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Michigan Educational Assessment Program

MEAP
Test Administrator Manual

Grade 3

Fall 2008

MICHIGAN Department of Education

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608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909

www.michigan.gov/meap
517-373-8393
877-560-8378

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Fall 2008 MEAP Assessment Administration
Important Dates

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

If you SHIP your materials…			
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 *EducationYES!* 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 *EducationYES!* 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 *EducationYES!* school grades.		

NOTE: Schools must administer subjects on the 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 the first specified day of testing *for that subject* (Math, ELA Session 1, ELA Session 2, Science, or Social Studies) and the final make-up testing date.

Fall 2008 Michigan Educational Assessment Program (MEAP)

The purpose of this MEAP Test Administrator Manual for Grade 3 is to provide information specific to the administration of the Fall 2008 MEAP tests for the third grade. Each test administrator should be provided the appropriate grade level test administrator manual. A supply was shipped with test materials. Additional copies are available on the MEAP website at www.michigan.gov/meap.

A separate MEAP District and Building Coordinator Handbook is available on the MEAP website at www.michigan.gov/meap. The handbook is a comprehensive guide for district and building MEAP coordinators.

ITEMS OF SPECIAL INTEREST

New MEAP Assessment Schedule

The new MEAP schedule for Fall 2008 is located on page 2 of this manual. The new MEAP schedule requires that schools administer each grade level test (or session of a test) be administered in one day on specific dates. The exception to this is for students who take accommodated versions of the test. These students have from the initial date of each subject area test (e.g., October 14th for the mathematics test) 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 test (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.

Field Testing

Because the MEAP Office releases 50% of all test 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 interspersed with the operational items.

For field testing purposes, there are multiple forms of each subject area test booklet. Students within a school/building will have the SAME form of each test, unless an accommodated version of the test is being used. Each subject area and grade level has one answer document designed for use with all forms of the test. ***It is extremely important that students fill in the correct form number on their answer documents***. (Students using an accommodated version of the MEAP test must have a printed Form 1 booklet.)

Grade 3 Assessments

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

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

young students.

The questions written for the Grade 3 tests were developed with the 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.

The Grade 3 tests use a combined test booklet and answer document. It is referred to collectively as the answer document. Students will record their answers in this combined answer document, as opposed to having to juggle a separate test booklet and answer document.

Please feel free to comment on your experience with the tests by contacting the MEAP Office. Contact information is located on page 7. Your comments are important and will be considered during development of future tests.

Online Student Registration

Schools must register new students through the Office of Educational Assessment and Accountability (OEAA) secure site (www.michigan.gov/oeaa-secure) to produce a label to affix to each student answer document. Students can be registered up until the day materials are returned. Step-by-step instructions can be found on the login page of the OEAA Secure Site by clicking on the link labeled *OEAA Secure Site User Manual*.

Schools will be charged a $10 fee for any answer document returned for scoring that does not have a scannable barcode label affixed.

Accommodated Versions of the MEAP Tests, Grades 3 – 9

All accommodated versions of the MEAP tests (Braille, enlarged print, reader scripts, audio and video versions) will be reproduced from a Form 1 test booklet. 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.

Students whose IEP or Section 504 Plan requires extended time for testing must use a Form 1 test booklet.

It is the policy of the U.S. Department of Education that if a student uses a nonstandard test 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 test accommodation and review its use. The consequence of students not counting as being assessed should be taken into consideration by IEP Teams.

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.

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.

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 a student's IEP or Section 504 Plan.***

Arabic, Spanish, and English Videos

Videos are available as an accommodation for some English language learners. (Please see page 16 for more information on which students are eligible for these accommodations.) In Fall 2008, videos for MEAP subject areas of mathematics, science, and social studies are available in Spanish, Arabic, and English.

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

There are no video translations for the ELA tests 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 test accommodations are NOT counted as being assessed for the calculation of No Child Left Behind test participation rates, and are counted as "Not Proficient" when calculating Adequate Yearly Progress (AYP).

English Language Arts Assessment

The integrated English language arts (ELA) test includes writing and reading. During Fall 2008 testing, the ELA test is divided into two sessions. There is one ELA answer document for each session (Session 1 and Session 2). The ELA Session 1 answer document can be used with any form of the ELA test (Forms 1 – 10), including the Session 1 ELA Makeup test (Form 11).

Students are not required to take the English language arts tests in the order presented in this manual; however, the MEAP Office encourages schools to administer the tests in this order.

Mathematics Assessment

For the Fall 2008, calculators are **NOT** allowed on **any** part of the Grade 3 mathematics test. It is important that students are made aware of the calculator rules prior to taking the tests.

Use of No. 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.

Assessment and Accountability Practices

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 test is to be administered. It is recommended that the document be downloaded from the website and read in its entirety prior to the assessment cycle as it contains specific information for individuals based on assessment responsibilities.

Packaging and Return of Materials

Districts and schools are encouraged to complete and return test materials as early as possible during the test cycle. The contractor can then begin to scan and score student responses immediately. This will require multiple shipping dates. Additional FedEx Airbills have been included in the return kits.

Initial tests (Forms 1 – 10) are to be administered on the date specified in the MEAP Fall 2008 Schedule (see page 2). Each subject area Makeup Test (Form 11) must also be administered, as needed, on the dates specified in the MEAP Fall 2008 Schedule (see page 2). All MEAP testing must be completed by October 30th. MEAP tests may NOT be administered after that date.

It is highly recommended that when the initial MEAP test forms (1 – 10) have been administered, that schools return test materials, so that the MEAP contractor may begin the scoring process.
All test materials (scorable and nonscorable) must be returned according to the schedule on page 2.

MEAP test booklets may not be copied or retained in schools. They must be kept in locked storage both before and after the tests. They must be returned to MEAP Scoring Services as directed.

Contact Information

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

- **MEAP Office**—for information about MEAP test administration procedures, content, scheduling, information about students with disabilities and appropriate tests or accommodations, and information about the English Language Learner (ELL) program
  Phone: 1-877-560-8378
  Fax: 517-335-1186
  website: www.michigan.gov/meap
  E-mail: MEAP@michigan.gov

- **MEAP Scoring Services**—for information about ordering, receiving, packaging, or returning test materials
  Phone: 866-691-1423
  Fax: 866-691-1424
  E-mail: MEAPhelp@measinc.com

MEAP Test Administration

Valid and reliable MEAP tests require that tests are first constructed in alignment with Michigan content standards, and then scored according to sound measurement principles. Sound test practices require that schools across the state administer all tests 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 test, and working with the MEAP Office to address deviations from established test administration procedures. District and school faculty members play a key role in the fair and equitable administration of successful MEAP tests. Please review the test procedures in this manual, follow the established test administration procedures carefully, and notify the district MEAP coordinator if a concern arises.

Test Administrators and Proctors

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

- Reading and becoming familiar with MEAP test administration procedures for the specific test cycle prior to the tests.
- Reading directions ***exactly as they appear*** in this manual to students, and answering questions about test directions.
- Verifying that no unauthorized materials or equipment are being used during the tests.
- Moving throughout the 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 No. 2 pencil.
- Reporting instances of deviations in test administration or prohibited student behavior to the building MEAP coordinator for early and fair resolution of any concerns.
- 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, test 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 test aloud to students, except where specifically indicated in the directions.

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

MEAP Test Schedule

The MEAP Fall 2008 Grade 3 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 cycle.

All Fall MEAP tests 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 tests.

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

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

Subject Area	Grade	Part	Recommended Time (Minutes)
English Language Arts – SESSION 1	3	1	50
		2A	30
		2B	60
English Language Arts – SESSION 2	3	3	50
		4	70
Mathematics No Calculators Allowed on Either Part	3	1	45
		2	40

IMPORTANT: Suggested 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 assessed).
(2) To read the test directions to students at the beginning of each section or part (approximately 5 to 10 minutes).

All tests must be completed according to the schedule, and all materials must be returned by the appropriate deadline. *(See page 2.)*

Assessment booklets (including Braille, enlarged print, reader scripts, and audio or 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 the tests. ***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 tests. No person, other than students to be assessed, shall be allowed to review or take the test.***

Students to Be Tested

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 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.

Keep in mind that 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 makeup tests. Some students may require appropriate and reasonable accommodation where such accommodations are necessary to measure achievement relative to state content standards. (See Assessment Accommodations, pages 14 – 25.)

English Language Learners

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

Further information regarding ELL test accommodations is provided on pages 14 – 25.

The U.S. Department of Education allows flexibility in the test participation of English language learners (ELLs) who are "in their first year in U.S. public schools." The "first year" is defined as the first "school year" that the student is enrolled. For the Fall 2008 MEAP tests, this applies to English language learners (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 test (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 test. The score will not count for AYP. To ensure accurate calculation of AYP, an ELL must have a date entered in the *"First Entered USA"* field of the student record on the OEAA Secure Site if the student has entered the U.S. within the past 12 months.

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 test 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 tests 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 2007–2008 (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 test is administered.

**For students with an IEP requiring an alternate test, the IEP Team will determine how the student is assessed in this subject area until the state develops a MI-Access test in this subject area.

Test Administration Materials

Receipt of Materials

Fall 2008 MEAP test materials will be delivered approximately two weeks before the test cycle begins. Test booklets and answer documents come shrink-wrapped in sets of ten. Preprinted student bar code labels are shipped with other test materials and are sorted according to grade, subject, class/group id, student last name, student first name, and student middle initial. An overage of answer documents and test materials will be shipped to schools and the district. ***Keep the boxes your materials arrive in, you will need them for returning materials.*** A packing list will be provided and shipments will include the following:

Grade Level MEAP Test Administrator Manuals—There is one Administrator Manual **for each grade level** assessed by MEAP. Manuals for each grade level are supplied for each district and building MEAP coordinator and each test administrator. The manuals can be distinguished by the grade level displayed on the front cover of each manual. All grade level manuals are also 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 coordinators and also contains specific instructions regarding online registration. The handbook is available online at www.michigan.gov/meap.

