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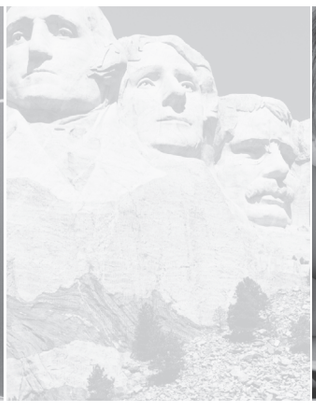
Grade 3

meap™
Michigan Educational Assessment Program

TEST ADMINISTRATOR MANUAL FALL 2010

MATHEMATICS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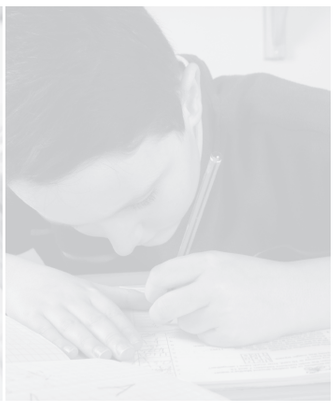
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Fall 2010 MEAP Assessment Schedule

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

OCTOBER 2010				
Monday	Tuesday	Wednesday	Thursday	Friday
	12 **Reading Day 1 only**	**13** **Reading Day 2 only**	**14** **Writing Day 1 and** *Make-up* **Reading Day 1 or 2**	**15** *Make-up* ***Reading Day 1 or 2 or Writing Day 1***
18 *Make-up* ***Reading Day 1 or 2 or*** **Writing** ***Day 1***	**19** **Mathematics**	**20** **Writing Day 2 and Science Social Studies**	**21** *Make-up any subject, as needed*	**22** *Make-up any subject, as needed*
25 *Make-up any subject, as needed*	**26** *Make-up any subject, as needed*	**27** *Make-up any subject, as needed*	**28** *Make-up any subject, as needed*	**29** *Make-up any subject, as needed... but* ***NO TESTING AFTER TODAY!***
NOV 1	**NOV 2**	**NOV 3** **LAST DAY TO SHIP**	*Late fees and other penalties may be assessed if you ship after November 3.*	

If you SHIP your materials...			
On or before Nov 3	**Between Nov 4 and Nov 10** (inclusive)	**Between Nov 11 and Nov 17** (inclusive)	**After Nov 17**
No late fee... no processing fee. Results will be included in the data files AND paper and PDF reports. Results will be included in AYP and MI-SAS.	Scoring contractor may charge school a **$250 late fee**.	Scoring contractor may charge a **$250 late fee** PLUS a **$25 processing fee** for EACH answer document scored.	Answer documents will NOT be scored. Results will NOT be included in data files, paper or PDF reports, or AYP or MI-SAS. No late fee or processing fee will be charged, but ALL materials MUST be returned. Failure to return materials may result in a **substantial fine** levied against the school by the Michigan Department of Education.
	Results will be included in the data files AND paper and PDF reports. Results will be included in AYP and MI-SAS.		
These are **SHIP** dates…not dates scoring contractor *receives* your materials			

Questions about this schedule? Call 877-560-8378

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Fall 2010 Michigan Educational Assessment Program

The purpose of this MEAP Test Administrator Manual is to provide grade specific information on the administration of the Fall 2010 MEAP tests. Each test administrator or proctor should be provided the appropriate grade level test administrator manual. A supply was shipped with test materials. Additional copies are available on the MEAP web site at **www.michigan.gov/meap**.

Important Information for Fall 2010

MEAP Assessment Schedule

The Fall 2010 MEAP Assessment Schedule requires that schools administer each grade level test in one day on specific dates. The exception to this is for students who use an accommodated version of a MEAP test. These students have from the initial date of each subject area test (e.g., October 12 for Reading Day 1) through the end of the test cycle (October 29), if needed, to complete their testing. Tests administered on dates other than specified in the schedule, without prior written approval from the Office of Educational Assessment and Accountability (OEAA), will be invalidated.

Fall 2010 MEAP materials are to be returned in scorable and nonscorable shipments at the end of the test cycle. However, schools have the option of sending additional "early returns" of scorable documents. Early returns can be sent anytime after the first week of testing is complete. Shipping labels will be included in the Return Kit to facilitate return shipments. Schools that return scorable materials after November 3 may incur late fees and impact the manner in which MEAP results are returned.

MEAP-Access Eligibility

There is a new field, MEAP-Access Eligibility, in the School Use Only section of reading and math answer documents. Fill in the circle for a student who meets the eligibility criteria for MEAP-Access and would have taken the MEAP-Access test in that subject had it been available for Fall 2010.

MEAP Student Answer Documents

By pre-identifying students prior to July 29, 2010, most schools will receive their Fall 2010 MEAP student answer documents preprinted with student information. Each subject area and grade level has one answer document designed for use with all forms of the test. Grade 3 has combined test booklets and answer documents. ***It is extremely important that students fill in the correct test booklet form number on their answer documents***.

Schools that identify students on the OEAA Secure Site (**www.michigan.gov/oeaa-secure**) prior to July 29 will receive preprinted student answer documents. Schools will receive preprinted barcode labels for students identified on or after July 29. These preprinted labels will be shipped separately prior to the beginning of testing. Students identified by schools on the OEAA Secure Site after September 16 must print the barcode labels to be affixed to student answer documents. This can be done up until the day materials are returned using the OEAA Secure Site. 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*.

Answer documents returned for scoring **must** either be preprinted with the correct student information **or** have a preprinted barcode label affixed. Schools will be charged a $10 fee for any used answer document returned for scoring that does not have preprinted student barcode information or a scannable barcode label affixed.

Fall 2010 Pilot Items

On the Fall 2010 MEAP tests, OEAA is piloting some new item and passage designs. For example, some items will have only three answer choices, instead of four. These items will be encountered by students in the mathematics and reading tests, and will provide feedback to OEAA on the effectiveness of these new designs.

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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 (OEAA) 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 test booklet. Students will record their answers in this combined test booklet/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 OEAA Office. Your comments are important and will be considered during development of future tests.

Accommodations at a Glance

This is a brief overview listing the various accommodated versions available for Fall 2010. Detailed information on each accommodation and student eligibility for accommodations can be found in the "Assessment Accommodations" section of this manual.

Braille Versions (Form 88)

Students who use the Braille version must have their answers transcribed onto a regular scannable answer document for the appropriate grade/subject area. It is critical the proper form number (Form 88) is gridded on the student's answer document. Each grade level/subject area Braille accommodated kit will include the Assessment Administration Booklet for Braille. Print-to-Braille Correspondence is available online at **www.michigan.gov/meap.**

Each Braille version of a subject area MEAP test will be a unique test form (Form 88).

Please note there is a new ordering process for Braille materials for Fall 2010. Ordering of Braille test booklets can only be made by calling 877-560-8378. Select option 2. You must provide district, school, and student information, including the student's UIC number.

Enlarged Print Versions (Form 1)

The enlarged print versions of the MEAP tests are Form 1 test booklets that have been enlarged for visually impaired students. The enlarged print accommodated kit will be shipped with a regular print Form 1 test booklet. Students who use this accommodated version must have their answers transferred onto a regular scannable answer document that has their information preprinted or a barcode label affixed.

Audio Versions (Form 1)

The audio (CD) versions of the MEAP tests are created from a Form 1 test booklet. Students using a CD version of a test **must** also have a printed copy of a Form 1 test booklet to use during testing. Each accommodated version of the test ordered **will** be shipped with a single Form 1 test booklet. Additional Form 1 test booklets can be ordered individually during the additional orders window. Cassette audio tapes and VHS video tapes are no longer produced. Audio versions of a test must be administered individually.

