determine if an assessment accommodation that has been determined appropriate for the student is a standard or nonstandard accommodation for the MEAP. It is not to be used as a checklist for determining what assessment accommodations should be used for a student.

Assessment Accommodation Consequences

It is important to know whether an assessment accommodation is standard or nonstandard since it can affect whether a school or district meets the requirements of the No Child Left Behind (NCLB) participation rates and Adequate Yearly Progress (AYP). At the school, district, and subgroup (ethnicity, economically disadvantaged, English Language Learners, and Students with Disabilities) levels, a minimum of 95% of the students enrolled in each of the grades being assessed must first participate in the State's English language arts and mathematics assessments in order to make AYP.

A standard assessment accommodation is one that does not change the construct that the assessment is measuring. The score received by a student using a standard assessment accommodation counts when calculating NCLB participation rates. A nonstandard assessment accommodation does change what the assessment is measuring and results in an invalid score. For example, the MEAP reading assessment is intended to measure how well a student can read through decoding. Therefore, if the reading passages and items are read to a student, it becomes a listening assessment and not a reading assessment. Another example is the use of a calculator on any portion of the MEAP mathematics assessments where calculators are not permitted. If a calculator is used on those portions of the assessment, it becomes a nonstandard assessment accommodation because it changes what the mathematics assessment is measuring. As a result, a student using a nonstandard assessment accommodation will not count as being assessed when calculating NCLB participation rates and is counted as not proficient when calculating AYP.

Assessment Accommodation Summary Table

Assessment accommodations not listed below are considered nonstandard.

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

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

18. Use of bilingual word-for-word non-electronic translation glossary for English language learners	S	S	S
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS
21a. Use of screen reader for English language arts reading assessment	NS	NS	NA
21b. Use of screen reader for ELPA listening, writing, and speaking parts	NA	NA	NA
22. Use of an abacus	S	S	NA
23. Use of arithmetic tables	NS	NS	NS
24. Use of actual coins and bills	S	S	NA
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	S	S	NA
26. Use of state-produced video or audio version of assessment, for English language learners, <u>read in English</u> for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the subject areas of mathematics, science, and social studies. Also the writing section of the MEAP EL or MI-Access ELA Expressing Ideas assessment, or the ELPA Listening, Writing, and Speaking sections	S	S	S
27. Use of state-produced video or audio version of the assessment, for English language learners, <u>read in English</u> for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment and ELPA	NS	NS	NS
28. Use of state-produced video or audio version, for English language learners, of the mathematics, science, or social studies assessments <u>read in Arabic or Spanish</u> for a student whose dominant language is Arabic or Spanish and who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student’s native languages in the school setting	S	S	S
29. Reading all directions to the student in the <u>student’s native language</u> , provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student’s native language in the school setting	S	S	S
30. Provision for student restatement of directions in the student’s own words	S	S	S
31. Students asking for clarification of directions	S	S	S
32. Directions provided using sign language	S	S	NA
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S
34. Administration of the assessment by person familiar to the student	S	S	S
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS

36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NS	NS	NS
37. Administer assessment sections in any order for English language arts, science, and social studies	S	S	S
38. Administer assessment sections in any order for Mathematics	S	S	S
39. Read/repeat directions to the student exactly as worded in the test booklet	S	S	S
40. Emphasis on key words in directions	S	S	NA
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA
42. Reading aloud the MEAP reading components of the ELA assessment or the MI-Access accessing print assessment to the student, or the ELPA reading section	NS	NS	NS
43. Reading aloud the MEAP mathematics, science and social studies assessments or the MI-Access mathematics assessment	S	S	S
44. Reading of mathematics, social studies, and science assessment content and questions to a student <u>in the student's native language</u> , provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting	S	S	S
45. Sign the mathematics, science and social studies assessments	S	S	NA
46a. Sign the English language arts assessments	NS	NS	NA
46b. Sign the ELPA Listening and Speaking parts	NA	NA	NA
46c. Sign the ELPA Reading and Writing parts	NA	NA	NA
47. Use of a page turner	S	S	NA
48. Placement of teacher/proctor near student	S	S	NA
49. Use of rulers as provided by the State	S	S	S
50. Use of adapted rulers, protractors, Braille and large print rulers and protractors.	S	S	NA
51. Use of list of formulae as provided by the state	S	S	S
52. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment	NS	NS	NA
53. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	S	S	S
54. Use of a calculator on the science and social studies assessments	S	S	S
55. Use of magnification devices	S	S	NA
56. Use of auditory amplification devices or special sound systems	S	S	NA
57. Use of closed circuit television	S	S	S
58. Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides.	S	S	NA
59. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	S	NA
60. State produced Braille and enlarged print versions of assessment	S	S	NA
61. State produced audio versions of the assessments	S	S	S
62. Responding in the student's native language to the constructed response items on assessments.	NS	NS	NS

63. Oral responses	S	S	NA
64. Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for ELA assessments	S	S	NA
65. Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	S	S	S
66. Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessments.	S	S	NA
67a. Respond in sign language for English language arts	NS	NS	NS
67b. Respond in sign language for the ELPA Listening and Speaking parts	NA	NA	NA
67c. Respond in sign language for the ELPA Reading and Writing parts	NA	NA	NA
68. Respond in sign language for mathematics, science and social studies assessments	S	S	S
69. Use of augmentative communication devices	S	S	NA
70. Use of computer or word processor with spell check, thesaurus, and grammar check <u>disabled</u> for ELA assessment.	S	S	NA
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science and Social Studies.	S	S	NA
72. Student points to answers or writes directly in test booklet (transferred to answer document by teacher)	S	S	S
73. Use of Braillewriter	S	S	NA
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA
75. Adapted paper, lined or grid paper for recording answers	S	S	NA
76. Use of computers with alternative access for an alternative response mode	S	S	NA
77. Use of speech to text word processor for responses for English language arts	NS	NS	NA
78. Use of speech to text word processing for mathematics, science and social studies	S	S	NA
79. Use of alternative writing position	S	S	NA
80. Use of special adaptive writing tools such as pencil grip or larger pencil.	S	S	NA
81. Write directly in test booklet	S	S	S