Grade 3 Answer Documents/Test Booklets— Grade 3 students use a combined test booklet and answer document for all subjects. English language arts (ELA) has two separate test booklets – Session 1 and Session 2. Schools will receive barcode labels to be affixed to each student's combined test booklet and answer document. ***No copies shall be made of the combined student test booklet and answer documents or any portion thereof. Answers shall not be transcribed or recorded on any document other than a student answer document.*** Assessment booklets are secure materials that must be carefully monitored and kept in ***locked*** storage while in schools. ***All booklets (including Braille, enlarged print, reader scripts, audio, and video versions) must be returned to MEAP Scoring Services. No person, other than students to be assessed, shall be allowed to review or take the test.***

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

MEAP School/Grade Header Sheets—One should be completed by the test administrator for each grade/subject/form assessed.

Class/Group ID Sheet—This is an optional form. One form should be completed for every teacher or building coordinator as determined by the district MEAP coordinator.

MEAP Security Compliance Forms— This form should be read and signed by all MEAP coordinators, administrators, proctors, and any individuals who have had access to the MEAP tests or assisted with test administration when they receive their test materials and before testing begins. **These forms are to be kept on file by the District MEAP Coordinator for one year.**

Orange "Special Handling" Envelopes—This should be used for the return of word-processed or other documents needing special handling.

Return Kit—This contains labels and instructions on returning the MEAP materials.

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

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 for use during the administration of the MEAP assessment. An Assessment Accommodation Summary Table is provided on pages 21 – 25. It identifies standard and nonstandard accommodations for the MEAP assessments for students with disabilities, Section 504 Plan students, or 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 test 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 tests if the accommodations are customarily used during normal classroom activities and testing. 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 page 16 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 test accommodations do ***not*** change the construct of what the test is measuring and ***do*** provide a valid score. Nonstandard accommodations change the construct that the test is measuring, rendering scores invalid. Students who use nonstandard test 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 test accommodations. In light of the significant consequences of using nonstandard test 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 Education Program form and manual. These documents can be found at www.mi.gov/ose-eis on the Special Education Administrative Forms and Procedures page.

All questions related to test accommodations for students with disabilities and Section 504 Plan 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 test 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 Tests

Only students whose IEP or Section 504 Plan specifies that the student 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 tests as it changes the construct being measured from reading to listening, making it a nonstandard accommodation.

To order additional audio versions of the tests, 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 tests:

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 onto 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 onto the answer documents
5. The test administrator must read the directions from this *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 window. ***No copies of these materials may be made, downloaded or retained.***

Video Versions of Tests

English language learners (ELLs) at the basic or lower intermediate proficiency levels are eligible to use video versions of MEAP tests. ***When specified in the IEP or Section 504 Plan, students with disabilities are also eligible to use the video version of the MEAP tests***. In Fall 2008, videos are available in Spanish, Arabic, and English. Please note that there is no video version for the writing portions of the English language arts (ELA) test, as the directions and writing prompts are read aloud to all students. There is no video version for the reading portions of the ELA tests 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:
  - is at the basic or lower intermediate English language proficiency levels, **AND**
  - whose dominant language is Arabic or Spanish, **AND**
  - is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language 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:
  - is at the basic or lower intermediate English language proficiency levels, **AND**
  - whose dominant language is a language other than English, **AND**
  - 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 tests:

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 onto 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 test 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 Counts screen on the OEAA Secure Site.

Reading Tests Aloud

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 the Assessment Accommodation Summary Table on pages 21 – 25.)

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 a test accommodation, ***a member of the school staff must transcribe the student's response onto a regular 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 "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 Test

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 onto 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 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 for constructed response items 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. Because the English language arts test assesses the student's use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Other" bubble on the student answer document(s) to indicate the student used a word processor as a standard test accommodation. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the nonstandard test accommodation bubble must be gridded.

If a student uses 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*:

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

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 of Materials 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.

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, 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 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 an orange envelope marked "SPECIAL HANDLING AND/OR WORD-PROCESSED DOCUMENTS." This envelope is provided to the district 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 tests, a student may have rapid onset of a medical disability that warrants a test accommodation. For example:

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

In the case of rapid onset of a medical disability, MEAP asks the school's principal or guidance counselor to

document, for the student's file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and should be filled in appropriately on the student answer document.

Extended Time

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 test accommodations for both the Michigan Educational Assessment Program (MEAP) and MI-Access (Michigan's Alternate Assessment Program). The table provides a summary for Michigan students, educators, parents, and parties who are interested in the standard (S) and nonstandard (NS) accommodations for each state assessment for students eligible for special education, Section 504 students, and English language learners. The summary table of test accommodations is to be used by educators as a reference to establish if a test accommodation that has been determined appropriate for the student is a standard or nonstandard accommodation for the state assessment. It is not to be used as a checklist for determining what test accommodations should be used for a student.

Assessment Accommodation Consequences – No Child Left Behind

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

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

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

Accommodation	MEAP		
	IEP	504	ELL
Presentation			
18. Use of bilingual word-for-word non-electronic translation glossary for English language learners	S	S	S
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS
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, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP 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, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment 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 read in Arabic or Spanish for a student whose dominant language is Arabic or Spanish and who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native languages in the school setting	S	S	S
29. Reading all directions to the student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student's native language in the school setting	S	S	S
30. Provision for student restatement of directions in the student's own words	S	S	S

Accommodation	MEAP		
	IEP	504	ELL
31. Students asking for clarification of directions	S	S	S
32. Directions provided using sign language	S	S	NA
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S
34. Administration of the assessment by person familiar to the student	S	S	S
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NS	NS	NS
37. Administer assessment sections in any order for English language arts, science, and social studies	S	S	S
38. Administer assessment sections in any order for Mathematics	S	S	S
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S
40. Emphasis on key words in directions	S	S	NA
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA
42. Reading aloud the MEAP reading components of the ELA assessment or the MI-Access accessing print assessment to the student, 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 in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting	S	S	S
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

Accommodation	MEAP		
	IEP	504	ELL
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 disabled for ELA assessment.	S	S	NA
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science and Social Studies.	S	S	NA
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S
73. Use of Braillewriter	S	S	NA
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA
75. Adapted paper, lined or grid paper for recording answers	S	S	NA
76. Use of computers with alternative access for an alternative response mode	S	S	NA
77. Use of speech to text word processor for responses for English language arts	NS	NS	NA
78. Use of speech to text word processing for mathematics, science and social studies	S	S	NA
79. Use of alternative writing position	S	S	NA

Accommodation	MEAP		
	IEP	504	ELL
80. Use of special adaptive writing tools such as pencil grip or larger pencil.	S	S	NA
81. Write directly in assessment booklet	S	S	S

NOTE: Assessment accommodations not listed in the Assessment Accommodation Summary Table are considered nonstandard. Assessment scores accomplished by the use of them will not count as being assessed when calculating NCLB participation rate.

Test Administration Guidelines

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

- Maintain the security of all test materials before, during, and after the test, and between test sessions
- Administer the tests in a manner consistent with established test procedures
- Establish test conditions that prevent opportunities for students to engage in prohibited behaviors (intentional or unintentional)
- Review student information completed on answer documents for accuracy
- Communicate with the district MEAP coordinator if questions or concerns arise

Test Security

Assessment booklets (including Braille, enlarged print, reader scripts, 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 tests and returned to MEAP Scoring Services as directed. No person, other than students to be assessed, shall be allowed to review or take the test.***

A sample of the MEAP Security Compliance Form is included on page 91 in this manual. This form should be read and signed by all MEAP coordinators, administrators, proctors, and any individuals who have had access to the MEAP tests or assisted with test administration when they receive their test materials and before testing begins. ***These forms are to be kept on file by the District MEAP Coordinator for one year.***

Leaving the Room During the Test

Students are allowed to go to the restroom during the test, but it is best not to make a general announcement to that effect. Only one student may leave the test room at a time. Collect the test booklet and answer document from the student upon leaving and redistribute them to the student upon returning. ***Assessment administrators must never allow students to be unsupervised during testing.***

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

Monitoring Test Administration

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

- Distribute all materials to students. Check for appropriate test booklets and answer documents.
- Remind students to turn off all electronic communication devices (e.g., 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 test.
- Administer the tests according to the test administration manual.
- Read directions ***exactly as they appear*** in the administration manual to students. Answer questions

about test directions as described in the administration manual.
- Monitor the test sessions by moving throughout the test room.
- Ensure that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer document using only a No. 2 pencil. Student responses are limited to the space provided in the answer document unless specified as an approved accommodation.
- Ensure that the test room is quiet during the entire test administration.
- Remain in the test room at all times unless replaced by another trained staff member.
- Report any incidents of questionable student behavior or deviations in test administration to the building test coordinator for early and fair resolution of any concerns.
- Ensure that students do not leave the test room unless extenuating circumstances are present. If a student must leave, test administrators must collect the test booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.

Also consider the following:

- Are students marking their responses in the correct section of the combined test booklet/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 test? Students may underline, highlight, or write notes in their booklets only. Remind them of the importance of the test results.
- Are any students distracting others? If so, they should be moved to a separate test room.
- Are students working in the correct section of the test booklet? Students are not permitted to return to previously administered sections of a test after a session is complete. Students may not revisit test answers *for any reason* after test booklets and answer documents have been collected.

Administrative Errors During Test

If an administrative error occurs during test, the District MEAP Coordinator should report it immediately 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 (administration of an emergency test to affected students, for example) that would allow the school and students to obtain valid scores.

Some examples of administrative errors include:

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

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

Prohibited Behavior During Test

The "Student Prohibited Behavior" bubble 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 test is to be administered. It is recommended that the document be downloaded from the website and read in its entirety prior to the assessment window as it contains specific information for individuals based on test responsibilities.