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Multiple-Day Testing (Form 1 NOT required)

Students whose Individualized Education Plan (IEP), Section 504 Plan, or English Language Learner (ELL) instruction requires extended time testing or testing over multiple days are no longer required to use a MEAP Form 1 test booklet. These students may use the form of the test assigned to the school (e.g., Form 5). This is a standard accommodation and the "Multiple-Day Testing" circle on the student answer document should be filled in for this accommodated administration.

Reader Scripts (Form 1)

The use of a Reader Script (a scripted version of a test) replaces reading aloud to students from a test booklet. Students whose IEP, Section 504 Plan, or ELL instruction requires a MEAP test to be read aloud must have a Form 1 test booklet to use while the test administrator reads aloud from the Reader Script. Reader scripts are available for the mathematics, science, and social studies MEAP tests. Readers may administer this accommodation in small groups of no more than five students. It is a nonstandard accommodation to read any portion of the reading test aloud to students. Nonstandard accommodations result in the students' scores being invalidated.

Arabic, Spanish, and English Videos (DVDs) (Form 1)

Videos (DVDs) are available as an accommodation for some English Language Learners (ELLs). Spanish, Arabic, and English videos are available for the mathematics, science, and social studies MEAP tests.

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.

Field Testing

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.

For field testing purposes, there are seven (7) forms of each subject area test booklet. Each school/building will be assigned the same form of each grade level/subject area test. All students in the school will use this assigned form unless an accommodated version of the test is being used.

Additional Paper

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

MEAP Writing Tests

The new MEAP writing test is a longer, more comprehensive writing test that measures a broader range of writing grade level content expectations, thereby improving the reliability of the test. Fall 2010 will be the first time the new writing test is administered operationally. It will be administered in grades 4 and 7 only. The Fall 2010 writing test will be administered over two days. Therefore, there will be **two test booklets**; however, there is **a single writing answer document** for each grade level.

Test administrators should be provided a Day 1 and a Day 2 writing test booklet to read the directions, writing prompt, and checklist aloud to students. Students are required to take the writing tests in the order presented in this manual.

Even though writing will be administered operationally in Fall 2010, the Total ELA score will no longer be reported.

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MEAP Reading Tests

The MEAP reading tests will continue to be administered in grades 3 through 8. The MEAP reading test for fall 2010 consists of two separate test booklets: Reading – Day 1 and Reading – Day 2.

In grades 4 – 8, there is **one answer document** that provides space for students to record all of their answers for **both** reading days (Day 1 and Day 2).

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

MEAP Emergency Tests (Form 99) and Resumed Testing

The purpose of the MEAP emergency test (Form 99) is to provide valid student scores in the event of a testing irregularity or a student illness during testing.

Misadministration During MEAP Testing

Irregularities in testing practices must be reported to OEAA **as soon as possible**. If reported in time, the OEAA and district may be able to resolve the irregularity and avoid a significant number of student test results being invalidated. Invalidated test results could adversely affect the Adequate Yearly Progress (AYP) determination. The District MEAP Coordinator must contact the OEAA at 1-877-560-8378 or complete the *OEAA Test Administration Incidence Report*. The link to this form is available on the MEAP Announcements page on the OEAA Secure Site (**www.michigan.gov/oeaa-secure**).

The administration of a MEAP emergency test due to test misadministration will result in the district being charged a $50 fee for each emergency test answer document returned for scoring. Refer to the *Assessment Integrity Guide* on the MEAP web site (**www.michigan.gov/meap**) for appropriate and inappropriate test administration preparation and procedures.

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 OEAA Office. The first concern of OEAA staff will be to assist the district in obtaining valid scores.

Emergency MEAP Test Administration or Resumed MEAP Testing

If a student becomes ill during testing or if parents/guardians remove students from school during testing, there are two options for the school to consider:

1. The student takes the **entire** emergency test for the appropriate grade/subject area; or
2. The student resumes testing where he or she left off.

The decision to allow the student to resume testing or take the **entire** emergency test should be made by the school **and** parents or guardians of the student. Factors to consider in making this determination should be if the student was able to give his or her best effort before they stopped testing or if taking the entire emergency test is in the best interest of the student.

In cases where a student will take the **entire** MEAP emergency test under option 1 above, the school will need to contact OEAA to request an emergency test (at no charge to the district) and the student will need a new student answer document (with a preprinted barcode label attached). The original, partially completed, answer document should be marked "DO NOT SCORE" across the first page and returned in the orange special handling envelope with the appropriate information completed. However, if the test material has been contaminated

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with any bodily fluid, do NOT return the material to the scoring contractor. The security barcode or lithocode number on the document (e.g., test booklet or partially completed answer document) should be recorded and notification returned with materials. Schools should keep a record of this and destroy the material according to the district or school's bloodborne pathogens exposure control program. The new student answer document will be returned for scoring with a completed MEAP School/Grade Header Sheet indicating Form 99. There are separate return instructions for returning Emergency Test (Form 99) materials that will be included in your Emergency Test shipment. Please follow the instructions provided.

When the decision is made to allow a student who became ill or was removed from school by the parent/guardian during testing to resume where he or she left off, all of the following criteria **must** be met:

1. The test administrator must collect all of the test materials and make a note of exactly the last question answered by the student. Students who stop in the middle of a constructed-response question will not be allowed to return to that question. The student must have a one-on-one test administrator/proctor for the remaining portion of the test.
2. The building MEAP coordinator must fill out the *OEAA Test Administration Incidence Report* posted on the OEAA Secure Site (**www.michigan.gov/oeaa-secure**) and submit the completed form to OEAA.
3. The test directions must be read aloud to the student (except the directions for completing the demographic page of the answer document if that has already been completed); and
4. The test administrator must ensure that the student is NOT allowed to review, change, or go back to any previously administered portion of the test.

If all four of the above conditions cannot be met, the student must take the **entire** MEAP emergency test for that subject.

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.

MEAP Mathematics Test

Mathematics overlays are not required for any items on the Fall 2010 MEAP mathematics tests for any grade level. Calculator use is **NOT** permitted in any part of the MEAP Grade 3 Mathematics Test.

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.

All MEAP testing must be completed by October 29, 2010. MEAP tests may NOT be administered after that date.

MEAP test booklets and accommodated materials 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.

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Contact Information

Michigan Educational Assessment Program (MEAP) coordinators, test administrators, and proctors 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
  web site: **www.michigan.gov/meap**
  E-mail: **OEAA@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**

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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.

District and school staff members 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 OEAA to address deviations from established test administration procedures. 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.

Assessment and Accountability Practices

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

All staff involved in the administration of the MEAP must read and sign the OEAA Security Compliance Form asserting that they have read all required assessment material related to their role in the administration of the MEAP and they understand their role and responsibilities. OEAA Security Compliance Forms will be sent to schools and districts in their initial material order shipment. Additional copies can be obtained on the MEAP web site at **www.michigan.gov/meap**.

District MEAP Coordinator Responsibilities (see Appendix H for a complete description)

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

- Serving as the contact person between the district and the OEAA Office and/or MEAP Scoring Services;
- Becoming familiar with the information in the test administrator manual prior to the assessment window;
- Coordinating the ordering, distribution, collection, return, and security of test materials;
- Directing the accurate completion of student identification information and "School Use Only" sections of student answer documents; and
- Disseminating assessment information contained in correspondences to district and school staff (including administrators, curriculum directors, teachers, and counselors) and to students and parents, where appropriate.

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

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

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Building MEAP Coordinator Responsibilities (see Appendix I for a complete description)

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

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

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

In addition, building MEAP coordinators must review and be familiar with the building assessment coordinator responsibilities found in the document *Assessment Integrity Guide* located at **www.michigan.gov/meap**. A checklist of building assessment coordinator responsibilities can be found in Appendix I of this manual.

MEAP Test Administrators and Proctors (see Appendices J and K for a complete description)

The MEAP tests were designed to be administered, when possible, by the students' own teachers for the subject area being assessed.