Assessment Administration Guidelines

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

- maintain the security of all assessment materials before, during, and after the assessment, and between assessment sessions;
- administer the assessments in a manner consistent with established assessment procedures;
- establish assessment conditions that prevent opportunities for students to engage in irregular behaviors (intentional or unintentional);
- review student information completed on answer documents for accuracy; and
- communicate with the district MEAP coordinator if questions or concerns arise.

Assessment Security

Test booklets (including Braille, enlarged print, audio, and video versions) are secure materials that must be carefully monitored. **MEAP test booklets are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after the assessments and returned to MEAP Scoring Services as directed. No person, other than students to be assessed, shall be allowed to review or take the assessment.**

A sample of the MEAP Security Compliance Form is included in the MEAP Assessment Administrator Manuals. This form is to be signed by each district and building MEAP coordinator, assessment administrator, assessment proctor, and accommodations provider and returned to the MEAP Scoring Services along with the completed assessment materials.

Leaving the Room During the Assessment

Students may be allowed to go to the restroom during the assessment, but it is best not to make a general announcement to that effect. Only one student may leave the assessment room at a time. Collect the test booklet and answer document from the student upon leaving and redistribute them to the student upon returning. ***Test administrators must be present to supervise the test room through the entire testing session.***

Monitoring Assessment Administration

District and/or building MEAP coordinators should monitor assessment sessions when possible to verify that instructions are carried out properly. Consider the following:

- Are students being allowed to work at their own pace?
- Are student questions about the directions being answered before an assessment session begins?
- Are assessment administrators answering questions about assessment directions, not about specific items?

Assessment administrators and proctors are responsible for monitoring student activities during the assessment to make sure students are progressing through the assessments and are not confused about directions. During the assessment, make sure to:

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

- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, iPods, etc.) and store out of sight;
- Ensure that the only materials on students' desks and tables are those authorized for use in that part of the assessment;
- Administer the assessments according to the assessment administration manual;
- Read directions exactly as they appear in the administration manual to students;
- Answer questions about assessment directions as described in the administration manual;
- Monitor the assessment sessions by moving throughout the assessment room;
- Ensure that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided unless specified as an accommodation;
- Ensure that the assessment room is quiet during the entire assessment administration;
- Remain in the assessment room at all times unless replaced by another trained staff member;
- Report any incidents of questionable student behavior or deviations in assessment administration to the building assessment coordinator for early and fair resolution of any concerns; and
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, assessment administrators must collect the test booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.

Also consider the following:

- Are students marking their responses in the correct document (answer document versus the booklet)?
- Are students marking their responses in the correct section of the answer document?
- Are there a large number of erasures? Are students confused about the directions or having other problems?
- Are students doodling or marking randomly? Do they appear to be racing through the assessment? Students may underline, highlight, or write notes in their booklets only. Remind them of the importance of the assessment results.
- Are any students distracting others? If so, they should be moved to a separate assessment room.
- Are students working in the correct section of the test booklet? Students are not permitted to return to previously-administered sections of an assessment after a session is complete. Students may not revisit assessment answers for any reason after test booklets and answer documents have been collected.

Administrative Errors During Assessment

If an administrative error occurs during assessment, it should be reported immediately by the district MEAP coordinator to the MEAP Office at 1-877-560-8378 or email meap@michigan.gov. The prompt reporting of an administrative error may allow a remedy to be implemented that would allow the school and students to obtain valid scores.

Some examples of administrative errors include:

- Not allowing a student to complete the assessment;
- Failing to keep assessment materials secure at any time before, during, or after the assessment;
- Allowing students to be unsupervised during assessment; and
- Allowing students to resume testing after the student left an assessment session for an extended length of time (anything longer than an emergency restroom break).

If there is any question about whether administrative error has occurred, please contact the MEAP Office. The first concern of MEAP staff will be to assist the district in obtaining valid scores.

Prohibited Practices During Assessment

The “Student Prohibited Behavior” circle on student answer documents is to be used to identify students who engage in prohibited behavior. In August 2005, the State Board of Education approved the Office of Educational Assessment and Accountability (OEAA) Professional Assessment and Accountability Practices for Educators. This document is available at the OEAA website (www.michigan.gov/oeaa). This document establishes the “ground rules” for how each assessment is to be administered. It is recommended that the document be downloaded from the website and read in its entirety as it contains specific information for individuals based on assessment responsibilities.

School personnel should review this section prior to administering the assessments. Students should also be informed of appropriate assessment practices. Students should also be made aware of prohibited assessment practices and the potential consequences. Inappropriate and prohibited student assessment practices include any of the following:

- Communicate or collaborate in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication;
- Copy another student’s answers, or request or accept any help from another person;
- Use any material or equipment that is not expressly permitted by the assessment administration manual;
- Answer an assessment question or any part of an assessment for another student, or provide assistance to another student before or while that student is taking a state assessment;
- Return to previously administered sections of the assessment after an assessment session is complete;
- Use prohibited calculator, communication, or information storage device (i.e., pager, cell phone, PDA, iPod, etc.); and/or
- Engage in any other practice that has the intent of artificially affecting the student’s score or the score of another student.