School personnel should review this section prior to administering the tests. School personnel and students should be informed of appropriate test practices prior to the administration of the tests. Students should also be made aware of prohibited test practices and the potential consequences. Prohibited student behavior includes any of the following:

- Communicating or collaborating in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.
- Copying another student's answers, or requesting or accepting any help from another person.
- Using any material or equipment that is not expressly permitted by the test administration manual.
- Answering a test question or any part of a test for another student, or providing assistance to another student before or while that student is taking a state test.
- Returning to previously administered sections of the test after a test session is complete.
- Using any prohibited calculator, communication, or information storage device (e.g., cell phones, pagers, PDAs, iPods, etc.)
- Engaging in any other behavior 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 engaging in one or more of the prohibited behavior, the Assessment Coordinator should allow the suspected student(s) to finish the test and code the student's answer document by filling in the "Student Prohibited Behavior" bubble. The Assessment Administrator is to immediately notify the building test coordinator of the suspected prohibited behavior. 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 behavior 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 test cycle, the test score(s) will not be invalidated, the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated. Adequate Yearly Progress (AYP) requires the use of a valid test score. A student without a valid test score will be considered "not assessed" for AYP purposes.

The "Student Prohibited Behavior" bubble 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.

Student Labels and Student Answer Documents

Every student taking a MEAP test will have a separate answer document for English language arts (ELA), 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. The online registration process is to be used to produce barcode labels for students. Contact your district MEAP coordinator if you are not familiar with online registration.

Every used answer document *must* have a barcode label specific to the student.

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. Answer documents for the same subject cannot be used across grades, nor can same grade's answer document be used across subjects. For example, do not use a Grade 4 mathematics answer document when administering the Grade 5 mathematics test or a Grade 4 ELA test.

There are three sections on student answer documents with *"School Use Only"* coding: Research, Accommodations, and Report Codes. These sections are explained in detail below.

Research

Research I and II Fields – Use of the research fields is optional. In addition to the usual aggregate school and district summaries, research reports provide districts an opportunity to receive results broken out (disaggregated) by research group (up to ten groups per report). In the past, school districts have used the optional research fields to answer such questions as:

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

b. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B (vs. reading program C, etc.)?

c. Do students in "nongraded" classrooms score higher or lower than students in "conventional"

classrooms?

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

a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may enter one response per code on his or her answer document (one response in the Report I column and one response in the Report I 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 Learners (ELLs)

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

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

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

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

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

Other – A student who used other standard accommodations.

Students with Disabilities:

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

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

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

Reader Script – A student who has 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 receives a nonstandard accommodation on the test must have this circle filled in on their answer document. (See Assessment Accommodations beginning on page 14.)

Report Codes

Report Codes have been included in the box marked "*School Use Only*." Schools 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 tests, but may test during the district's test window. Home-schooled students should contact their local school district for test information. Public school districts are required to administer the MEAP tests 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 because the school or school district has determined the student is no longer eligible to receive support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)

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

Student Prohibited Behavior – See definition for use of the "Student Prohibited Behavior" bubble on page 28 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 test.

Class/Group Number

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

Test Date

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

Form

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

Test Administrator Directions:
MEAP Grade 3 English Language Arts (ELA) Test
(Forms 1 – 10)

This *MEAP Grade 3 Assessment Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the 3rd grade test.

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

Session 1 Grade 3 MEAP English Language Arts Test – October 16, 2008

Materials Needed by Test Administrator:

- MEAP Assessment Administrator Manual for Grade 3, Fall 2008
- Session 1 Grade 3 MEAP English Language Arts Answer Document/Test Booklet (to read the Knowledge and Experience writing prompt aloud to students)

Materials Needed by Students:

- Session 1 Grade 3 MEAP English Language Arts Answer Document/Test Booklet
- No. 2 Pencil

NOTE: The Fall 2008 Grade 3 MEAP ELA booklet (labeled "Answer Document" on the front cover) is the test booklet and answer document combined into a single booklet. Students will record all their answers directly in these booklets.

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

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

Test Length – Session 1 Grade 3 ELA

This test is untimed and student-paced. Students must be given as much time as needed during the *same continuous session* to complete each part of the test being administered. Arrangements should be made before testing begins for any student who needs additional time to complete a part of the test.

Since the Parts are not thematically linked, they do not have to be administered in the order given in this manual. However, the MEAP Office does recommend that this test be administered in the order given.

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

Part 1: Writing from Knowledge and Experience..... 50 minutes (approximately)
Part 2A: Independent Reading Selection ..... 30 minutes (approximately)
Part 2B: Paired Reading Selections ..... 60 minutes (approximately)

Additional time is necessary to distribute materials, read test directions to students at the beginning of each session, and collect test materials at the end of each session.

Directions

Passages printed in the shaded boxes and preceded by the word ***SAY*** are instructions to students and are to be read aloud ***exactly as they are written***. *(The italicized instructions to the test administrator are not read aloud to the students.)* Pause periodically to make sure students understand these directions and answer questions as necessary.

Beginning the Session 1 Grade 3 ELA Test

Distribute a Session 1 Grade 3 ELA booklet to every student. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the booklet for students to provide a correct and complete response to each writing prompt. No additional paper may be used for any part of this test unless specified as an assessment accommodation.

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

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

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

All answers must be written in your booklet using a No. 2 pencil only.

Make sure you have a Fall 2008 Session 1 Answer Document for Grade 3 MEAP English Language Arts. In the lower left-hand corner there should be a label. Raise your hand if your name does not appear on this label or if the label is missing.

Make sure each student has his or her own Session 1 Grade 3 ELA booklet before testing begins. If the student's name is misspelled on the barcode label, corrections can be made at a later date on the OEAA

Secure Site. The problem may have to be corrected by giving the student a blank test booklet. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Every student answer document must have the correct barcode label affixed before being returned to the scoring contractor. Test administration may proceed.

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

Instruct students to give the full name of the teacher, school, and district. This information may be posted so that all students can see it (i.e., on a chalkboard or easel, etc.). Give students time to complete this information.

SAY: **Also on the cover page of your Answer Document, find box 4 labeled Birth Date. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the number for the day you were born in the spaces provided and fill in the circle below that goes with the number. The last two columns are for the year you were born. Write the last two numbers of the year you were born in the spaces provided and fill in the circle below that goes with the number.**

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

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

SAY: **Now find box 5 labeled Class/Group Number. I have written the number for you to use to complete this box. Please write the number in the spaces provided and fill in the circle below that goes with the number.**

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

SAY: **Next find box 6 labeled Date. Please fill in the circle next to today's date.**

Inform students of the correct date and assist them in filling in the correct circle.

The Fall 2008 Grade 3 ELA booklets have been preprinted with the number of the test form filled in. No directions are needed to students to complete box 7.

Proceed to the directions for the first part of the Session 1 Grade 3 ELA test that is being administered.

Directions for Session 1 – Part 1: Writing from Knowledge and Experience

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

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

SAY: **During this part, I can help you understand the directions, but I cannot give you help on the item.**

*Test administrators are allowed to use a Session 1 Grade 3 ELA test booklet to read the Writing from Knowledge and Experience prompt and checklist aloud to students. Test administrators are **not** allowed to look at any other parts of the test booklet. The test booklet must be kept secure at all times and returned with scorable materials at the end of testing.*

SAY: **Open your booklet to Part 1, found on page 1.**

Read the directions silently while I read them aloud.

DIRECTIONS:

You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

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

Your answer must be written with a No. 2 pencil on the lines provided. Only the writing on the two lined pages will be scored. No additional paper may be used.

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

Read the prompt and checklist on page 2 of a Session 1 Grade 3 ELA booklet aloud to students.

SAY: **Please raise your hand if you do not understand these directions.**

Answer any questions the students have regarding the directions.

SAY: **You may now begin.**

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

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

Directions for Session 1 – Part 2A: Independent Reading Selection

Redistribute the Session 1 Grade 3 ELA booklet to students ensuring that each student receives the booklet with their name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the answer document for students to provide a complete and correct response. No additional paper may be used unless specified as an assessment accommodation.

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

*Test administrators must read the directions for Part 2A from this manual. Test administrators are **not** allowed to read directions from a Session 1 Grade 3 ELA booklet for this part of the test.*

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

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

Open your Session 1 Grade 3 MEAP English Language Arts booklet to Part 2A on page 7.

Read the directions silently while I read them aloud.

DIRECTIONS:

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed while working on Part 2A.

You may underline, highlight, or write notes in this booklet to help you. Mark your answers in this booklet by completely filling in the circle next

to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer.

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

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: **You may turn to page 8 in your booklet and begin.**

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

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

Directions for Session 1 – Part 2B: Paired Reading Selections

Redistribute the Session 1 Grade 3 ELA booklet to students ensuring that each student receives the booklet with their name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the answer document for students to provide a complete and correct response. No additional paper may be used unless specified as an assessment accommodation.

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

Test administrators must read the directions for Part 2B from this manual. Test administrators are **not** allowed to read directions from a Session 1 Grade 3 ELA booklet for this part of the test.

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

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

Open your Session 1 Grade 3 MEAP English Language Arts booklet to Part 2B on page 15.

Read the directions silently while I read them aloud.

DIRECTIONS:

You will read two selections and answer some questions. You may look back at these two selections as often as needed while working on Part 2B.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

There will be some questions that ask you to write an answer on the lines provided. Answer the questions as completely as you can using one to three sentences.

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

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: **You may turn to page 16 in your booklet and begin.**

When all or most students have completed this part,

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

This is the end of the Session 1 Grade 3 ELA test. Schools should return testing materials to the scoring

contractor as soon as possible.

Students using accommodated versions of the Session 1 Grade 3 ELA test have until October 30, 2008, to complete their tests.

Students who do not take this test on October 16, 2008, may take the Session 1 Grade 3 ELA Makeup Test (Form 11) on October 22, or October 29 and 30 as needed. Directions for the Session 1 Grade 3 ELA Makeup Test (Form 11) are included in this manual.

Session 2 Grade 3 MEAP English Language Arts Test – October 21, 2008

This *MEAP Grade 3 Assessment Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the 3rd grade test.