MEAP test administrators must meet the following minimum qualifications:

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

Depending on the number of students in each room, trained proctors may be assigned to assist the test administrator. A MEAP test proctor assists the test administrator in administering the tests and is typically a teacher's aide, a paraprofessional, or another paid district or school staff member. If volunteers must be used, they must be trained with appropriate testing procedures. Volunteers may not have a conflict of interest or the appearance of a conflict of interest. Therefore, they may not be family members of students being tested. MEAP test proctors must be supervised by a MEAP test administrator.

Proctors who provide assessment accommodations must be thoroughly trained in how to provide the accommodations prior to testing.

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MEAP test administrators and proctors are responsible for:

- Reading and becoming familiar with MEAP test administration procedures for the specific test cycle prior to the tests.
- Reading directions **exactly as they appear** in this manual to students, and answering questions about test directions.
- Verifying no unauthorized materials or equipment are being used during the tests.
- Moving throughout the room and ensuring students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer documents 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.
- Ensuring the demographic page of the answer documents has been filled in accurately. No further inspection or marking of a completed student answer document is allowed.

It is very important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors **may not give help of any kind** to students during 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.

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MEAP Test Schedule

The MEAP Fall 2010 test cycle is from October 12 – 29, 2010. Materials will be shipped to school districts approximately two weeks before the first day of the test cycle.

All 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.

For planning purposes, please see Appendix L: Fall 2010 — Estimated Length of MEAP Tests.

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 complete student information on the front of the Answer Document (time will vary depending upon the age of the students).
3. 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 MEAP Assessment Schedule on page 1.)

Test booklets (including Braille, enlarged print, reader scripts, audio, and video versions) are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. All materials must be returned after 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.**

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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 must take the tests for the grade level in which they are currently enrolled.

Students Who Move During Test Administration

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

The district MEAP coordinator or building principal of the student's receiving school must contact the student's former school and confirm whether the student has completed MEAP tests. Students do not need to retake tests confirmed as completed in the sending school. The sending school will include all answer documents with their shipment back to the scoring contractor.

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

For the receiving school: Any grade level tests the student did not take may be taken using the receiving school's test forms with a barcode label affixed to the student's answer document.

If a student started, but did not complete a test in the sending district:

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

For the receiving school: The student must take the **entire** MEAP Emergency Test (Form 99) for any subject area test that was partially completed in the sending school. There will be no charge to the school for use of the emergency test. The student may take any remaining tests for the appropriate grade along with the students in the receiving school.

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

Students with Disabilities

Some students may require appropriate and reasonable accommodation where such accommodations are necessary to measure achievement relative to state content standards. The Individualized Education Plan (IEP) Team or Section 504 Plan determines how students with disabilities are assessed in each of the core subject areas. According to federal law, the IEP specifies whether or not a student with disabilities participates in each of the MEAP tests 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.

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English Language Learners

English Language Learners (ELLs), also known as limited English proficient (LEP) students, are to participate in the state assessment programs. ELLs may be given assessment accommodations that are customarily used during normal classroom activities and testing. Further information regarding ELL assessment accommodations is provided in the Assessment Accommodations section of this manual.

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

This flexibility specifies that during the student's first twelve months of enrollment in a U.S. public school, the school has the option of not administering the reading and writing portions of the state assessment provided that the 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, science (if grades 5 or 8), and social studies (if grades 6 or 9) portions of the state assessment. The score will not count for AYP. Students may be exempt from the reading and writing tests only once. Students who were exempt in Fall 2009 must participate in the Fall 2010 tests.

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. Directions for entering this information are in the section titled Individual Student Demographic Updates in the *OEAA Secure Site User Manual*.

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MEAP 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 Record Student Database (SRSD), use the following information to determine which grade level assessments should be administered.

Ungraded Student Age*	Grade Assignment	Required MEAP Subject Area Assessments 2010–2011
9	3rd	Reading Mathematics
10	4th	Reading Mathematics Writing
11	5th	Reading Mathematics Science
12	6th	Reading Mathematics Social Studies
13	7th	Reading Mathematics Writing
14	8th	Reading Mathematics Science
15	9th	Social Studies

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

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MEAP Test Administration Materials

Receipt of Materials

Fall 2010 MEAP test materials will be delivered approximately two weeks before the test cycle begins. Test booklets are shipped in shrink-wrapped sets of ten. Preprinted student answer documents will be shipped separately and sorted according to grade, subject, class/group ID (if provided by the school), student last name, student first name, and student middle initial. An overage of blank 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:

MEAP Test Administrator Manuals – There is one MEAP Test Administrator Manual **for each grade level assessed by MEAP**. Test administrator manuals are supplied for each district and building MEAP coordinator and test administrators and proctors. The manuals can be distinguished by the grade level displayed on the spine and front cover. MEAP Test Administrator Manuals are also available online at **www.michigan.gov/meap**.

MEAP Test Booklets – One test booklet per student is supplied for mathematics, science, and social studies. The MEAP reading and writing tests both have two separate test booklets: Day 1 and Day 2. MEAP test booklets are secure materials that must be carefully monitored and kept in **locked** storage while in schools. **All test booklets (including Braille, enlarged print, reader scripts, audio, and video versions) must be returned to MEAP Scoring Services. No copies shall be made of any test booklet or portion thereof. No person, other than students to be assessed, shall be allowed to review or take the test.**

Answer Documents – There is one answer document for each grade level test in reading, mathematics, science, social studies, and writing. Grade 3 has combined test booklets and answer documents. The reading and writing answer documents provide adequate space for students to record all of their responses for both days of the reading and writing tests. **Student answer documents may not be copied. Answers shall not be transcribed or recorded on any document other than a student answer document.**

Mathematics Overlays – No Mathematics Overlays – The Fall 2010 MEAP tests do not require the use of an overlay.

MEAP School/Grade Header Sheets – One sheet should be completed for each grade level/subject area form of the test administered.

Class/Group ID Sheet – This is an optional form. One form should be completed for every teacher as directed by the district or building MEAP coordinator. Instructions for completing this form are listed on the form itself. To avoid erroneous reporting, please follow the directions carefully. Do not use the same class/group ID for more than one teacher.

OEAA Security Compliance Forms – This form should be read and signed by all MEAP coordinators, test 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. Do NOT return these forms to MEAP Scoring Services.**

Orange "Special Handling" Envelopes – These envelopes 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 on the OEAA Secure Site (**www.michigan.gov/oeaa-secure**). Assessment administrators or proctors should not open test booklet shrink-wrapped packets until the first day of the subject area test.

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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 routinely used during instruction may be considered for use during the administration of the MEAP assessment. The latest information on assessment accommodations, including the most recent version of the *Assessment Accommodation Summary Table*, can be found at **www.michigan.gov/meap**.

In general, the determination for the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, this documentation must be in the student's Individualized Education Program (IEP). The documentation must be specific for each subject area test 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.

Universal Accommodations

Universal accommodations are accommodations any student can use, regardless of eligibility, without changing what is being measured by the assessment. For example, administering the assessment in a distraction-free space may be appropriate for some students. Another example may be highlighters. Care must be taken to ensure that they are not used on answer documents. Alternate test forms are not required when using universal accommodations. The *Assessment Accommodation Summary Table* denotes universal accommodations with the symbol (U). When a universal accommodation is used, it does **NOT** need to be bubbled as an accommodation on the student answer document.

Purpose of the *Assessment Accommodation Summary Table*

The State Board of Education, at its June 2005 meeting, approved standard and nonstandard assessment accommodations for both the Michigan Educational Assessment Program (MEAP) and MI-Access (Michigan's Alternate Assessment Program). The 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 assessment accommodations is to be used by educators as a reference to establish if the assessment accommodation determined is appropriate for the student, and whether it is a standard or nonstandard accommodation for the state assessment. It is not to be used as a checklist for determining which assessment accommodations should be used for a student.