All reasonable attempts should be made to redirect students with questionable activity. If the Assessment Administrator (or Assessment Proctor) observes a student who appears to be engaged in one or more of the prohibited behaviors, the Assessment Coordinator should allow the suspected student(s) to finish the assessment and code the student’s answer document by filling in the “Student Prohibited Behavior” bubble. The Assessment Administrator is to immediately notify the Building Assessment Coordinator of the suspected prohibited practice. An immediate preliminary investigation with appropriate documentation is to be conducted to determine if prohibited behavior occurred. The District Assessment Coordinator can be a valuable resource in the preliminary investigation and should be notified about any prohibited behavior.

The principal is to then notify the student and his or her parent or guardian of the alleged prohibited practice and provide them with a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice, as reported, and notifies the OEAA in writing within 20 school days of the last day of the assessment cycle, the assessment score(s) will not be invalidated, and the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated. Adequate Yearly Progress (AYP) requires the use of a valid assessment score. A student without a valid assessment score will be considered “not assessed” for AYP purposes.

The “Student Prohibited Behavior” circle is NOT meant to be used for students who do not appear to be working hard on the test or otherwise not taking the test seriously. It is only intended for students engaging in prohibited behavior.

MEAP Student Registration

Student Labels and Student Answer Documents

Every student taking a grade 4 - 9 MEAP test will have a separate answer document for English language arts (ELA) Session 1 and Session 2, mathematics, science, and social studies. Grade 3 students use a combined test booklet and answer document.

Answer documents will be delivered to schools in sufficient quantities based on student registration and the school's historical information allowing for an adequate overage to accommodate any late registrants. Use the online registration process to produce barcode labels for students that do not have preprinted barcode labels. Contact the MEAP Office if you are not familiar with the online registration process.

Every used answer document returned for scoring must have a barcode label specific to the student. Answer documents returned to the scoring contractor without a scannable label will be charged a \$10 fee per answer document to be scored.

Online Registration

Until materials are returned, students can be registered online using several different options on the OEAA Secure Site. Step-by-step instructions can be found on the login page (www.michigan.gov/oeaa-secure) of the website by clicking on the link entitled *OEAA Secure Site User Manual*.

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

Student Answer Documents

It is very important that students are using the answer document that corresponds to the test being administered. There are several boxes on student answer documents with "School Use Only" coding. Schools decide how these circles are filled in.

Research I and II Fields – In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

- a. Is there a relationship between the number of years students have attended school in our district and their test scores?
- b. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B?
- c. Do students in "nongraded" classrooms score differently from students in "conventional" classrooms?

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

- a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. One response per code on may be entered on student answer documents (one response in the Report I column and one response in the Report II column).

- b. Coding information must be provided to building MEAP coordinators and test administrators if students are to code their own answer documents.
- c. Districts may elect to use one or both of the Research Report options at any or all of the grades assessed.

Accommodations

The accommodations section of the “*School Use Only*” area on student answer documents is used to identify the accommodation(s) used on that subject area test as required by the No Child Left Behind Act of 2001. If a student received more than one accommodation, mark all that apply. If a student did not receive any accommodation, leave this area blank.

The answer documents for mathematics, science, and social studies each list the same standard accommodations. The ELA answer documents, however, have fewer accommodations options listed as standard accommodations. Due to the construct of what is being tested on the ELA tests, some accommodations considered to be standard accommodations for the other subject areas would become nonstandard accommodations if used during the ELA tests.

English Language Learner (ELL) Students:

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

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

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

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

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

Other – A student who has used other standard accommodations.

Students with Disabilities:

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

Enlarged print – A student who used the enlarged print version of the assessments.

Audio – A student who used the audio version of the assessment. There is no audio version of the English language arts assessment.

Reader Script – A student who had the assessment read aloud to them from a scripted version of the assessment.

Other – A student who used other standard accommodations.

Nonstandard Accommodations – Any student who received a nonstandard accommodation on the assessment must have this circle filled in on their answer document. (See Section D - Assessment Accommodations).

Report Codes

Report codes have been included in the box marked “*School Use Only*.” Schools must decide whether these circles are completed, using the following guidelines. Mark all that apply.

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

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

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

Student Prohibited Behavior – See definition for use of this bubble on page E-3 of this manual.

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

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

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

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

Birth Date

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

Class/Group Number

This optional information allows districts and schools to receive their reports organized by a class or group designation(s). This is an optional field. It is the decision of the school or district to use this option and to define class/group numbers that are most useful to the district or school. The district MEAP coordinator will determine class/group numbers.

Assessment Date

Students are given instructions to fill in the date the assessment is administered. If an assessment is administered over more than one day, the date the student begins the test should be marked in the answer document.

Form

Students are given instructions to fill in the form number from the front of their test booklet at the time of the assessment. Students who use an accommodated version of a MEAP assessment always fill in **Form 1** on their answer document.

After MEAP Assessment Guidelines

Building MEAP Coordinator Responsibilities

1. Verify that all test booklets have been returned from test administrators.
2. Check answer documents for the following:
 - a. Only answer documents dated for the current cycle have been used.
 - b. The barcode label on the answer document matches the name that the student to printed on the answer document and that each answer document has a barcode label specific to the student. There will be a \$10 fee for each answer document returned for scoring without a scannable preprinted label affixed.
 - c. The appropriate form number has been filled in correctly.
 - d. All required student identification fields (Student Name, Teacher Name, etc. have been completed accurately.
 - e. All optional data fields the district chose to use and all “School Use Only” fields have been completed accurately.
 - f. No correction fluid, crayons, markers, highlighters, or colored pencils have been used on student answer documents.
 - g. No staples, glue, rubber bands, or paper clips have been used on student answer documents.
 - h. No extra paper is attached (except when approved as an accommodation).
 - i. No answer documents have been disassembled or damaged.