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

Materials Needed by Test Administrator:

- MEAP Assessment Administrator Manual for Grade 3, Fall 2008
- Session 2 Grade 3 MEAP English Language Arts Answer Document/Test Booklet (to read the Knowledge and Experience writing prompt and Student Writing Sample constructed-response questions aloud to students)

Materials Needed by Students:

- Session 2 Grade 3 MEAP English Language Arts Answer Document/Test Booklet
- No. 2 Pencil

NOTE: The Fall 2008* Session *2 Grade 3 MEAP ELA test booklet (labeled "Answer Document" on the front cover) is the test booklet and answer document combined into a single booklet. Students will record all their answers directly in these booklets.

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

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

Test Length – Session 2 Grade 3 ELA

This test is untimed and student-paced. Students must be given as much time as needed during the *same continuous session* to complete each part of the test being administered. Arrangements should be made before testing begins for any student who needs additional time to complete a part of the test.

Since the Parts are not thematically linked, they do not have to be administered in the order given in this manual. However, the MEAP Office does recommend that this test be administered in the order given.

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

Part 3: Writing from Knowledge and Experience..... 50 minutes (approximately)

Part 4A and 4B: Student Writing Samples ..... 70 minutes (approximately)

Additional time is necessary to distribute materials, read test directions to students at the beginning of each session, and collect test materials at the end of each session.

Directions

Passages printed in the shaded boxes and preceded by the word ***SAY*** are instructions to students and are to be read aloud ***exactly as they are written***. *(The italicized instructions to the test administrator are not read aloud to the students.)* Pause periodically to make sure students understand these directions and answer questions as necessary.

Beginning Session 2 Grade 3 ELA Test

Distribute a Session *2 Grade 3 ELA booklet to every student. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the booklet for students to provide a correct and complete response to each writing prompt. No additional paper may be used for any part of this test unless specified as an assessment accommodation.*

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

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

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

All answers must be written in your booklet using a No. 2 pencil only.

Make sure you have a Fall 2008 Session 2 Answer Document for Grade 3 MEAP English Language Arts. In the lower left-hand corner is a label. Raise your hand if your name does not appear on this label or if the label is missing.

Make sure each student has his or her own Session *2 Grade 3 ELA booklet before testing begins. If the student's name is misspelled on the barcode label, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank test booklet. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Every student answer document must have the correct barcode label affixed before being returned for scoring. Test administration may proceed.*

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

Instruct students to give the full name of the teacher, school and district. This information may be posted so that all students can see it (i.e., on a chalkboard or easel, etc.). Give students time to complete this information.

SAY: **Also on the cover page of your Answer Document, find box 4 labeled Birth Date. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the number for the day you were born in the spaces provided and fill in the circle below that goes with the number. The last two columns are for the year you were born. Write the last two numbers of the year you were born in the spaces provided and fill in the circle below that goes with the number.**

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

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

SAY: **Now find box 5 labeled Class/Group Number. I have written the number for you to use to complete this box. Please write the number in the spaces provided and fill in the circle below that goes with the number.**

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

SAY: **Next find box 6 labeled Date. Please fill in the circle next to today's date.**

Inform students of the correct date and assist them in filling in the circle.

The Fall 2008 Grade 3 ELA booklets have been preprinted with the number of the test form filled in. No directions are needed to students to complete box 7.

Proceed to the directions for the first part of the Session *2 Grade 3 ELA test that is being administered.*

Directions for Session 2 – Part 3: Writing from Knowledge and Experience

Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test.

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

SAY: **During this part, I can help you understand the directions, but I cannot give you help on the item.**

*Test administrators are allowed to have a Session 2 Grade 3 ELA test booklet to read the Writing from Knowledge and Experience prompt and checklist aloud to students. Test administrators are **not** allowed to look at any other parts of the test booklet. The test booklet must be kept secure at all times and returned with scorable materials at the end of testing.*

SAY: **Open your booklet to Part 3, found on page 1.**

Read the directions silently while I read them aloud.

DIRECTIONS:

You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

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

Your answer must be written with a No. 2 pencil on the lines provided. Only the writing on the two lined pages will be scored. No additional paper may be used.

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

Read the prompt and checklist on page 2 of a Session 2 Grade 3 ELA booklet aloud to students.

SAY: **Please raise your hand if you do not understand these directions.**

Answer any questions the students have regarding the directions.

SAY: **You may now begin.**

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

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

Directions for Session 2 – Part 4A: Student Writing Sample

Redistribute the Session 2 Grade 3 ELA booklet to students ensuring that each student receives the booklet with their name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the booklet for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

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

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

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

Open your Session 2 Grade 3 MEAP English Language Arts booklet to Part 4A on page 7.

Read the directions silently while I read them aloud.

DIRECTIONS:

You will read one student writing sample silently and answer some questions. You may look back at the student writing sample as often as needed.

You may underline, highlight, or write notes in this booklet. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (such as dictionaries, grammar

books, or spelling books) for any part of this test.

Please raise your hand if you do not understand these directions.

Answer any questions students have regarding the directions.

SAY: **You may turn to page 8 in your booklet and begin.**

*Test administrators are allowed to use a Session 2 Grade 3 ELA test booklet to read the Peer Response to the Student Writing Sample #1 directions and constructed-response question aloud to students. Test administrators are **not** allowed to read any part of the Student Writing Samples aloud to students or to look at any other parts of the test booklet. The test booklet must be kept secure at all times and returned with scorable materials at the end of testing.*

When all of the students have completed the multiple choice questions for Part4A, read the following directions for the Peer Response to Student Writing Sample #1,

SAY: **Turn to page 15 in your booklet.**

Read the directions and checklist for the Peer Response to Student Writing Sample #1 silently while I read them aloud.

Read the directions and checklist on page 15 from a Session 2 Grade 3 ELA booklet aloud to students.

SAY: **Now turn to page 17 and follow along as I read the information to you.**

Read the directions and constructed-response question on page 17 from a Session 2 Grade 3 ELA test booklet aloud to students.

SAY: **Please raise your hand if you do not understand these directions.**

Answer any questions students have regarding the directions.

SAY: **You may now begin.**

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

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

Directions for Session 2 – Part 4B: Student Writing Samples

Redistribute the Session 2 Grade 3 ELA booklet to students ensuring that each student receives the booklet with their name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the booklet for students to provide a complete and correct response. No additional paper may be used unless specified as an assessment accommodation.

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

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

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

Open your Session 2 Grade 3 MEAP English Language Arts booklet to Part 4B on page 21.

Read the directions silently while I read them aloud.

DIRECTIONS:

You will read two student writing samples silently and answer some questions. You may look back at the student writing samples as often as needed.

You may underline, highlight, or write notes in this booklet. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

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

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: **You may turn to page 22 in your booklet and begin.**

*Test administrators are allowed to use a Session 2 Grade 3 ELA test booklet to read the Peer Response to the Student Writing Sample #3 directions and constructed-response question aloud to students. Test administrators are **not** allowed to read any part of the Student Writing Samples aloud to students or to look at any other parts of the test booklet. The test booklet must be kept secure at all times and returned with scorable materials at the end of testing.*

When all of the students have completed the multiple choice questions in Part4B, read the following directions for the Peer Response to Student Writing Sample #3.

SAY: **Turn to page 31 in your booklet.**

Read the directions and checklist for the Peer Response to Student Writing Sample #3 silently while I read them aloud.

Read the directions and checklist on page 31 from a Session 2 Grade 3 ELA test booklet aloud to students.

SAY: **Now turn to page 33 and follow along as I read the information to you.**

Read the directions and constructed-response question page 33 from a Session 2 Grade 3 ELA test booklet aloud to students.

SAY: **Please raise your hand if you do not understand these directions.**

Answer any questions students have regarding the directions.

SAY: **You may now begin.**

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

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

This is the end of the Session 2 Grade 3 ELA test. Schools should return testing materials to the scoring contractor as soon as possible.

Students using accommodated versions of the Session 2 Grade 3 ELA test have until October 30, 2008, to complete their tests.

Students who do not take this test on October 21, 2008, must take the Session 2 Grade 3 ELA Makeup test (Form 11) on October 27, or October 29 and 30 as needed. Directions for the Session 2 Grade 3 ELA Makeup Test (Form 11) are included in this manual.

Test Administrator Directions:
Grade 3 English Language Arts (ELA) Makeup Test
(Form 11)

The following directions are for the Session 1 Grade 3 MEAP ELA Makeup Test (Form 11) to be administered on October 22, or as needed on October 29 and 30, 2008.

This *MEAP Grade 3 Assessment Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the 3rd grade Makeup test.

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

Session 1 Grade 3 MEAP English Language Arts Makeup Test (Form 11)

Materials Needed by Test Administrator:

- MEAP Assessment Administrator Manual for Grade 3, Fall 2008
- Session 1 Grade 3 MEAP English Language Arts Makeup Test (Form 11) Answer Document/Test Booklet (to read Knowledge and Experience writing prompt aloud to students)

Materials Needed by Students:

- Session 1 Grade 3 MEAP English Language Arts Makeup Test (Form 11) Answer Document/Test Booklet
- No. 2 Pencil

NOTE: The Fall 2008 Grade 3 MEAP ELA Makeup Test (Form 11) booklet (labeled "Answer Document" on the front cover) is the test booklet and answer document combined into a single booklet. Students will record all their answers directly in these booklets.

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

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

Test Length – Session 1 Grade 3 ELA Makeup Test (Form 11)

This test is untimed and student-paced. Students must be given as much time as needed during the *same continuous session* to complete each part of the test being administered. Arrangements should be made before testing begins for any student who needs additional time to complete a part of the test.

Since the Parts are not thematically linked, they do not have to be administered in the order given in this manual. However, the MEAP Office does recommend that this test be administered in the order given.

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

Part 1: Writing from Knowledge and Experience..... 50 minutes (approximately)
Part 2A: Independent Reading Selection ..... 30 minutes (approximately)
Part 2B: Paired Reading Selections ..... 60 minutes (approximately)

Additional time is necessary to distribute materials, read test directions to students at the beginning of each session, and collect test materials at the end of each session.

Directions

Passages printed in the shaded boxes and preceded by the word ***SAY*** are instructions to students and are to be read aloud ***exactly as they are written***. (*The italicized instructions to the test administrator are not read aloud to the students*.) Pause periodically to make sure students understand these directions and answer questions as necessary.