Assessment Accommodation Consequences — No Child Left Behind

It is important to know whether an assessment accommodation is standard or nonstandard since it can affect whether a school or district meets the requirements of the No Child Left Behind (NCLB) participation rates and Adequate Yearly Progress (AYP). At the school, district, and subgroup (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 (reading in grades 3 – 8 and writing in grades 4 and 7) and mathematics tests in order to make AYP.

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A standard assessment accommodation is one that does not change the construct of what the test is measuring. The score received by a student using a standard assessment accommodation counts when calculating NCLB participation rates. A nonstandard assessment 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 assessment accommodation because it changes what the mathematics test is measuring. As a result, a student using a nonstandard assessment accommodation will not count as being assessed when calculating NCLB participation rates and is counted as "Not Proficient" when calculating AYP.

A school cannot make AYP if it does not have a minimum participation rate of 95% for the entire school and each subgroup. Therefore, it is highly recommended that districts check to see how many IEPs indicate that a student is appropriate for nonstandard assessment accommodations. In light of the significant consequences of using nonstandard assessment accommodations, the IEP Team may find it prudent to review the use of nonstandard accommodations. Remember, this is an IEP Team decision! If there needs to be a change in what is stated in the IEP, the IEP can be amended using the *IEP Addendum Model Form (July 2010)* found with the *IEP Model Form*. These documents can be found at **www.mi.gov/ose-eis** on the Special Education Administrative Forms and Procedures page.

Ordering Accommodated Versions of the Tests

District MEAP coordinators should have ordered most accommodated versions of the tests by the end of July. Additional orders may be entered into the secure web site, **www.michigan.gov/oeaa-secure**, during the additional orders period. Schools may need additional Form 1 test booklets for students when a group of up to five students uses the same audio CD, video DVD, or Reader Script. These accommodations are packaged with one student test booklet so ordering additional Form 1 test booklets may be necessary. When ordering a video DVD, provide total numbers of student test materials needed by grade level, subject area, and language (Spanish, Arabic, or English). All test booklets and answer documents are printed in English.

To order Braille materials, call (877)560-8378 and select option 2.

Audio Versions of the MEAP Tests (Form 1)

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

Only a student whose IEP or Section 504 Plan specifies the student routinely uses audio accommodations may use the audio (CD) versions of the mathematics, science, and social studies MEAP tests. There is no audio version for the MEAP reading test as it changes the construct being measured from reading to listening, making it a nonstandard accommodation. There is no audio version of the MEAP writing test because the directions and writing prompts are read aloud to all students.

To order additional audio (CD) 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. Students using an audio (CD) version of a test must also have a printed copy of a Form 1 test booklet to use during testing. Make sure students indicate Form 1 on their answer documents as noted in the test directions.

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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 2010 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 test administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents
   - Dictating responses to a scribe or into a tape recorder and having a test administrator, proctor, or test accommodations provider grid the answer documents
   - Braille their responses and have a test administrator, proctor or test accommodations provider 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. The audio (CD) version 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.

For students using the audio version as an accommodation, it is important to grid the "Audio" circle on the student answer document(s).

Video Versions of the MEAP Tests (Form 1)

English Language Learners (ELLs) at the basic or lower intermediate proficiency levels are eligible to use video (DVD) versions of MEAP tests. **When specified in the IEP or Section 504 Plan, students with disabilities are also eligible to use the video version of the MEAP tests.**

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

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

- Spanish and Arabic video accommodations are an option for use with an English Language Learner (ELL) who:
  - is dominant in the Arabic or Spanish language, **AND**
  - is at the basic or lower intermediate English language proficiency levels, **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.

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- English video accommodations that are read in English are an option for use with an English Language Learner (ELL) who:
  - is dominant in a language other than English, **AND**
  - is at the basic or lower intermediate English language proficiency levels, **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 accommodations are 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 (DVD) 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 using the video version must have a printed copy of a Form 1 test booklet to use while they are taking the test. Make sure students indicate Form 1 on their answer documents as noted in the test directions.
3. Test 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 about test directions can be answered. The student will be shown how to mark bubbles on the separate answer document. The test administrator will need to make sure the appropriate video accommodation circle is filled in on the student answer document.
4. Students who use the video versions and have an IEP or Section 504 Plan must use standard Fall 2010 answer documents, but may be given one of the following options:
   - Gridding their own answer document
   - Marking answers in their test booklets and having a test administrator, proctor, or test accommodations provider transcribe the answers onto the answer document
   - Dictating responses to a scribe or into a tape recorder and having a test administrator, proctor, or test accommodations provider grid the answer document
5. Each test question is marked on the DVD. This assists in returning to the appropriate place, if needed, during the test administration.

For students using a video version as an accommodation, it is important to grid the appropriate circle, "English Video," "Spanish Video," or "Arabic Video" under the Standard Accommodations section of each student's answer document.

Use of Reader Scripts (Form 1)

The use of Reader Scripts (scripted versions of the MEAP test) replaces reading a test aloud to students from a test booklet. Reader Script 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.

When using Reader Scripts with appropriate students, the assessment(s) may be administered to a small group of up to five students. Students will use a Form 1 test booklet while the test administrator reads aloud from the Reader Script.

For students using a reader script as an accommodation, it is important to grid the "Reader Script" circle on the student answer document(s).

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Scribes and Tape Recorders (Form 1 NOT required)

Dictating responses to a scribe or into a tape recorder is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, for 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 constructed-response questions.

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

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

Enlarged Print Versions of the MEAP Test (Form 1)

Use of the enlarged print 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. While Form 1 is used as the basis for the enlarged print version, students who use this accommodated version must have their answers transferred onto a regular scannable answer document that has their information preprinted or a barcode label affixed.

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

For students using the enlarged print version, it is important to fill in the "Enlarged Print" circle on the answer document(s).

Braille Versions of the MEAP Test (Form 88)

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

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

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

For students using the Braille version or a Braillewriter, it is important to grid the "Braille" circle and Form 88 on their answer document(s).

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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 reading and writing tests assess the student's use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Fill in the "Other" circle on the student answer document(s) and indicate the student used a word processor as the administered accommodation. If the spell check, dictionary, thesaurus, and grammatical software are **not** deactivated, the Nonstandard Accommodations circle must be gridded.

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

1. Student barcode label
2. Content area and item number

OR

1. Student name and birth date
2. School code
3. Grade, content area, and item number

For students using a word processor as an accommodation, it is important to grid the "Other" circle on the student answer document(s) and indicate the administered accommodation.

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

All answer documents containing word-processed pages must be shipped in the orange envelope marked "Special Handling and/or Word-Processed Documents."

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 information**:

1. Student barcode label
2. Content area and item number

OR

1. Student name and birth date
2. School code
3. Grade, content area, and item number

For students using additional pages as an accommodation, it is important to grid the "Other" circle on the student answer document(s) and indicate the administered accommodation.

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

All answer documents containing additional paper must be shipped in an orange envelope marked "Special Handling and/or Word-Processed Documents."

Multiple-Day Testing

All MEAP tests are untimed and student-paced. Arrangements should be made before testing begins for any student(s) who need multiple days to complete a part of the test.

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

The Fall 2010 assessment cycle runs from October 12, 2010 through October 29, 2010. Students who use multiple-day testing accommodations will have until October 29, 2010 to complete all subjects being tested. However, students may not begin a subject area test until the day the subject is scheduled to be assessed for all students. For example, Mathematics may not be administered prior to October 19, 2010.

For students testing across multiple days as an accommodation, it is important to grid the "Multiple-Day Testing" circle on the student answer document(s).

Returning Accommodation Materials and Student Answer Documents

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

Most answer documents for students who used the accommodated versions of the tests are packaged and returned with the regular answer documents; however, word processed, transcribed/transferred (scribe or tape recorded) student answers, and additional pages must be returned inside the student's answer document in the orange Special Handling and/or Word Processed Documents envelope in order to be scored.