Assessment administrators should also have checked student answer documents for these items, and should have notified the building MEAP coordinator of any student answer documents found to have been damaged, or to contain markings by writing utensils that are not allowed. In these cases, it is the responsibility of the district MEAP coordinator to contact the MEAP Office for assistance.

In general, a new student answer document should be used if the damage to the original document would prevent it from moving properly through a computerized scanner. Markings made in number 2 pencil are required for all items on the MEAP assessment. Pencils allow the use of erasers, which is helpful for scanners geared to read the “darker mark.”

3. If a student used a tape recorder, scribe, enlarged print test, or Braillewriter as an accommodation, a member of the school staff must transcribe the student’s responses into a scannable answer document. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student’s original response.
4. If a student used a word processor as a test accommodation for constructed response items, multiple choice responses must be gridded onto a regular answer document **by the student or a member of the school staff**. Word-processed constructed response answers do *not* need to be transcribed onto an answer document by school staff. ***Each word-processed page must be printed and identified with the following student and assessment identification information:***
 - Student name
 - Birth date
 - Student’s Unique Identification Code (UIC)
 - District and school codes and names
 - Assessment date
 - Grade, subject area, item number
 - For ELA, specify Part number**OR**
 - Affix student’s barcode label to each additional page

The additional pages must be inserted into the student’s answer document that has all required student identification information completed. ***Do not staple or otherwise attach word processed pages to the answer document.*** Word processed paper(s) that are returned without a completed student answer document cannot be processed.

All answer documents containing a word processed insert must be shipped in an orange envelope marked “SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS.” This envelope is provided to the district MEAP coordinators with their Return Kit. ***When returning these special handling envelopes, schools should place them on top of any other returned materials in the first box of their return shipment.*** Word processed pages that are not returned in this manner cannot be scored.

5. With the exception of Grade 3 answer documents, all ***unused*** answer documents should have been sorted out and destroyed by assessment administrators. All ***unused*** Grade 3 answer documents must be returned with nonscorable materials.
6. Before sorting materials, please note that an answer document is considered used if a student has made any marks in it even if it is only to write his or her name.

Organizing Answer Documents for Return

The district MEAP coordinator determines who is responsible for completing the MEAP School/Grade Header Sheet and the optional MEAP Class/Group ID Sheet.

1. Separate each school’s used answer documents by the following subjects, then by grade (if applicable), then by form (if applicable), and then by class/group (if used).
 - English Language Arts – Session 1
 - English Language Arts – Session 2
 - Mathematics
 - Science
 - Social Studies
2. Verify that answer documents have a barcode label affixed with correct student information.

Any orange Special Handling and/or Word-Processed Documents envelopes must be on top of the first box being returned for each school, then:

3. Place all the Class/Group ID Sheets for the entire school on top of the School/Grade Header Sheet of the first subject being returned.
4. If the orange Special Handling and/or Word-Processed Documents envelopes were used, place them on top of the Class/Group ID Sheets.
5. Repeat the process for each school.
6. If shipping all materials from the district coordinator, start a new box for each school, unless all schools can be returned in one box.
7. Signed MEAP Security Compliance Forms are to be kept on file by the district MEAP coordinator. Be sure to return a signed form for each assessment proctor, assessment administrator, and the building coordinator.

Materials Return for Scoring

If your district coordinator is returning materials from your school to MEAP Scoring Services, please pack scorable materials as shown on page G-6 and promptly deliver to your district coordinator. Non-scorable materials also need to be delivered to your district coordinator for return to MEAP Scoring Services, kept by the school, or destroyed, as indicated in the table on page G-5.

If materials are being returned directly from your school to MEAP Scoring Services, please follow the instructions below.

Most districts will return both scorable and non-scorable materials via FedEx.

Instructions for Packing Scorable Materials for Return:

1. Pack answer documents in the boxes using cushioning materials to keep them secure. It is preferred to use the same boxes that the materials originally came in to ship the materials to the MEAP Scoring Services. You may use white or brown boxes to return all materials. If these boxes are not available, use sturdy boxes to return the materials.
2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with shipping tape.
3. Affix a blue Measurement Incorporated “Scorable” label to the top of all boxes containing used answer documents. In addition to the blue label, affix a FedEx Airbill to box 1 of your scorable materials boxes. FedEx personnel will produce and affix additional matching barcode labels to the remaining boxes of scorable materials.
4. On the blue labels indicate the number of scorable materials boxes by completing the Box ___ of ___ (Example: box 1 of 2, box 2 of 2). The total number of scorable materials boxes should be indicated. Do not include green-labeled non-scorable materials boxes in this count.

Instructions for Packing Non-scorable Materials for Return:

5. Pack used and unused test booklets and any used and unused accommodated materials in the boxes using cushioning materials to keep them secure. All cassettes, CDs, VHSs, DVDs, translated material, reader scripts, enlarged print, and/or Braille material must be returned. It is preferred to use the same boxes that the materials originally came in to ship the materials to the MEAP Scoring Services. You may use white or brown boxes to return all materials.
6. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with shipping tape.
7. Affix a green Measurement Incorporated “Non-scorable” label to the top of all boxes containing grades 4-9 used and unused test booklets, grade 3 unused answer documents/test booklets, and used and unused accommodated materials. FedEx personnel will produce and affix additional matching barcode labels to the remaining boxes of non-scorable materials.
8. On the green labels indicate the number of non-scorable materials boxes by completing the Box ___ of ___ (Example: box 1 of 2, box 2 of 2). The total number of non-scorable materials boxes should be indicated. Do not include blue-labeled scorable materials boxes in this count.