Beginning the Session 1 Grade 3 ELA Makeup Test (Form 11)

Distribute a Session 1 Grade 3 ELA Makeup Test (Form 11) booklet to every student. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the booklet for students to provide a correct and complete response to each writing prompt. No additional paper may be used for any part of this test unless specified as an test accommodation.

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

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

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

All answers must be written in your booklet using a No. 2 pencil only.

Make sure you have a Fall 2008 Session 1 Answer Document for Grade 3 MEAP English Language Arts Makeup (Form 11). In the lower left-hand corner there should be a label. Raise your hand if your name does not appear on this label or if the label is missing.

Make sure each student has his or her own Session 1 Grade 3 ELA Makeup Test (Form 11) booklet before testing begins. If the student's name is misspelled on the barcode label, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank test booklet. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Every student answer document must have the correct barcode label affixed before being returned to the scoring contractor. Test administration may proceed.

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

Instruct students to give the full name of the teacher, school and district. This information may be posted so that all students can see it (i.e., on a chalkboard or easel, etc.). Give students time to complete this information.

SAY: **Also on the cover page of your Answer Document, find box 4 labeled Birth Date. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the number for the day you were born in the spaces provided and fill in the circle below that goes with the number. The last two columns are for the year you were born. Write the last two numbers of the year you were born in the spaces provided and fill in the circle below that goes with the number.**

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

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

SAY: **Now find box 5 labeled Class/Group Number. I have written the number for you to use to complete this box. Please write the number in the spaces provided and fill in the circle below that goes with the number.**

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

SAY: **Next find box 6 labeled Date. Please fill in the circle next to today's date.**

Inform students of the correct and assist them in filling in the circles.

The Fall 2008 Grade 3 ELA booklets have been preprinted with the number of the test form filled in. No directions are needed to students to complete box 7.

Proceed to the directions for the first part of the Session 1 Grade 3 ELA Makeup Test (Form 11) that is

being administered.

Directions for Session 1 Makeup Test (Form 11) – Part 1: Writing from Knowledge and Experience

Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test.

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

SAY: **During this part, I can help you understand the directions, but I cannot give you help on the item.**

*Test administrators are allowed to use a Session 1 Grade 3 ELA Makeup Test (Form 11) booklet to read the Writing from Knowledge and Experience prompt and checklist aloud to students. Test administrators are **not** allowed to look at any other parts of the test booklet. The test booklet must be kept secure at all times and returned with scorable materials at the end of testing.*

SAY: **Open your booklet to Part 1, found on page 1.**

Read the directions silently while I read them aloud.

DIRECTIONS:

You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

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

Your answer must be written with a No. 2 pencil on the lines provided. Only the writing on the two lined pages will be scored. No additional paper may be used.

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

Read the prompt and checklist on page 2 of a Session 1 Grade 3 ELA Makeup Test (Form 11) booklet aloud to students.

SAY: **Please raise your hand if you do not understand these directions.**

Answer any questions the students have regarding the directions.

SAY: **You may now begin.**

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

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

Directions for Session 1 Makeup Test (Form 11)– Part 2A: Independent Reading Selection

Redistribute the Session 1 Grade 3 ELA Makeup Test (Form 11) booklet to students ensuring that each student receives the booklet with their name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the booklet for students to provide a complete and correct response. No additional paper may be used unless specified as an assessment accommodation.

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

*Test administrators must read the directions for Part 2A from this manual. Test administrators are **not** allowed to read directions from a Session 1 Grade 3 ELA Makeup Test (Form 11) booklet for this part of the test.*

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

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

Open your Session 1 Grade 3 MEAP English Language Arts Makeup Test (Form 11) booklet to Part 2A on page 7.

Read the directions silently while I read them aloud.

DIRECTIONS:

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed while working on Part 2A.

You may underline, highlight, or write notes in this booklet to help you. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer.

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

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: **You may turn to page 8 in your booklet and begin.**

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

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

Directions for Session 1 Makeup Test (Form 11) – Part 2B: Paired Reading Selections

Redistribute the Session 1 Grade 3 ELA Makeup Test (Form 11) booklet to students ensuring that each student receives the booklet with their name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the booklet for students to provide a complete and correct response. No additional paper may be used unless specified as an assessment accommodation.

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

*Test administrators must read the directions for Part 2B from this manual. Test administrators are **not** allowed to read directions from a Session 1 Grade 3 ELA Makeup Test (Form 11) booklet for this part of the test.*

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

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

Open your Session 1 Grade 3 MEAP English Language Arts Makeup Test (Form 11) booklet to Part 2B on page 15.

Read the directions silently while I read them aloud.

DIRECTIONS:

You will read two selections and answer some questions. You may look back at these two selections as often as needed while working on Part 2B.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

There will be some questions that ask you to write an answer on the lines provided. Answer the questions as completely as you can using one to three sentences.

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

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: **You may turn to page 16 in your booklet and begin.**

When all or most students have completed this part,

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

This is the end of Session 1 Grade 3 MEAP ELA Makeup Test (Form 11). Schools should return test materials to the scoring contractor as soon as possible.

Session 2 Grade 3 MEAP English Language Arts Makeup Test (Form 11)

The following directions are for Session 2 Grade 3 MEAP ELA Makeup Test (Form 11) to be given to students on October 27, or as needed on October 29 and 30, 2008.

This *MEAP Grade 3 Assessment Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the 3rd grade Makeup test.

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

Materials Needed by Test Administrator:

- MEAP Assessment Administrator Manual for Grade 3, Fall 2008
- Session 2 Grade 3 MEAP English Language Arts Makeup Test (Form 11) Answer Document/Test Booklet (to read the Knowledge and Experience writing prompt and Student Writing Sample constructed-response questions aloud to students)

Materials Needed by Students:

- Session 2 Grade 3 MEAP English Language Arts Makeup Test (Form 11) Answer Document/Test Booklet
- No. 2 Pencil

NOTE: The Fall 2008 Session 2 Grade 3 MEAP ELA Makeup Test (Form 11) booklet (labeled "Answer Document" on the front cover) is the test booklet and answer document combined into a single booklet. Students will record all their answers directly in these booklets.

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

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

Test Length – Session 2 Grade 3 ELA Makeup (Form 11)

This test is untimed and student-paced. Students must be given as much time as needed during the *same continuous session* to complete each part of the test being administered. Arrangements should be made before testing begins for any student who needs additional time to complete a part of the test.

Since the Parts are not thematically linked, they do not have to be administered in the order given in this

manual. However, the MEAP Office does recommend that this test be administered in the order given.

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

Part 3: Writing from Knowledge and Experience..... 50 minutes (approximately)
Part 4A and 4B: Student Writing Samples ..... 70 minutes (approximately)

Additional time is necessary to distribute materials, read test directions to students at the beginning of each session, and collect test materials at the end of each session.

Directions

Passages printed in the shaded boxes and preceded by the word ***SAY*** are instructions to students and are to be read aloud ***exactly as they are written***. *(The italicized instructions to the test administrator are not read aloud to the students.)* Pause periodically to make sure students understand these directions and answer questions as necessary.

Beginning Session 2 Grade 3 ELA Makeup Test (Form 11)

Distribute a Session 2 Grade 3 ELA Makeup Test (Form 11) booklet to every student. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the booklet for students to provide a correct and complete response to each writing prompt. No additional paper may be used for any part of this test unless specified as an assessment accommodation.

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

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

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

All answers must be written in your booklet using a No. 2 pencil only.

Make sure you have a Fall 2008 Session 2 Makeup Test (Form 11) Answer Document for Grade 3 MEAP English Language Arts. In the lower left-hand corner is a label. Raise your hand if your name does not appear on this label or if the label is missing.

Make sure each student has his or her own Session 2 Grade 3 ELA Makeup Test (Form 11) booklet before testing begins. If the student's name is misspelled on the barcode label, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank test booklet. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Every student answer document must have the correct barcode label affixed before being returned to the scoring contractor. Test administration may proceed.

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

Instruct students to give the full name of the teacher, school and district. This information may be posted so that all students can see it (i.e., on a chalkboard or easel, etc.). Give students time to complete this information.

SAY: **Also on the cover page of your Answer Document, find box 4 labeled Birth Date. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the number for the day you were born in the spaces provided and fill in the circle below that goes with the number. The last two columns are for the year you were born. Write the last two numbers of the year you were born in the spaces provided and fill in the circle below that goes with the number.**

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

If your school or district has made the decision to use the Class/Group Number, post the 4-digit number so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for box5. Note: If the assigned Class/Group Number is fewer than 4 digits, fill in with leading zeros. If your school or district is NOT using the Class/Group Number, please skip to box 6 Date directions.

SAY: **Now find box 5 labeled Class/Group Number. I have written the number for you to use to complete this box. Please write the number in the spaces provided and fill in the circle below that goes with the number.**

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

SAY: **Next find box 6 labeled Date. Please fill in the circle next to today's date.**

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

The Fall 2008 Grade 3 ELA booklets have been preprinted with the number of the test form filled in. No directions are needed to students to complete box 7.

Proceed to the directions for the first part of the Session 2 Grade 3 ELA Makeup Test (Form 11) that is being administered.

Directions for Session 2 Makeup Test (Form 11) – Part 3: Writing from Knowledge and Experience

Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test.

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

SAY: **During this part, I can help you understand the directions, but I cannot give you help on the item.**

*Test administrators are allowed to have a Session 2 Grade 3 ELA Makeup Test (Form 11) booklet to read the Writing Form Knowledge and Experience prompt and checklist aloud to students. Test administrators are **not** allowed to look at any other parts of the test booklet. The test booklet must be kept secure at all times and returned with scorable materials at the end of testing.*

SAY: **Open your booklet to Part 3, found on page 1.**

Read the directions silently while I read them aloud.

DIRECTIONS:

You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (such as dictionaries, grammar books, spelling books) for this test.

Your answer must be written with a No. 2 pencil on the lines provided. Only the writing on the two lined pages will be scored. No additional paper may be used.