Rapid Onset of Medical Disability

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

- A few days prior to test, a student broke his/her arm. The student may need an assessment 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, the school's principal, MEAP coordinator**,** or guidance counselor should document, for the student's file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided.

For students using an accommodation due to the rapid onset of medical disability, it is important to grid the appropriate accommodation circle on the student answer document(s) and enter a description of the accommodation provided if "Other" is used.

NOTE: Please check the OEAA or MEAP web pages (**www.michigan.gov/oeaa** or **www.michigan.gov/meap**) for the latest information on assessment accommodations.

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MEAP Test Administration Guidelines

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

- Maintain the security of all test materials before, during, after, and between test sessions.
- Administer the tests in a manner consistent with established test procedures.
- Establish testing 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

MEAP test 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 OEAA Security Compliance Form is included in Appendix G in this manual. This form should be read and signed by all MEAP coordinators, test administrators, proctors, and any individuals who have had access to the MEAP tests or assisted with test administration. This form is to be signed when test materials are distributed and before testing begins. **These signed 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. The test booklet and answer document must be collected when a student leaves the room and redistributed when the student returns to the room. **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, recess, etc.) should not be allowed to resume testing. Contact OEAA for instruction.

Monitoring Test Administration

Test 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 grade level/subject area test booklets and answer documents.
- When answer documents are preprinted, or have a barcode label affixed at the time they are distributed to students, please ensure each student receives the correct answer document.
- Remind students to turn off all electronic communication devices (e.g., cell phones, pagers, PDAs, iPods®, etc.) and store them 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 administrator manual.

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- Read directions **exactly as they appear** in the administrator manual to students. Answer questions about test directions as described in the administrator manual.
- Monitor the test sessions by moving throughout the test room.
- Ensure that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer document using only a No. 2 pencil. 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 MEAP coordinator for early and fair resolution of any concerns.
- Ensure that students do not leave the test room unless extenuating circumstances are present. If a student must leave, test administrators must collect the test booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.

Also consider the following:

- Are students marking their responses in the correct document (answer document versus the booklet)?
- Are students marking their responses in the correct section of the answer document?
- Are there a large number of erasures? Are students confused about the directions or having other problems?
- Are students doodling or marking randomly? Do they appear to be racing through the 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.

Student Prohibited Behavior During Assessment

The "Student Prohibited Behavior" circle on student answer documents is to be used to identify students who engage in prohibited behavior. In August 2005, the State Board of Education approved the Office of Educational Assessment and Accountability (OEAA) *Assessment Integrity Guide*. This document is available at the OEAA web site (**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 web site and read in its entirety prior to the assessment cycle as it contains specific information for individuals based on test responsibilities.

School personnel should review the Student Prohibited Behavior section prior to administering the tests. Students should also be informed of appropriate test practices. 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 administrator manual.

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- 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 assessment.
- 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 engaging in questionable activity. Unless the suspected student is disrupting the entire test session, the test administrator or proctor should allow the suspected student(s) to finish the test. The "Student Prohibited Behavior" circle should be filled in on the student's answer document. The test administrator is to immediately notify the building MEAP 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 MEAP coordinator can be a valuable resource in the preliminary investigation and must 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 prohibited behavior, 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, and the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated. Adequate Yearly Progress (AYP) requires the use of a valid test score. A student without a valid test score will be considered "not assessed" for AYP purposes.

The "Student Prohibited Behavior" circle on the answer document is not intended to be used for students who do not appear to be working hard on the test or otherwise not taking the test seriously.

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Student Answer Documents

Every student taking a MEAP test will have a separate answer document for reading, mathematics, science, social studies, and writing. For students pre-identified before July 29, 2010, preprinted student answer documents will be delivered to schools in sufficient quantities based on student registration. An adequate overage of blank answer documents to accommodate any late registrants will be included. A separate shipment of preprinted barcode labels will be sent for students who were pre-identified between July 29 – September 16, 2010. The online student pre-identification process should be used to produce barcode labels for students who do not have a preprinted answer document or barcode labels. Contact your district MEAP coordinator if you are not familiar with the student pre-identification process.

It is very important that students use the answer document that corresponds to the test being administered. Answer documents for the same subject cannot be used across grades, nor can the same grade's answer document be used across subjects. For example, a Grade 4 mathematics answer document cannot be used when administering the Grade 5 mathematics test or a Grade 4 reading test.

Every used answer document returned for scoring must have preprinted student information or a barcode label specific to the student affixed. **A fee of $10 per answer document will be charged for any used answer document returned for scoring without the pre-printed student information or a student barcode label affixed**.

Pre-identification of Students

Until materials are returned, students can be identified 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 web site by clicking on the link entitled *OEAA Secure Site User Manual*.

- Pre-ID File Import Process
- MSDS
- Student Test Cycle Copy
- Student Record Search/Adding a Test Cycle
- Adding a New Student

Completing "School Use Only" Fields

There are four sections on student answer documents with "School Use Only" coding: Research I and II Fields, Accommodations, Report Codes, and MEAP-Access Eligibility. These sections are explained in detail below.

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 fields:

a. Codes for research fields must be developed at the district level, and assigned a different number from one to ten. One response per research field may be recorded on each answer document (one response in the Report I column and one response in the Report II column).

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b. Research code 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 code options at any or all of the grades assessed.

Accommodations

The accommodations section of the "School Use Only" area on student answer documents is used to identify the accommodation(s) used 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 reading and writing answer documents, however, have fewer accommodations options listed as standard accommodations. Due to the construct of what is being tested on the reading and writing tests, some accommodations considered to be standard accommodations for the other subject areas would become nonstandard accommodations if used during the reading and writing tests.

English Language Learners (ELLs)

- English Video – A student who used the English video version of the test (mathematics, science, and social studies only).
- Spanish Video – A student who used the Spanish video version of the test (mathematics, science, and social studies only).
- Arabic Video – A student who used the Arabic video version of the test (mathematics, science, and social studies only).
- Reader Script – A student who had a scripted version of the test read aloud (mathematics, science, and social studies only).
- Reading in Native Language – A student who had the test and directions read in a native language other than English (mathematics, science, and social studies only).
- Multiple-Day Testing – A student who took a MEAP test over more than one day.
- Other – A student who used other standard accommodations.

Students with Disabilities:

- Braille – A student who used the Braille version of the test.
- Enlarged Print – A student who used the enlarged print version of the test.
- Audio – A student who used the audio version of the test. NOTE: There is no audio version of the MEAP reading or writing test.
- Reader Script – A student who had a scripted version of the test read aloud (mathematics, science, and social studies only).
- Multiple-Day Testing – A student who took a MEAP test over more than one day.
- 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. Students who use a nonstandard accommodation 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).

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Report Codes

Report Codes have been included in the box marked "School Use Only." Schools decide whether these circles are filled in, using the following guidelines. Mark all that apply.

Home Schooled – If an assessed student is home schooled, fill in the "Home Schooled" circle. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are not required to take the MEAP tests, but may test during the district's test cycle. 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.

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" circle in the Test Administration Guidelines section 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.

MEAP-Access Eligibility

A student who meets all eligibility criteria for MEAP-Access and would have taken the MEAP-Access test in that subject if MEAP-Access had been available in Fall 2010. For complete information on the MEAP-Access eligibility criteria, please refer to the MEAP-Access web site at **www.michigan.gov/meap-access**.

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.

Assessment Date

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

Form

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

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Test Administrator Directions: MEAP Grade 3 Reading Test – Day 1

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 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. These activities are inappropriate and will result in test scores being invalidated.

MEAP Grade 3 Reading Test – Day 1

Materials Needed by Test Administrator:

- MEAP Test Administrator Manual for Grade 3, Fall 2010

Materials Needed by Students:

- Fall 2010 MEAP Grade 3 Reading Day 1 Test Booklet (labeled Test Booklet/ Answer Document on the front cover)
- No. 2 Pencil

NOTE: The Fall 2010 Grade 3 MEAP Reading – Day 1 test booklet 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 scratch 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 – MEAP Grade 3 Reading Test – Day 1

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.