Only one box in a shipment needs a FedEx Airbill.

Instructions for Returning All Materials via FedEx Express:

9. Place the boxes where the FedEx driver normally delivers or picks up packages.
10. To schedule a pickup call 1-800-GoFedEx (1-800-463-3339); after the voice prompt “How may I help you?”, press 9.
11. When prompted enter 999 999 933 as the nine-digit FedEx account number. You will be transferred to a specialized Premier Customer Service Representative.

12. Please have the following information available when you call: (a) your phone number – if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system, otherwise this information will need to be provided, (b) the pickup date, (c) the total number of boxes you are returning – add scorable boxes and non-scorable boxes, and (d) the average box weight – you can use 30 pounds per box. In most cases your pickup can be scheduled within two hours of your call.
13. If you do not have enough Measurement Incorporated labels and /or FedEx Airbills, contact your district MEAP coordinator.
14. After returning your materials for this project, destroy any remaining Airbills, as these are project-specific.
15. It is strongly encouraged that you return your assessment materials according to the Fall 2008 MEAP Assessment Administration Return Dates table on page B-2. Because of timeline constraints involved in handscoring written responses and returning results, the MEAP Office will not guarantee the scoring of any answer document picked up after the deadline.

Table of Assessment Materials to be Returned

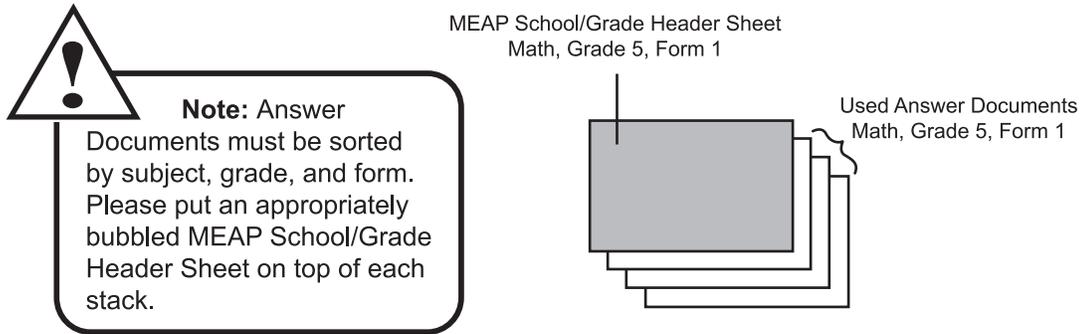
Assessment Materials	Return to MEAP Scoring Services	Schools Keep	Schools Destroy
MEAP Administrator Manuals		X	X
Test Booklets (including Braille, enlarged print, reader scripts, audio, video, and translated versions)	X		
Used Answer Documents	X		
Unused Answer Documents			X
Unused Answer Documents – Grade 3	X		
Marked Math Overlays			X
Unmarked Math Overlays		X	
Signed MEAP Security Compliance Forms		X*	
Used School/Grade Header Sheets	X		
Used Class/Group ID Sheets	X		
Unused School/Grade Header Sheets			X
Unused Class/Group ID Sheets			X

*Signed MEAP Security Compliance Forms are kept on file for one year by the district MEAP coordinator

Assembling Answer Documents for Return

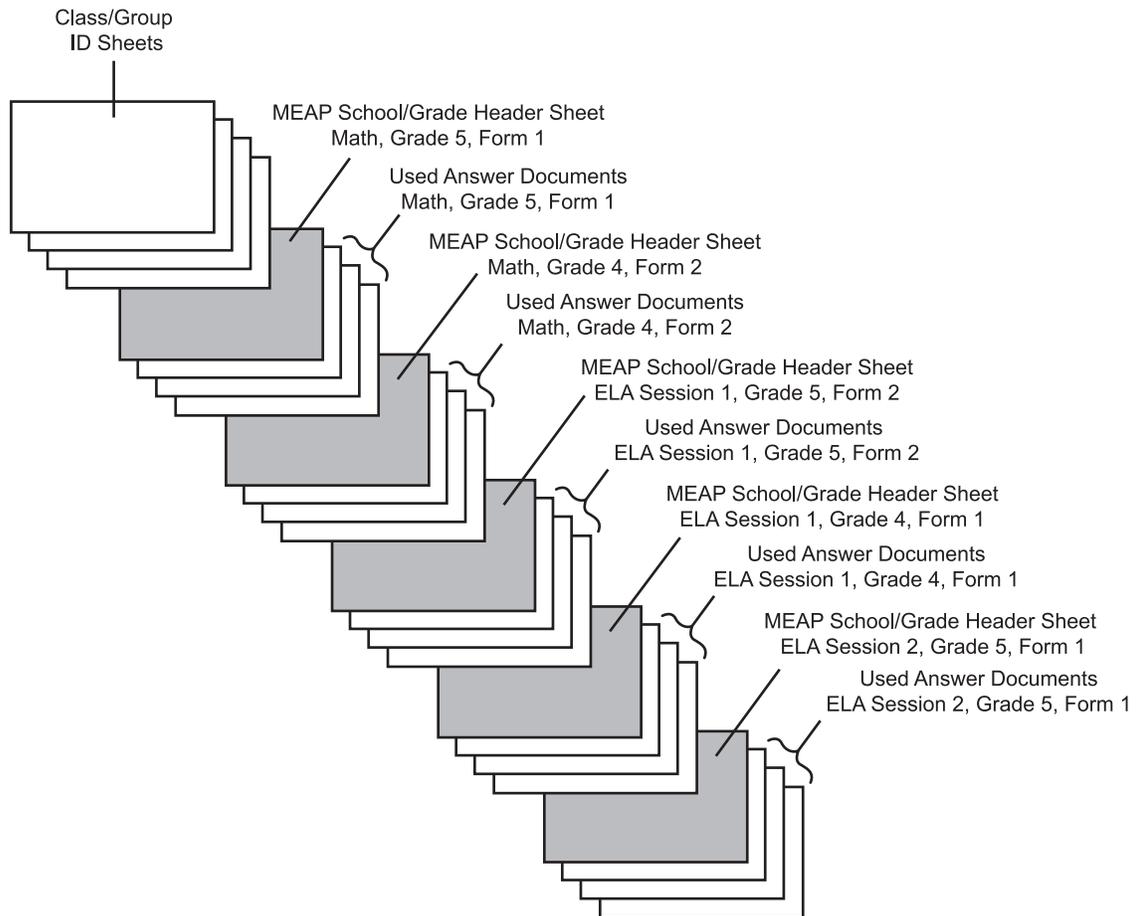
The diagrams below demonstrate how to assemble used answer documents by subject, grade, and form.