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

Read the prompt and checklist on page 2 of a Session 2 Grade 3 ELA Makeup Test (Form 11) booklet aloud to students.

SAY: **Please raise your hand if you do not understand these directions.**

Answer any questions the students have regarding the directions.

SAY: **You may now begin.**

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

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

Directions for Session 2 Makeup Test (Form 11) – Part 4A: Student Writing Sample

Redistribute the Session 2 Grade 3 ELA Makeup Test (Form 11) booklet to students ensuring that each student receives the booklet with their name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the booklet for students to provide a complete and correct response. No additional paper may be used unless specified as an test accommodation.

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

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

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

Open your Session 2 Grade 3 MEAP English Language Arts Makeup Test (Form 11) booklet to Part 4A on page 7.

Read the directions silently while I read them aloud.

DIRECTIONS:

You will read one student writing sample silently and answer some questions. You may look back at the student writing sample as often as needed.

You may underline, highlight, or write notes in this booklet. Mark your

answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

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

Please raise your hand if you do not understand these directions.

Answer any questions students have regarding the directions.

SAY: **You may turn to page 8 in your booklet and begin.**

*Test administrators are allowed to use a Session 2 Grade 3 ELA Makeup Test (Form 11) booklet to read the Peer Response to the Student Writing Sample #1 directions and constructed-response question aloud to students. Test administrators are **not** allowed to read any part of the Student Writing Samples aloud to students or to look at any other parts of the test booklet. The test booklet must be kept secure at all times and returned with scorable materials at the end of testing.*

When all of the students have completed the multiple choice questions for Part4A, read the following directions for the Peer Response to Student Writing Sample #1.

SAY: **Turn to page 15 in your booklet.**

Read the directions and checklist for the Peer Response to Student Writing Sample #1 silently while I read them aloud.

Read the directions and checklist on page 15 from a Session 2 Grade 3 ELA Makeup Test (Form 11) booklet aloud to students.

SAY: **Now turn to page 17 and follow along as I read the information to you.**

Read the directions and the constructed-response question on page 17 from a Session 2 Grade 3 ELA Makeup test booklet aloud to students.

SAY: **Please raise your hand if you do not understand these directions.**

Answer any questions students have regarding the directions.

SAY: **You may now begin.**

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

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

Directions for Session 2 Makeup Test (Form 11) – Part 4B: Student Writing Samples

Redistribute the Session 2 Grade 3 ELA Makeup Test (Form 11) booklet to students ensuring that each student receives the booklet with their name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the booklet for students to provide a complete and correct response. No additional paper may be used unless specified as an assessment accommodation.

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

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

The only items you may have on your desk or table are your booklet and No. 2 pencils.

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

Open your Session 2 Grade 3 MEAP English Language Arts Makeup Test (Form 11) booklet to Part 4B on page 21.

Read the directions silently while I read them aloud.

DIRECTIONS:

You will read two student writing samples silently and answer some questions. You may look back at the student writing samples as often as needed.

You may underline, highlight, or write notes in this booklet. Mark your answers in this booklet by completely filling in the circle next to the correct

answer. Use only a No. 2 pencil. If you erase an answer be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

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

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: **You may turn to page 22 in your booklet and begin.**

*Test administrators are allowed to use a Session 2 Grade 3 ELA Makeup Test (Form 11) test booklet to read the Peer Response to the Student Writing Sample #3 directions and constructed-response question aloud to students. Test administrators are **not** allowed to read any part of the Student Writing Samples aloud to students or to look at any other parts of the test booklet. The test booklet must be kept secure at all times and returned with scorable materials at the end of testing.*

When all of the students have completed the multiple choice questions in Part4B, read the following directions for the Peer Response to Student Writing Sample #3.

SAY: **Turn to page 33 in your booklet.**

Read the directions and checklist for the Peer Response to Student Writing Sample #3 silently while I read them aloud.

Read the directions and checklist on page 33 from a Session 2 Grade 3 ELA Makeup Test (Form 11) booklet aloud to students.

SAY: **Now turn to page 35 and follow along as I read the information to you.**

Read the directions and the constructed-response question on page 35 from a Session 2 Grade 3 ELA Makeup Test (Form 11) booklet aloud to students.

SAY: **Please raise your hand if you do not understand these directions.**

Answer any questions students have regarding the directions.

SAY: **You may now begin.**

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

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

Please close your booklets and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending a Test Session" on page 82.

This is the end of the Session 2 Grade 3 ELA Makeup Test (Form 11). Schools should return testing materials to the scoring contractor as soon as possible.

Test Administrator Directions:
MEAP Grade 3 Mathematics Test
(Forms 1 – 10)

This *MEAP Grade 3 Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the Grade 3 test.

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

MEAP Grade 3 Mathematics Test – October 14, 2008

Needed by Test Administrator:
- MEAP Test Administrator Manual for Grade 3, Fall 2008
- Overlay Sheets

Needed by Student:
- Grade 3 MEAP Mathematics Booklet (labeled "Answer Document" on the cover)
- No. 2 Pencil
- Overlay Sheet

NOTE: The Fall 2008 MEAP Grade 3 booklet (labeled "Answer Document" on the front cover) is the test booklet and answer document combined into a single booklet. Third grade students will record all their answers directly in these booklets. Calculators are not allowed on ANY part of the Grade 3 MEAP mathematics test.

Test booklets are secure materials that must be carefully monitored. These materials must be kept in ***locked*** storage while in schools. Students may underline, highlight or write notes in their test booklets/answer document, but must be careful not to make any marks in the bubbles next to the answer options (A, B, or C). **No scratch paper or other devices not listed above may be used unless specified as an assessment accommodation.**

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

Test Length

This test is untimed and student-paced. Students must be given as much time as needed during the *same continuous session* to complete each part of the test being administered. Arrangements should be made before testing begins for any student who needs additional time to complete a part of the test.

It is recommended that the Grade 3 mathematics test be administered in the order given. For planning purposes, the following times are recommended for each test session:

Part 1 ..... 45 minutes (approximately)
Part 2 ..... 40 minutes (approximately)

Additional time is necessary to distribute materials, read test directions to students at the beginning of each session, and collect test materials at the end of each session.

Directions

Passages printed in the shaded boxes and preceded by the word ***SAY*** are instructions to students and are to be read aloud ***exactly as they are written***. *(The italicized instructions to the test administrator are not read aloud to the students.)* Pause periodically to make sure students understand these directions and answer questions as necessary.

Beginning the Grade 3 MEAP Mathematics Test

Distribute test materials, including overlays, to students. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the test booklet for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

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

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

*Students may **not** use calculators on any part of this test.*

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

During this test, you may not use a dictionary, thesaurus, grammar or spelling book. The only items you may have on your desk or table are your booklet, overlay, and No. 2 pencils.

All answers must be written in your booklet using a No. 2 pencil only.

Make sure that you have a Fall 2008 MEAP Answer Document for Grade 3 Mathematics. In the lower left-hand corner there should be a label. Raise your hand if your name does not appear on this label or if the label is missing.

Make sure each student has his or her own Grade 3 MEAP Mathematics booklet before testing begins. If the student's name is misspelled on the barcode label, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank

test booklet. Immediately notify the building MEAP coordinator who can help you resolve this problem after the test is completed. Every student answer document must have the correct barcode label affixed before being returned to the scoring contractor. Test administration may proceed.

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

Instruct students to give the full name of the teacher, school, and district. This information may be posted so that all students can see it (e.g., on a chalkboard or easel, etc.). Give students time to complete this information.

SAY: **Also on the cover page of your Answer Document, find box 4 entitled Birth Date. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the date you were born. Write the number for the date you were born in the spaces provided and fill in the circles below that goes with the number. The last two columns are for the year you were born. Write the last two numbers of the year you were born in the spaces provided and fill in the circle below that goes with the number.**

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

If your school or district has made the decision to use the Class/Group Number, post the 4-digit numeral so that all students can see it (e.g., on a chalkboard, easel, etc.) and read the following directions for box 5. Note: If the assigned Class/Group Number is fewer than 4 digits, fill in with leading zeros. If your school or district is NOT using the Class/Group Number, please skip to box 6 Test Date directions.

SAY: **Now find box 5 labeled Class/Group Number. I have written the number for you to use to complete this box. Please write this number in the spaces provided and fill in the circle below that goes with the number.**

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

SAY: **Next find box 6 labeled Date. Please fill in the circle next to today's date.**

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

The Fall 2008 Grade 3 Mathematics booklets have been preprinted with the number of the test form filled in. No directions are needed for students to complete box 7.

Proceed to the directions for the first part of the Grade 3 mathematics test that is being administered.

Directions for Part 1: Grade 3 Mathematics Test

Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test.

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

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

Open your test booklet to Part 1, found on page 1 of your booklet. Read the directions silently, as I read them aloud.

DIRECTIONS:

This test has two parts. You may NOT use a calculator on any part of this test. You may use open space in this test booklet for scratch paper.

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

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may NOT use any other paper to do your work.

Sample Multiple-Choice Question:

Julia had $5.00. She spent $2.54. How much money did she have left?

○ A $7.54
○ B $3.54
● C $2.46

For this sample question, the correct answer is C. Circle C is filled in.

You will have at least 45 minutes to finish Part 1 of this test. You will be given additional time if necessary.

Once you have reached the word STOP in your test booklet, do NOT go on to the next page.

If you finish early, you may check your work in Part 1 of the test ONLY.

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

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

SAY: **You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a grid in square units. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this test.**

Record all of your answers directly in your test booklet.

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

Answer any questions the students have regarding the directions.

SAY: **You may turn to page 3 in your booklet and begin.**

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

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

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

Follow the instructions under "Ending a Test Session" on page 82.

Directions for Part 2: Grade 3 MEAP Mathematics Test

Redistribute all Grade 3 MEAP mathematics test materials to students ensuring that each student receives the booklet with their name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the test booklet for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

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

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

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

You are now going to take Part 2 of the Grade 3 MEAP Mathematics test.