The parts do not have to be administered in the order given in this manual. However, the MEAP Office recommends that this test be administered in the order given.

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

Part 1 .....70 minutes (approximately)

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

Additional time is necessary to distribute materials, complete student and school information on the Test Booklet/Answer Document, 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 about the directions as necessary.

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Beginning the MEAP Grade 3 Reading Test – Day 1

Distribute a Grade 3 Reading - Day 1 Test Booklet/Answer Document to every student. Remind students not to open their 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 correct and complete response. No additional materials, including 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, 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 test booklet and No. 2 pencils.

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

Make sure you have a Fall 2010 MEAP Grade 3 Reading – Day 1 Test Booklet. Box 8 in the lower left-hand corner should contain your name and other information. Raise your hand if your name does not appear in this box or if a label is missing.

Make sure each student has his or her own Grade 3 Reading – Day 1 Test Booklet/Answer Document before testing begins. If the student's name is misspelled in Box 8, corrections can be made at a later date on the OEAA Secure Site. 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 preprinted student information or 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. Public School Academies should leave District blank. 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: **Now find Box 4 labeled Birth Date. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the number for the day you were born in the spaces provided and fill in the circles below that go with the number. The last two columns are for the year you were born. Write the last two numbers of the year you were born in the spaces provided and fill in the circles below that go 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 the directions for Box 6.

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SAY: **Find Box 5 labeled Class/Group Number. I have written the number for you to use to complete this box. Please write the number in the spaces provided and fill in the circles below that go 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 Assessment Date. In the first column, fill in the circle next to the current month. The next two spaces are for today's date. Write the number for today's date in the spaces provided and fill in the circles below that go with the number. The last two columns have been filled in for you.**

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

The Fall 2010 MEAP Grade 3 Reading – Day 1 Test Booklet/Answer Documents 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 Grade 3 Reading – Day 1 test that is being administered.

Directions for Grade 3 Reading – Day 1 – Part 1

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

SAY: **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 test booklet to Day 1 – Part 1, found on page 3.

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 1.

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

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.

This is the end of the directions contained in the students' Grade 3 Reading – Day 1 Test Booklet/Answer Document. Continue with,

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

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 the next page and begin.**

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

Follow the instructions found in Appendix A: Ending a Test Session.

Directions for Grade 3 Reading – Day 1 – Part 2

Redistribute the Grade 3 Reading – Day 1 Test Booklet/Answer Document to students ensuring that each student receives the test booklet with his or her name on it. Remind students not to open their 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 materials, including 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, calculators, digital media players (e.g., iPods®), etc.

Note to test administrators: The beginning page of Day 1 Part 2 of the grade 3 reading test varies between forms. Only one form of the test is assigned to each school. The only exception will be students who are using an accommodated version of the test. Please refer to the correct page number when reading the directions for Day 1 Part 2.

Grade 3 Reading Test Booklet	*Part 2 Directions begin on:*
Forms 1, 2, 3, 4, 7	*Page 19*
Forms 5, 6	*Page 21*

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 test 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 Grade 3 Reading – Day 1 booklet to page __, which is the beginning of Part 2.

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 2.

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SAY: **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. There will be a question that asks you to write an answer on the lines provided. Answer the question as completely as you can.**

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

This is the end of the directions contained in the students' Grade 3 Reading – Day 1 – Part 2 Test Booklet/ Answer Document. Continue with,

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

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 the next page and begin.**

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

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

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

Follow the instructions found in Appendix A: Ending a Test Session.

Students using accommodated versions of the Grade 3 Reading – Day 1 test have until October 29, 2010, to complete their tests. Students who do not take this test on the initial test date (October 12, 2010) may take the Grade 3 Reading – Day 1 test on scheduled make-up dates as needed. These students will use the same test form assigned to the school. There is not a specific makeup test form.

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Test Administrator Directions: MEAP Grade 3 Reading Test – Day 2

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 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. These activities are inappropriate and will result in test scores being invalidated.

MEAP Grade 3 Reading Test – Day 2

Materials Needed by Test Administrator:

- MEAP Test Administrator Manual for Grade 3, Fall 2010
- Fall 2010 MEAP Grade 3 Reading Day 2 Test Booklet/Answer Document (forms 2-7 only)

Materials Needed by Students:

- Fall 2010 MEAP Grade 3 Reading Day 2 Test Booklet (labeled Test Booklet/ Answer Document on the front cover)
- No. 2 Pencil

NOTE: The Fall 2010 Grade 3 MEAP Reading – Day 2 test booklet 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 – MEAP Grade 3 Reading Test – Day 2

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.

The parts 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 (all forms) .....60 minutes (approximately)

Part 2 (Forms 2-7 only) .....25 minutes (approximately)

Additional time is necessary to distribute materials, complete student and school information on the Test Booklet/Answer Document, read test directions to students at the beginning of each session, and collect test materials at the end of each session.

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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 about the directions as necessary.

Beginning the MEAP Grade 3 Reading Test – Day 2

Distribute a Grade 3 Reading - Day 2 Test Booklet/Answer Document to every student. Remind students not to open their 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 correct and complete response. No additional materials, including 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, 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 test booklet and No. 2 pencils.

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

Make sure you have a Fall 2010 MEAP Grade 3 Reading – Day 2 Test Booklet. Box 8 in the lower left-hand corner should contain your name and other information. Raise your hand if your name does not appear in this box or if a label is missing.

Make sure each student has his or her own Grade 3 Reading – Day 2 Test Booklet/Answer Document before testing begins. If the student's name is misspelled in Box 8, corrections can be made at a later date on the OEAA Secure Site. 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 preprinted student information or 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. Public School Academies should leave District blank. 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: **Now find Box 4 labeled Birth Date. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the number for the day you were born in the spaces provided and fill in the circles below that go with the number. The last two columns are for the year you were born. Write the last two numbers of the year you were born in the spaces provided and fill in the circles below that go with the number.**

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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 the directions for Box 6.

SAY: **Find Box 5 labeled Class/Group Number. I have written the number for you to use to complete this box. Please write the number in the spaces provided and fill in the circles below that go 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 Assessment Date. In the first column, fill in the circle next to the current month. The next two spaces are for today's date. Write the number for today's date in the spaces provided and fill in the circles below that go with the number. The last two columns have been filled in for you.**

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

The Fall 2010 MEAP Grade 3 Reading – Day 2 Test Booklet/Answer Documents 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 Grade 3 Reading – Day 2 test that is being administered.

Directions for Grade 3 Reading – Day 2 – Part 1

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

SAY: **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 test booklet to Day 2 – Part 1, found on page 3.

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 1.

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

This is the end of the directions contained in the students' Grade 3 Reading – Day 2 Test Booklet/Answer Document. Continue with,

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

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

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Answer any questions the students have regarding the directions.

SAY: **You may turn to the next page and begin.**

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

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

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

Follow the instructions found in Appendix A: Ending a Test Session.

Directions for Grade 3 Reading — Day 2 – Part 2 (Forms 2-7 Only)

Redistribute the Grade 3 Reading — Day 2 Test Booklet/Answer Document to students, ensuring that each student receives the test booklet with his or her name on it. Remind students not to open their 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 materials, including 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, calculators, digital media players (e.g., iPods®), etc.

Note to test administrators: You will need a copy of a student Fall 2010 MEAP Grade 3 Reading Day 2 Test Booklet/Answer Document. You will read the selection introduction from the test booklet aloud to the students. For all applicable forms, the Passage Introduction begins on page 19.

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 test 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 Grade 3 Reading — Day 2 booklet to page 17, which is the beginning of Part 2.

Read the directions silently while I read them aloud.

DIRECTIONS:

The selection you are about to read has been divided into sections. Each section is followed by multiple-choice questions with three answer choices. Notice also that the paragraphs may be numbered.