For example, assemble your Math, Grade 5, Form 1 Answer Documents as follows:



Continue to assemble used answer documents for each subject, grade, and form.

The diagram below is an example of how the Class/Group ID Sheets and used answer documents should be assembled for return to MEAP Scoring Services. The Class/Group ID Sheets for each school should be placed on top of the stacks of used answer documents for that school.



District MEAP Coordinator Responsibilities

Word-Processed Answer Documents

If a student used a word processor as a test accommodation for constructed response items, multiple choice responses must be gridded onto a regular answer document **by the student or a member of the school staff**. Word-processed constructed response answers do *not* need to be transcribed onto an answer document by school staff. ***Each word-processed page must be printed and identified with the following student and assessment identification information:***

- Student name
- Birth date
- Student’s Unique Identification Code (UIC)
- District and school codes and names
- Assessment date
- Grade, subject area, item number
- For ELA, specify Part number

OR

- Affix student’s barcode label to each additional page

The additional pages must be inserted into the student’s answer document that has all required student identification information completed. ***Do not staple or otherwise attach word processed pages to the answer document.*** Word processed paper(s) that are returned without a completed student answer document cannot be processed.

All answer documents containing a word processed insert must be shipped in an orange envelope marked “SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS.” This envelope is provided to the district MEAP coordinators with their Return Kit. ***When returning these special handling envelopes, schools should place them on top of any other returned materials in the first box of their return shipment.*** Word processed pages that are not returned in this manner cannot be scored.

Organizing Answer Documents for Return

The district MEAP coordinator determines who is responsible for completing the MEAP School/Grade Header Sheet and the optional MEAP Class/Group ID Sheet.

1. Separate each school’s used answer documents by the following subjects, then by grade (if applicable), then by form (if applicable), and then by class/group (if used).
 - English Language Arts – Session 1
 - English Language Arts – Session 2
 - Mathematics
 - Science
 - Social Studies
2. Verify that all answer documents have the appropriate barcode label affixed to the correct student answer document.

Any orange “Special Handling and/or Word-Processed Documents” envelopes must be placed on top in the first box being returned for each school, followed by the Class/Group ID Sheets then:

3. Place all the Class/Group ID Sheets for the entire school on top of the School/Grade Header Sheet of the first subject being returned.
4. If the orange “Special Handling and/or Word-Processed Documents” envelopes were used, place them on top of the Class/Group ID Sheets.
5. Repeat the process for each school.
6. If shipping all materials from the district coordinator, start a new box for each school, unless all schools can be returned in one box.
7. Signed MEAP Security Compliance Forms must be kept on file by the district MEAP coordinator for one year. Be sure to keep a signed form for each assessment proctor, assessment administrator, building coordinator, and the district coordinator.

Most districts will return both scorable and non-scorable materials via FedEx.

Instructions for Packing Scorable Materials for Return:

1. Pack answer documents in the boxes using cushioning materials to keep them secure. It is preferred to use the same boxes that the materials originally came in to ship the materials to the MEAP Scoring Services. You may use white or brown boxes to return all materials. If these boxes are not available, use sturdy boxes to return the materials.
2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with shipping tape.
3. Affix a blue Measurement Incorporated “Scorable” label to the top of all boxes containing used answer documents. In addition to the blue label, affix a FedEx Airbill to box 1 of your scorable materials boxes. FedEx personnel will produce and affix additional matching barcode labels to the remaining boxes of scorable materials.
4. On the blue labels indicate the number of scorable materials boxes by completing the Box ___ of ___ (Example: box 1 of 2, box 2 of 2). The total number of scorable materials boxes should be indicated. Do not include green-labeled non-scorable materials boxes in this count.

Instructions for Packing Non-scorable Materials for Return:

5. Pack used and unused test booklets and any used and unused accommodated materials in the boxes using cushioning materials to keep them secure. All cassettes, CDs, VHSs, DVDs, translated material, reader scripts, enlarged print, and/or Braille material must be returned. It is preferred to use the same boxes that the materials originally came in to ship the materials to the MEAP Scoring Services. You may use white or brown boxes to return all materials.
6. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with shipping tape.
7. Affix a green Measurement Incorporated “Non-scorable” label to the top of all boxes containing grades 4-9 used and unused test booklets, grade 3 unused answer documents/test booklets, and used and unused accommodated materials. FedEx personnel will produce and affix additional matching barcode labels to the remaining boxes of non-scorable materials.
8. On the green labels indicate the number of non-scorable materials boxes by completing the Box ___ of ___ (Example: box 1 of 2, box 2 of 2). The total number of non-scorable materials boxes should be indicated. Do not include blue-labeled scorable materials boxes in this count.

Only one box in a shipment needs a FedEx Airbill.