Make sure you have your own booklet and a No. 2 pencil. Please raise your hand if you do not have your own Grade 3 MEAP Mathematics booklet.

Make sure that all students have their own test materials.

SAY: **During this test, you may not use a dictionary, thesaurus, grammar or spelling book. The only items you may have on your desk or table are your booklet, overlay, and No. 2 pencils.**

All answers must be written in your booklet using a No. 2 pencil.

Open your booklet to Part 2, found on page 19.

Read the directions silently as I read them aloud.

DIRECTIONS:

You will now begin Part 2 of this test. You may NOT use a calculator on this part of the test. You may use open space in this test booklet for scratch paper.

You will have at least 40 minutes to finish Part 2 of this test. You will be given additional time if necessary.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may NOT use any other paper to do your work.

If you finish early, you may check your work for Part 2 ONLY.

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

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

SAY: **You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a grid in square units. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this test.**

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

Answer any questions the students have regarding the directions.

SAY: **You may turn to page 20 in your booklet and begin.**

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

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

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

Follow the instructions under "Ending a Test Session" on page 82.

This is the end of the Grade 3 MEAP Mathematics Test. Schools should return testing materials to the scoring contractor as soon as possible.

Students using accommodated versions of the Grade 3 MEAP Mathematics Test have until October 30, 2008, to complete their test.

Students who do not take this test on October 14, 2008, may take the Grade 3 Mathematics Makeup Test (Form 11) on October 20, or October 29 and 30 as needed. Directions for the Grade 3 Mathematics Makeup Test (Form 11) are included on the following pages.

Test Administrator Directions:
MEAP Grade 3 Mathematics Makeup Test
(Form 11)

The following directions are for the Grade 3 Mathematic Makeup test (Form 11) to be administered on October 20, or as needed on October 29 and 30, 2008.

This *MEAP Grade 3 Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the grade 3 makeup test.

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

Needed by Test Administrator:
- MEAP Test Administrator Manual for Grade 3, Fall 2008
- Overlay Sheets

Needed by Student:
- Grade 3 MEAP Mathematics Makeup Test (Form 11) Booklet (labeled "Answer Document" on the cover)
- No. 2 Pencil
- Overlay Sheet

NOTE: The Fall 2008 Grade 3 MEAP Mathematics Makeup Test (Form 11) booklet (labeled "Answer Document" on the front cover) is the test booklet and answer document combined into a single booklet. Third grade students will record all their answers directly in these booklets. Calculators are not allowed on ANY part of the Grade 3 Mathematics Makeup Test (Form 11).

Test booklets are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may underline, highlight or write notes in their test booklets/answer document, but must be careful not to make any marks in the bubbles next to the answer options (A, B, or C). **No scratch paper or other devices not listed above may be used unless specified as an assessment accommodation.**

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

Test Length

This test is ***untimed*** and student-paced. Students ***must*** be given as much time as needed during the *same continuous session* to complete each part of this test. Arrangements should be made before testing begins for any student who needs additional time to complete a part of the test.

It is recommended that the Grade 3 MEAP mathematics test be administered in the order given. For planning purposes, the following times are recommended for each test session:

Part 1 ..... 45 minutes (approximately)
Part 2 ..... 40 minutes (approximately)

Additional time is necessary to distribute materials, read test directions to students at the beginning of each session, and collect test materials at the end of each session.

Directions

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

Beginning the Grade 3 MEAP Mathematics Makeup Test (Form 11)

Distribute test materials, including overlays, to students. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the test booklet for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

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

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

*Students may **not** use calculators on any part of this test.*

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

During this test, you may not use a dictionary, thesaurus, grammar or spelling book. The only items you may have on your desk or table are your booklet, overlay, and No. 2 pencils.

All answers must be written in your booklet using a No. 2 pencil only.

Make sure that you have a Fall 2008 MEAP Answer Document for Grade 3 Mathematics Makeup (Form 11). In the lower left-hand corner there should be a label. Raise your hand if your name does not appear on this label or if the label is missing.

Make sure each student has his or her own Grade 3 MEAP Mathematics Makeup Test (Form 11) booklet before testing begins. If the student's name is misspelled on the barcode label, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank test booklet. Immediately notify the building MEAP coordinator who can help you resolve this problem after the test is completed. Every student answer document must have the correct barcode label affixed before being returned to the scoring contractor. Test administration may proceed.

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

Instruct students to give the full name of the teacher, school, and district. This information may be posted so that all students can see it (e.g., on a chalkboard or easel, etc.). Give students time to complete this information.

SAY: **Also on the cover page of your Answer Document, find box 4 labeled Birth Date. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the date you were born. Write the number for the date you were born in the spaces provided and fill in the circle below that goes with the number. The last 2 columns are for the year you were born. Write the last two numbers of the year you were born in the spaces provided and fill in the circle below that goes with the number.**

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

If your school or district has made the decision to use the Class/Group Number, post the 4-digit numeral so that all students can see it (e.g., on a chalkboard, easel, etc.) and read the following directions for box 5. Note: If the assigned Class/Group Number is fewer than 4 digits, fill in with leading zeros. If your school or district is NOT using the Class/Group Number, please skip to box 6 Test Date directions.

SAY: **Now find box 5 labeled Class/Group Number. I have written the number for you to use to complete this box. Please write this number in the spaces provided and fill in the circle below that goes with the number.**

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

SAY: **Next find box 6 labeled Date. Please fill in the circle next to today's date.**

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

The Fall 2008 Grade 3 Mathematics booklets have been preprinted with the number of the test form filled in. No directions are needed for students to complete box 7.

Proceed to the directions for the first part of the Grade 3 Mathematics Makeup Test (Form 11) that is being administered.

Directions for Part 1: Grade 3 MEAP Mathematics Makeup Test (Form 11)

Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test.

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

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

Open your test booklet to Part 1, found on page 1 of your booklet. Read the directions silently, as I read them aloud.

DIRECTIONS:

This test has two parts. You may NOT use a calculator on any part of this test. You may use open space in this test booklet for scratch paper.

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

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may NOT use any other paper to do your work.

Sample Multiple-Choice Question:

Julia had $5.00. She spent $2.54. How much money did she have left?
○ A $7.54
○ B $3.54
● C $2.46

For this sample question, the correct answer is C. Circle C is filled in.

You will have at least 45 minutes to finish Part 1 of this test. You will be given additional time if necessary.

Once you have reached the word STOP in your test booklet, do NOT go on to the next page.

If you finish early, you may check your work in Part 1 of the test ONLY.

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

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

SAY: **You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a grid in square units. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this test.**

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

Answer any questions the students have regarding the directions.

SAY: **You may turn to page 3 in your booklet and begin.**

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

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

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

Follow the instructions under "Ending a Test Session" on page 82.

Directions for Part 2: MEAP Grade 3 Mathematics Makeup Test (Form 11)

If necessary, redistribute all Grade 3 Mathematics Makeup Test (Form 11) materials to students ensuring that each student receives the booklet with their name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries and other reference materials that may NOT be used during any part of the test. There is sufficient space in the test booklet for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

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

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

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

Make sure you have your own booklet and a No. 2 pencil. Please raise your hand if you do not have your own Makeup Test (Form 11) Grade 3 MEAP mathematics booklet.

Make sure that all students have their own test materials.

SAY: **During this test, you may not use a dictionary, thesaurus, grammar or spelling book. The only items you should have on your desk or table your test booklet, overlay and No. 2 Pencils.**

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

You are now going to take Part 2 of the Makeup Test (Form 11) Grade 3 MEAP Mathematics test.

Open your booklet to Part 2, found on page 23.

Read the directions silently as I read them aloud.

DIRECTIONS:

You will now begin Part 2 of this test. You may NOT use a calculator on this part of the test. You may use open space in this test booklet for scratch paper.

You will have at least 40 minutes to finish Part 2 of this test. You will be given additional time if necessary.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may NOT use any other paper to do your work.

If you finish early, you may check your work for Part 2 ONLY.

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

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

SAY: **You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a grid in square units. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this test.**

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

Answer any questions the students have regarding the directions.

SAY: **You may turn to page 24 in your booklet and begin.**

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

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

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

Follow the instructions under "Ending a Test Session" on page 82.

This is the end of the Grade 3 MEAP Mathematics Makeup Test (Form 11). Schools are to return testing materials to the scoring contractor as soon as possible.

Ending a Test Session

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

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

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

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

Test Administrator Responsibilities After Testing

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

1. Verify that there is only one of each appropriate answer document for each student. The appropriate answer documents are as follows:

   *English Language Arts – **Session 1** (Grades 3 – 8)*

   *English Language Arts – **Session 2** (Grades 3 – 8)*

   Mathematics (Grades 3 - 8)

   Science (Grades 5 and 8 only)

   Social Studies (Grades 6 and 9 only)

2. Check answer documents for the following:

   a. Only answer documents dated Fall 2008 have been used.

   b. The barcode label on the answer document matches the student's name printed on the answer document and that all answer documents have a barcode label specific to the student. Each answer document returned for scoring must have a scannable barcode label attached. There will be a $10 fee for each answer document returned without a scannable barcode 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 a test accommodation).

   i. No answer documents have been disassembled or damaged.

3. If an answer document is found to have been damaged, or to contain markings by writing utensils that are not allowed, the district MEAP coordinator must be notified. The district coordinator should contact the MEAP Office for assistance.