You may look back at the selection as often as needed while working on Part 2. 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. After you answer the questions for the first section, go to the next page. Continue to read the story and answer the questions.

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

Once you have finished reading the entire selection and have answered all the questions, STOP.

Now, read silently as I read the introduction.

Students and teachers will turn to the introduction on page 19. Teachers will read the Passage Introduction to the selection aloud as students read silently.

This is the end of the directions contained in the students' Grade 3 Reading — Part 2, Forms 2-7 Test Booklet/ Answer Document.

Answer any questions the students have regarding the directions.

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

Follow the instructions found in Appendix A: Ending a Test Session.

Students using accommodated versions of the Grade 3 Reading – Day 2 test have until October 29, 2010, to complete their tests. Students who do not take this test on the initial test date (October 13, 2010) may take the Grade 3 Reading – Day 2 test on scheduled make-up dates as needed. These students will use the same test form assigned to the school. There is not a specific makeup test.

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Test Administrator Directions: MEAP Grade 3 Mathematics Test

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. These activities are not acceptable and will result in test scores being invalidated.

MEAP Grade 3 Mathematics Test

Materials Needed by Test Administrator:

- MEAP Test Administrator Manual for Grade 3, Fall 2010

Materials Needed by Students:

- Fall 2010 MEAP Grade 3 Mathematics Test Booklet (labeled Test Booklet/Answer Document on the front cover)
- No. 2 Pencil

NOTE: The Fall 2010 MEAP Grade 3 test booklet is the test booklet and answer document combined into a single booklet. Third grade students will record all their answers directly in these test 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, 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. There are two sets of times for the mathematics tests based on the test form numbers. For planning purposes, the following times are recommended for each test session:

Form 1

Part 1 .....45 minutes (approximately)
Part 2 .....50 minutes (approximately)

Forms 2-7

Part 1 .....10 minutes (approximately)
Part 2 .....50 minutes (approximately)
Part 3 .....45 minutes (approximately)

Additional time is necessary to distribute materials, complete student information on the Test Booklet/Answer Document, read test directions to students at the beginning of each session, and collect test materials at the end of each session.

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Directions (make sure to use the correct directions for the form number)

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 about the test directions as necessary.

Beginning the MEAP Grade 3 Mathematics Test

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

Students are not allowed to have food, drinks, or snacks on their desk or table during the test. If a student must have any of these items 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, calculators, digital media players (e.g., iPods®), etc.

*Students may **not** use calculators on any part of the Grade 3 mathematics test.*

SAY: **Do not open your test 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 test booklet, and No. 2 pencils.

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

Make sure that you have a MEAP Fall 2010 Test Booklet for Grade 3 Mathematics. Box 8 in the lower left-hand corner should contain your name and other information. Raise your hand if your name does not appear in this box or if a label is missing.

Make sure each student has his or her own MEAP Grade 3 Mathematics Test Booklet/Answer Document before testing begins. If the student's name is misspelled in Box 8, corrections can be made at a later date on the OEAA Secure Site. 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 preprinted student information or 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. Public School Academies should leave District blank. 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: **Now 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 go with the number. The last two columns are for the year you were born. Write the last two numbers of the year you were born in the spaces provided and fill in the circles below that go with the number.**

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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 the directions for Box 6.

SAY: **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 circles below that go 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 Assessment Date. In the first column, fill in the circle next to the current month. The next two spaces are for today's date. Write the number for today's date in the spaces provided and fill in the circles below that go with the number. The last two columns have been filled in for you.**

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

The MEAP Fall 2010 Grade 3 Mathematics Test Booklet/Answer Documents 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.

Form 1 Only — Directions for Grade 3

Directions for Part 1, Form 1: Grade 3 Mathematics Test

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

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

SAY: **During this test, I can help you understand the directions, but I cannot give you any 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 Grade 3 Mathematics test booklet to page 3, which is the beginning of Part 1.

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.

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SAY: **Sample Multiple-Choice Item:**

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 item, the correct answer is C. Circle C is filled in.

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 students' Grade 3 Mathematics test booklet. Continue with,

SAY: **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 5 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 found in Appendix A: Ending a Test Session.

Directions for Part 2, Form 1: MEAP Grade 3 Mathematics Test

Redistribute all Grade 3 MEAP mathematics test materials to students ensuring that each student receives the test booklet/answer document with his or her name on it. Remind students not to open their test booklet 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. No additional materials, including paper, may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, or snacks on their desk or table during the test. If a student must have any of these items 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, calculators, digital media players (e.g., iPods®), etc.

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

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

Look at the front cover of your booklet. Make sure you have your own booklet and a No. 2 pencil. Please raise your hand if you do not have your own MEAP Grade 3 Mathematics test.

Make sure that all students have their own test materials.

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

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

Open your booklet to Part 2, found on page 17.

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 any part of this test. You may use open space in this test booklet for scratch paper.

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.

This is the end of the directions contained in the students' Grade 3 Mathematics booklet. Continue with,

SAY: **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 18 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 found in Appendix A: Ending a Test Session.

Students using accommodated versions of the Grade 3 MEAP Mathematics Test have until October 29, 2010, to complete their test.

Students who do not take this test on the initial test date (October 19, 2010) may take the MEAP Grade 3 Mathematics Test on scheduled make-up test dates as needed. These students will use the same test form assigned to the school. There is not a specific makeup test form.

Forms 2-7 Only, Directions for Grade 3 Mathematics

Directions for Part 1, Forms 2–7: Grade 3 Mathematics Test

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

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

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SAY: **During this test, I can help you understand the directions, but I cannot give you any 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 Grade 3 Mathematics test booklet to page 3, which is the beginning of Part 1.

Read the directions silently, as I read them aloud.

DIRECTIONS:

This test has three 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 Item:

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 item, the correct answer is C. Circle C is filled in.

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 or 3 of the test.

This is the end of the directions contained in the students' Grade 3 Mathematics test booklet. Continue with,

SAY: **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 5 and begin.**

This is a short section, so 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 found in Appendix A: Ending a Test Session.

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Directions for Part 2, Forms 2-7: MEAP Grade 3 Mathematics Test

Redistribute all Grade 3 MEAP mathematics test materials to students, ensuring that each student receives the test booklet/answer document with his or her name on it. Remind students not to open their test booklet 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. No additional materials, including paper, may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, or snacks on their desk or table during the test. If a student must have any of these items 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, calculators, digital media players (e.g., iPods®), etc.

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

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

Look at the front cover of your booklet. Make sure you have your own booklet and a No. 2 pencil. Please raise your hand if you do not have your own MEAP Grade 3 Mathematics test.

Make sure that all students have their own test materials.

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

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

Open your booklet to Part 2, found on page 11.

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.

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 of the test ONLY.

Do NOT look at items in Parts 1 or 3 of the test.

This is the end of the directions contained in the students' Grade 3 Mathematics booklet. Continue with,

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

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 13 and begin.**

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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 found in Appendix A: Ending a Test Session.

Directions for Part 3, Forms 2-7: MEAP Grade 3 Mathematics Test

Redistribute all Grade 3 MEAP mathematics test materials to students, ensuring that each student receives the test booklet/answer document with his or her name on it. Remind students not to open their test booklet 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. No additional materials, including paper, may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, or snacks on their desk or table during the test. If a student must have any of these items 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, calculators, digital media players (e.g., iPods®), etc.

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

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

Look at the front cover of your booklet. Make sure you have your own booklet and a No. 2 pencil. Please raise your hand if you do not have your own MEAP Grade 3 Mathematics test.

Make sure that all students have their own test materials.

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

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

Open your booklet to Part 3, found on page 25.

Read the directions silently as I read them aloud.

DIRECTIONS:

You will now begin Part 3 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.

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 3 ONLY.

Do NOT look at items in Parts 1 or 2.

This is the end of the directions contained in the students' Grade 3 Mathematics booklet. Continue with,

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

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 27 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 found in Appendix A: Ending a Test Session.