Instructions for Returning All Materials via FedEx Express:

9. Place the boxes where the FedEx driver normally delivers or picks up packages.
10. To schedule a pickup call 1-800-GoFedEx (1-800-463-3339); after the voice prompt “How may I help you?”, press 9.
11. When prompted enter 999 999 933 as the nine-digit FedEx account number. You will be transferred to a specialized Premier Customer Service Representative.
12. Please have the following information available when you call: (a) your phone number – if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system, otherwise this information will need to be provided, (b) the pickup date, (c) the total number of boxes you are returning – add scorable boxes and non-scorable boxes, and (d) the average box weight – you can use 30 pounds per box. In most cases your pickup can be scheduled within two hours of your call.
13. If you do not have enough Measurement Incorporated labels and /or FedEx Airbills, place an additional order using the OEAA Secure Site.
14. After returning your materials for this project, destroy any remaining Airbills, as these are project-specific.
15. It is strongly encouraged that you return your assessment materials according to the Fall 2008 MEAP Assessment Administration Return Dates table on page B-2. Because of timeline constraints involved in handscoring written responses and returning results, the MEAP Office will not guarantee the scoring of any answer document picked up after the deadline.

Directions for MEAP School/Grade Header Sheet

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

Follow the directions on the MEAP School/Grade Header Sheet. A sample form is included on the following page. **NOTE:** This is a scannable document and photo copies of the MEAP School/Grade Header Sheet cannot be processed. Additional forms may be ordered via the OEAA Secure Site, www.michigan.gov/oeaa-secure. Refer to Section C for more details on ordering additional materials.

Refer to the diagram on page G-6 for more information on how to organize this form and student answer documents for return to the scoring contractor.

MARKING INSTRUCTIONS

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

CORRECT MARK **INCORRECT MARKS**



SCHOOL/GRADE HEADER SHEET

INSTRUCTIONS

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

1 PLEASE PRINT
 Oliver Smith
 Name of Person Completing this Form
 District ABC
 District Name
 School ABC
 School Name

2 DISTRICT CODE

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

3 SCHOOL CODE

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

Please be sure all fields are completed.

4 GRADE

3
 4
 5
 6
 7
 8
 9

5 ANSWER DOCUMENT COUNT

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

6 SUBJECT

ELA Session 1
 ELA Session 2
 Mathematics
 Science
 Social Studies

7 FORM

1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11 Makeup
 99 Emergency

**MEAP Scoring Services
Use Only**

① ② ③ ④ ⑤



Directions for MEAP Class/Group ID Sheet

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

Follow the directions on the MEAP Class/Group ID Sheet. A sample form is included on the following page. **NOTE:** This is a scannable document and photo copies of the MEAP Class/Group ID Sheet cannot be processed. Additional forms may be ordered via the OEAA Secure Site, www.michigan.gov/oeaa-secure. Refer to Section C for more details about ordering additional materials.

Refer to page G-6 for more information on how to organize this form and your answer documents for return to the scoring contractor.

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

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

Instructions for each area on the form are as follows:

1. Provide the name of the person completing this form (teacher or district/building coordinator) and the district and school name.
2. In the boxes under the DISTRICT CODE, indicate the district number. Fill in the corresponding circles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.

3. In the boxes under SCHOOL CODE, indicate the school number. Fill in the corresponding circles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your local district coordinator.
4. In the boxes under TEACHER NAME, indicate the name of the teacher for whom CLASS/GROUP NUMBER(s) are being provided and 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 circles under each block. For teachers who need reports 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 zeros to the left of the number.

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

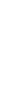
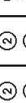
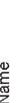


CLASS/GROUP ID SHEET

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



PLEASE PRINT

Name of Person Completing this _____

District Name _____

School Name _____

DISTRICT CODE

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

SCHOOL CODE

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

4	LAST NAME	TEACHER NAME	CLASS/GROUP NUMBER
	(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)(L)(M)(N)(O)(P)(Q)(R)(S)(T)(U)(V)(W)(X)(Y)(Z)	(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)(L)(M)(N)(O)(P)(Q)(R)(S)(T)(U)(V)(W)(X)(Y)(Z)	(0)(1)(2)(3)(4)(5)(6)(7)(8)(9)

Directions for MEAP Security Compliance Forms

The purpose of the MEAP Security Compliance Form is to ensure that all parties that have access to the MEAP assessment materials understand that these are highly secure materials and are to be used for assessment purposes only. These forms should be read and signed by all parties that have access to the MEAP assessment materials **prior** to test administration.

Follow the directions on the MEAP Security Compliance Form. A sample form is included on the following page. Additional copies may be printed from the public MEAP web page at www.michigan.gov/meap.

These forms are **not** returned to the scoring contractor. District MEAP coordinators are to keep all signed forms on file for one year.

MEAP Security Compliance Form

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

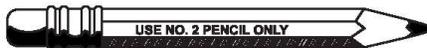
I have had access to a printed or electronic copy of the *Professional Assessment & Accountability Practices for Educators* as published by the Office of Educational Assessment and Accountability of the Michigan Department of Education and

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

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

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

Note: Use a No. 2 pencil only.



Date: _____

Signature: _____

Printed Name: _____

Note: An electronic copy of the *Professional Assessment & Accountability Practices for Educators* is available at <http://www.michigan.gov/oeaa>. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI 48906. Toll-free: 1-877-560-8378.