4. Notify the building MEAP coordinator of any student answer documents that are to be returned in the bright orange envelope that is marked "Special Handling and/or Word-Processed Documents." These

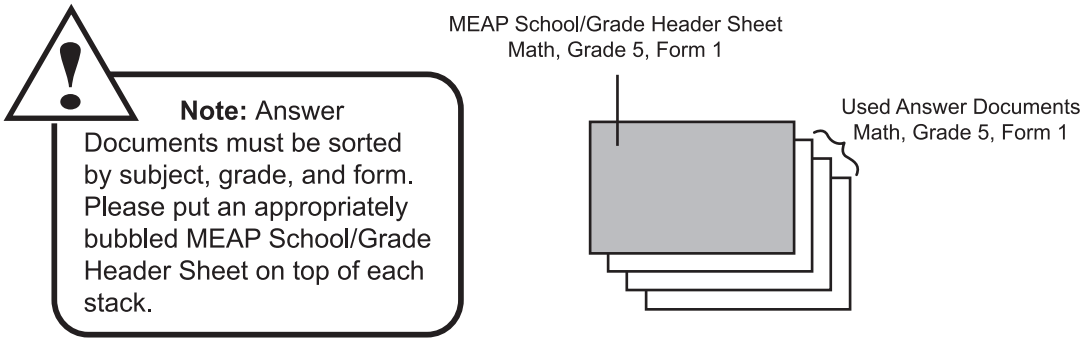
envelopes are for those students who used a word processor as a test accommodation. The student answer document and word-processed page(s) are to be returned in the orange envelope.

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

Assembling Answer Documents for Return

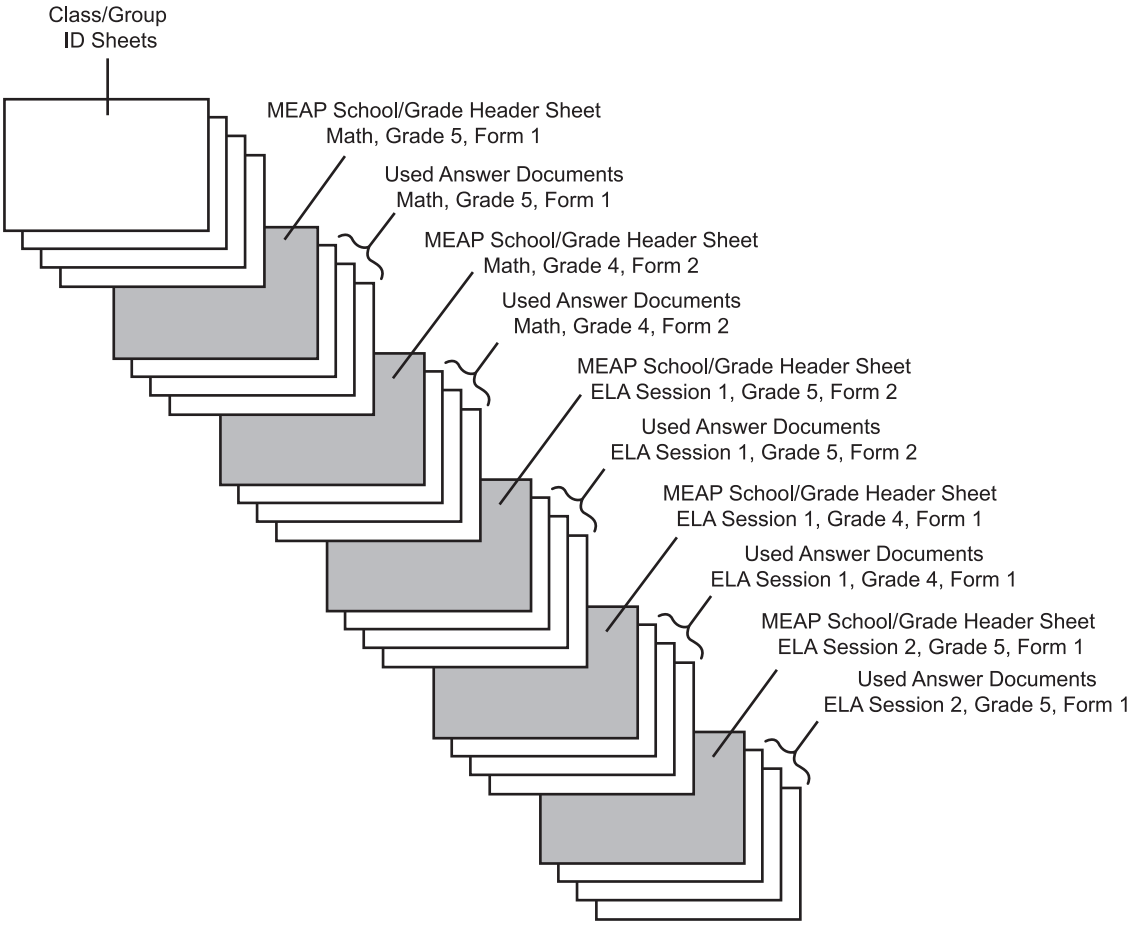
The diagrams below demonstrate how to assemble used answer documents by subject, grade, and form.

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.



Directions for MEAP School/Grade Header Sheet

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

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

Refer to the diagram on page 85 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

meap™ Michigan Educational Assessment Program

SCHOOL/GRADE HEADER SHEET

1 PLEASE PRINT

Oliver Smith
Name of Person Completing this Form

District ABC
District Name

School ABC
School Name

2 DISTRICT CODE

3 SCHOOL CODE

Please be sure all fields are completed.

4 GRADE

3
4
5
6
7
8
9

5 ANSWER DOCUMENT COUNT

6 SUBJECT

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

INSTRUCTIONS

1. Write the name of the person completing this form, the district name and the school name on the lines provided.
2. In the boxes under the District Code, indicate the district number. Fill in the corresponding circles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under School Code, indicate the school number. Fill in the corresponding circles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
4. In the box under Grade, fill in the appropriate grade level of the students whose documents are under this header sheet. Fill in only one grade per header sheet.
5. In the boxes under Answer Document Count, write the appropriate 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.

MEAP Scoring Services Use Only

1 2 3 4 5

SAMPLE

Directions for MEAP Class/Group ID Sheet

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

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

Refer to page 85 for more information on how to organize this form and your answer documents for return to the scoring contractor.

meap™
Michigan Educational Assessment Program

CLASS/GROUP ID SHEET

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

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

Instructions for each area on the form are as follows:

1. Provide the name of the person completing this form (teacher or district/building coordinator) and the district and school name.
2. In the boxes under the DISTRICT CODE, indicate the dist number. Fill in the corresponding circles. If this information preprinted, make sure the information is correct. If the informatic 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 boxe er CLASS/GROUP NUMBER, indicate the 4-digit cl up numbers assigned to this teacher and fill in the corre g circle under each block. For teachers who need repor r multiple ups, up to six (6) different numbers can be incl n th . If less than a 4-digit number is used, fill in with zero r the number.

This form shou e deliver the building MEAP coordinator. Instructions for r to th ing contractor may be found in the MEAP District and ordinator Handbook.

MARKING INSTRUCTIONS

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

CORRECT MARK ○●○○ INCORRECT MARKS ✓✗◒◓

1 PLEASE PRINT

Name of Person Completing this

District Name

School Name

2 DISTRICT CODE

3 SCHOOL CODE

4 TEACHER NAME

LAST NAME FIRST NAME

5 CLASS/GROUP NUMBER

SAMPLE

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.

The following pages are excerpted from *Professional Assessment and Accountability Practices for Educators* which is available in each school and district and is publicly available on the OEAA web page at www.michigan.gov/oeaa.

- "Building Assessment Administrator Responsibilities" pages 92 – 93.
- "Assessment Proctor Responsibilities" pages 94 – 95.

Each person assigned responsibilities as the building test administrator or test proctor should receive a copy of the appropriate two-page document so that they can honestly sign the MEAP Security Compliance Form, and more importantly, will understand their responsibilities before, during, and after the test. After these forms are signed they should be returned to the Building Assessment Coordinator.

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**.

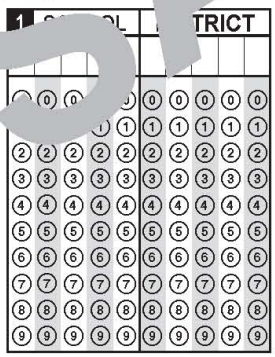
Date: _____

Signature: _____

Printed Name: _____

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

SAMPLE



2 MEAP ROLE

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

3 INFORMATION BOX

PLEASE PRINT–Use full names.

School Name: _____

City: _____

District Name: _____

INSTRUCTIONS

1. Use a No. 2 pencil only. In the boxes under School, District, indicate the district code if you are the District Coordinator or have district-wide responsibilities including MEAP assessment. All other assessment administrators must fill in the school code and district code. 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.

_____
My Building Assessment Coordinator

_____
Phone email

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

Assessment Administrators must be at least one of the following:

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

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

Before Assessment Administration

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

During Assessment Administration

- Distribute all materials to students. Check for appropriate test booklets and answer documents.
- Remind students to turn off all electronic communication devices (e.g., cell phones, pagers, PDAs, iPods, etc.) and store out of sight.
- Administer the tests according to the Assessment Administration Manual.
- Read directions exactly as they appear in the administration manual to students. Answer questions about test directions as described in the administration manuals.
- When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
- Monitor the test sessions by walking around the room to make sure students are working independently on the test.
- 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.
- Ensure that the test room is quiet during the entire test administration.
- Remain in the test room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in test administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the test 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.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed tests.

After Assessment Administration

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

_____
My Assessment Administrator

_____
Phone email

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

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

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

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

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

Before Assessment Administration

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

During Assessment Administration

- Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (e.g., cell phones, pagers, PDAs, iPods, etc.)
- Assist the Assessment Administrator in distributing test materials.

- Observe students and monitor those who have been given permission to temporarily leave the test room.
- Monitor the test sessions by walking around the room to make sure students are working independently on the test.
- 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.
- Remain in the test room at all times unless replaced by another trained staff member.
- Ensure the test room is quiet during the entire test administration.
- Report any questionable or unusual activity to the Assessment Administrator immediately.
- Accompany students who are being directed to an alternate test room to complete tests.
- Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and instructional practices for English language learners.

After Assessment Administration

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

Student Challenges of Assessment Items

Clearly identify items being challenged.

Comments Regarding MEAP Assessment Administration

A. Good Points

B. Areas Needing Improvement

Return this form to:
MEAP Comments
P.O. Box 30008
Lansing, MI 48909
Fax: 517/335-1186

MICHIGAN Department of Education

MEAP Test Administrator Manual
Grade 3
Fall 2008