1 SCHOOL		DISTRICT	
<input type="radio"/>	0	<input type="radio"/>	0
<input type="radio"/>	1	<input type="radio"/>	1
<input type="radio"/>	2	<input type="radio"/>	2
<input type="radio"/>	3	<input type="radio"/>	3
<input type="radio"/>	4	<input type="radio"/>	4
<input type="radio"/>	5	<input type="radio"/>	5
<input type="radio"/>	6	<input type="radio"/>	6
<input type="radio"/>	7	<input type="radio"/>	7
<input type="radio"/>	8	<input type="radio"/>	8
<input type="radio"/>	9	<input type="radio"/>	9

2 MEAP ROLE	
<input type="radio"/> District Coordinator	<input type="radio"/> Proctor
<input type="radio"/> Building Coordinator	<input type="radio"/> Accommodations Provider
<input type="radio"/> Assessment Administrator	<input type="radio"/> Other _____

3 INFORMATION BOX	
PLEASE PRINT—Use full names.	
School Name:	_____
City:	_____
District Name:	_____

INSTRUCTIONS
<ol style="list-style-type: none"> 1. Use a No. 2 pencil only. In the boxes under School, District, indicate the district code if you are the District Coordinator or have district-wide responsibilities including MEAP assessment. All other assessment administrators must fill in the school code and district code. Fill in the corresponding circles. 2. Fill in the corresponding circle next to your role in the MEAP assessment (ex: district coordinator, building coordinator, etc.). 3. In the Information Box, print your school name, city, and district name on the lines provided. 4. Once the form has been completed, return it to your district assessment coordinator.

MEAP Glossary

Accommodation – A student for whom an assessment provision is made so that the effect of a disability is minimized or removed, and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses.

Adequate Yearly Progress (AYP) – The measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on state assessment, including Michigan Educational Assessment Program (MEAP) and MI-Access, Michigan’s alternate assessment for students with disabilities. AYP includes measurement of proficiency (as measured by state assessment), participation rates in state assessment, and attendance or graduation rates. Schools can meet the AYP proficiency targets in two different ways: (1) Schools can meet the objective for the grade or subject area or (2) the school can show sufficient improvement (Safe Harbor). For a public school or school district to make adequate yearly progress, the school as a whole and each measurable student subgroup must meet or exceed the state annual measurable objectives, the school as a whole and each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State’s requirement for other academic indicators. For more information on AYP, please visit <https://oeaa.state.mi.us/ayp/>.

Braille – A bubble on student answer documents that indicates the Braille version of the assessment was used.

Class/Group No. – This is an optional field. The purpose of this field is to allow districts and schools to receive their reports organized by a class or group designation. It is the responsibility of the school or district to define class/group numbers that are most useful to the district or school. See your MEAP coordinator for your class/group number.

Demographic Reports – Provides a summary breakdown of scores by several demographic factors for each subject area assessed. The report sorts scores by demographics and educational program categories including gender, ethnicity, economically disadvantaged, English Language Learners, formerly limited English proficient, migrant, and homeless. The reports also indicate whether the student took the assessment with standard or nonstandard accommodations. The scale score, the number of students for each subgroup category of students, and the percent that met or exceeded Michigan standards are included. Summary data comparing the school, district, and state scores concludes the report.

Economically Disadvantaged – A student from a low-income family defined as eligible by the income guidelines for free and reduced price meals. (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

English Language Arts (ELA) Assessment – The integrated English Language Arts Assessment includes writing and reading.

English Language Learner (ELL) – see Limited English Proficient (LEP).

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

Item Analysis Report – Provides summary information for each released selected-response (multiple-choice) item and each released constructed-response (open-ended) item on the assessment, including the primary

Michigan benchmark (GLCE) measured by each item. The summary information reports the percentage of students selecting each response. The aggregate data is reported by class or group, school, district, and state.

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

Home Schooled – The “Home Schooled” bubble exists on answer documents for students who are home schooled and take the MEAP in their local school district. Public school districts are required to administer the MEAP assessments to home-schooled students who wish to assess.

Limited English Proficient (L.E.P.) – The terms “limited English proficient” or “English Language Learner,” when used with respect to an individual, means an individual

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Mathematics Assessment – The mathematics assessment is designed to demonstrate students’ understanding of mathematics through both multiple-choice and constructed-response questions.

MEAP Use Only – Special-use bubbles have been added to answer documents. These bubbles, labeled “MEAP Use Only” are to be used only as instructed under special notice by the MEAP office.

Migratory Status – A student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.

Nonstandard Accommodation – Any accommodation not included as a standard accommodation in the Assessment Accommodations Summary Table approved by the State Board of Education.

Parent Report – The Parent Report provides a detailed description of each student’s performance in the subject areas assessed on the MEAP. This report is designed to help parents and guardians identify the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

Research I and II Fields – Research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report.

Single Record Student Database – Data submitted by school districts via the Single Record Student Database (SRSD) include discrete information about individual students such as age, gender, race and ethnicity, and program participation. The data collected via the SRSD will be used to meet the reporting requirements of the federal No Child Left Behind Act of 2001, including the determination of Adequate Yearly Progress (AYP).

Science Assessment – The science assessment is designed to demonstrate students’ understanding of science through multiple-choice and written-response questions.

Social Studies Assessment – The social studies assessment is designed to demonstrate students’ understanding of social studies through multiple-choice and constructed-response questions.

Special Education – A student who is determined by an individualized education program team or a hearing officer to have 1 or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from high school. (Reference Michigan Administrative Rule 340.1702, Rule 2)

Standard Accommodation – An assessment provision given so that the effect of a disability is minimized and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses. (The list of standard accommodations can be found in Section D of this Handbook.)

Student Prohibited Behavior – The bubble on the student answer document that is to be used to identify students who engage in prohibited behavior.

Unique Identifier Code (U.I.C.) – A ten-digit identification code that is assigned to a student through the SRSD process.



**MEAP District and Building Coordinator Handbook
2008-2009 Academic Year**