Students using accommodated versions of the Grade 3 MEAP Mathematics Test have until October 29, 2010, to complete their test.

Students who do not take this test on the initial test date (October 19, 2010) may take the MEAP Grade 3 Mathematics Test on scheduled make-up test dates as needed. These students will use the same test form assigned to the school. There is not a specific makeup test form.

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APPENDIX A

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 sitting to complete each part 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 or proctor 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 test materials have been returned.

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

If there is another part of a 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.

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APPENDIX B
After Testing Guidelines

Test Administrator Responsibilities After Testing

Before sorting materials, **please note** that an answer document is considered used if a student has marked any answer or made any written response.

1. Verify that there is only one of each appropriate answer document for each student. The appropriate answer documents are as follows:
   - *Reading – Day 1 (Grade 3 combined Answer Document/Test Booklet)*
   - *Reading – Day 2 (Grade 3 combined Answer Document/Test Booklet)*
   - *Reading – Days 1 and 2 (Grades 4 – 8)*
   - *Mathematics (Grade 3 combined Answer Document/Test Booklet)*
   - *Mathematics (Grades 4 – 8)*
   - *Science (Grades 5 and 8 only)*
   - *Social Studies (Grades 6 and 9 only)*
   - *Writing (Grades 4 and 7 only)*
2. Check answer documents for the following:
   a. Only answer documents for the current MEAP test cycle have been used.
   b. The preprinted student information or barcode label on the answer document (Box 8) matches the student's name printed on the first line of the answer document. Each answer document returned for scoring must have the correct preprinted information or scannable barcode label attached. There will be a $10 fee to the district for each answer document returned for scoring that does not have the preprinted student information or 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, colored pencils, or sticky notes 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 included (except when approved as an assessment 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 OEAA for assistance.
4. Notify the building MEAP coordinator of any student answer documents that are to be returned in the bright orange envelope marked "Special Handling and/or Word-Processed Documents."
5. Return unused grade 3 Answer Documents/Test Booklets to the building MEAP coordinator. An answer document has been used if a student has made any markings on the document.

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6. Return **all test booklets and accommodated materials, all used answer documents,** and **unused grade 3 test booklets** to the building MEAP coordinator as soon as possible after the test. Refer to Appendix D, *Assembling Answer Documents for Return.*
7. Complete the OEAA Security Compliance Form and return it to your building MEAP coordinator. Follow your building MEAP 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.

Building MEAP Coordinator Responsibilities After Testing

1. Verify that all test materials have been returned from test administrators.
2. Check answer documents for the following:
   a. Only answer documents dated for the current test cycle have been used.
   b. The preprinted student information or barcode label on the answer document matches the name that the student printed on the answer document. There will be a $10 fee for each answer document returned for scoring without preprinted student information or a scannable preprinted label affixed.
   c. The appropriate test booklet 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, colored pencils, or sticky notes 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 included (except when approved as a test accommodation).
   i. No answer documents have been disassembled or damaged.

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

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

3. With the exception of Grade 3 answer documents/test booklets, all **unused** answer documents should be sorted out and destroyed. All **unused** Grade 3 answer documents/test booklets must be returned with non-scorable materials.
4. Before sorting materials, please note that an answer document is considered used if a student has marked any answer or made any written response.

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District and/or Building Coordinator Responsibilities After Testing

1. If a student used a tape recorder, scribe, enlarged print test, or Braillewriter as a test accommodation, a member of the school staff must transcribe the student's responses into a scannable answer document that has the student's preprinted information or barcode label affixed. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

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

   1. Student barcode label
   2. Content area and item number

   OR

   1. Student name and birth date
   2. School code
   3. Grade, content area, and item number

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 pages must be shipped in an orange envelope marked "Special Handling and/or Word Processed Documents." **When returning these special handling envelopes, schools should place them on top of any other returned materials in the first box of their return shipment.** Word processed pages that are not returned in this manner cannot be scored.

Organizing Answer Documents for Return

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

1. Separate each school's used answer documents by the following subjects, then by grade (if applicable), then by form (if applicable), and then by class/group (if used).
   - Reading – Day 1 (Grade 3 combined answer document/test booklet)
   - Reading – Day 2 (Grade 3 combined answer document/test booklet)
   - Reading – Days 1 and 2 (Grades 4 – 8)
   - Mathematics (Grade 3 combined answer document/test booklet)
   - Mathematics (Grades 4 – 8)
   - Science (Grades 5 and 8 only)
   - Social Studies (Grades 6 and 9 only)
   - Writing (Grades 4 and 7 only)

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2. Verify that answer documents have the correct preprinted student information or a barcode label affixed.

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

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

Instructions for Materials Return

If your district MEAP coordinator is returning materials from your school to MEAP Scoring Services (Measurement Incorporated), please pack scorable materials as shown in Appendix D of this Test Administrator Manual and promptly deliver to your district MEAP coordinator. Non-scorable materials need to be delivered to your district MEAP coordinator for return to MEAP Scoring Services, kept by the school, or destroyed, as indicated in Appendix C of this Test Administrator Manual.

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

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

Instructions for Packing Scorable Materials for Return (Blue Labels):

1. Pack answer documents in the boxes using cushioning materials to keep them secure. It is preferable to use the same boxes that the materials originally came in to ship the materials to MEAP Scoring Services. If these boxes are not available, use sturdy boxes to return the materials.
2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with plastic shipping tape. To ensure a secure seal, please place three strips of tape on the top of the boxes and three strips of tape on the bottom of the boxes.
3. Affix a blue Measurement Incorporated "Scorable" label to the **top** of all boxes containing used answer documents. In addition to the blue label, affix a FedEx Airbill to Box 1 of your scorable materials boxes.
4. The FedEx driver will produce and affix additional multiple piece shipment labels to the remaining boxes of scorable materials.
5. On the blue labels, indicate the number of scorable materials boxes by completing the Box ___ of ___ (Example: box 1 of 2, box 2 of 2). The total number of scorable materials boxes should be indicated. Do not include green-labeled non-scorable materials boxes in this count.

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Instructions for Packing Non-scorable Materials for Return (Green Labels):

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

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

Instructions for Returning All Materials via FedEx Express:

1. Place the boxes where the FedEx driver normally delivers or picks up packages.
2. To schedule a pickup call 1-800-GoFedEx (1-800-463-3339); after the voice prompt "How may I help you?", press 9.
3. When prompted enter 999 999 933 as the nine-digit FedEx account number. You will be transferred to a specialized Premier Customer Service Representative.
4. Please have the following information available when you call: (a) your phone number – if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system, otherwise this information will need to be provided, (b) the pickup date, (c) the total number of boxes you are returning – add scorable boxes and non-scorable boxes, and (d) the average box weight – you can use 30 pounds per box.
5. If you do not have enough Measurement Incorporated labels and /or FedEx Airbills, contact your district MEAP coordinator.
6. After returning all MEAP materials for this project, destroy any remaining Airbills, as these are project-specific.
7. Districts and schools are encouraged to complete and return test materials as early as possible during the test cycle. MEAP Scoring Services can then begin to scan and score student responses immediately.

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

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APPENDIX C
Table of Assessment Materials to Be Returned

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

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

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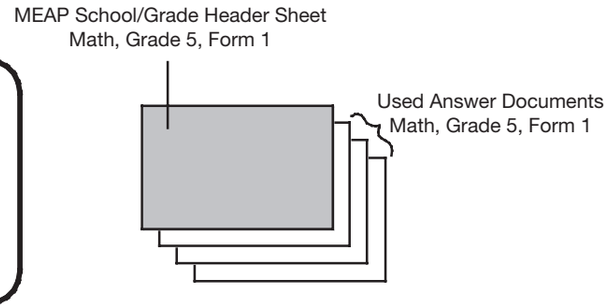
APPENDIX D

Assembling Answer Documents for Return

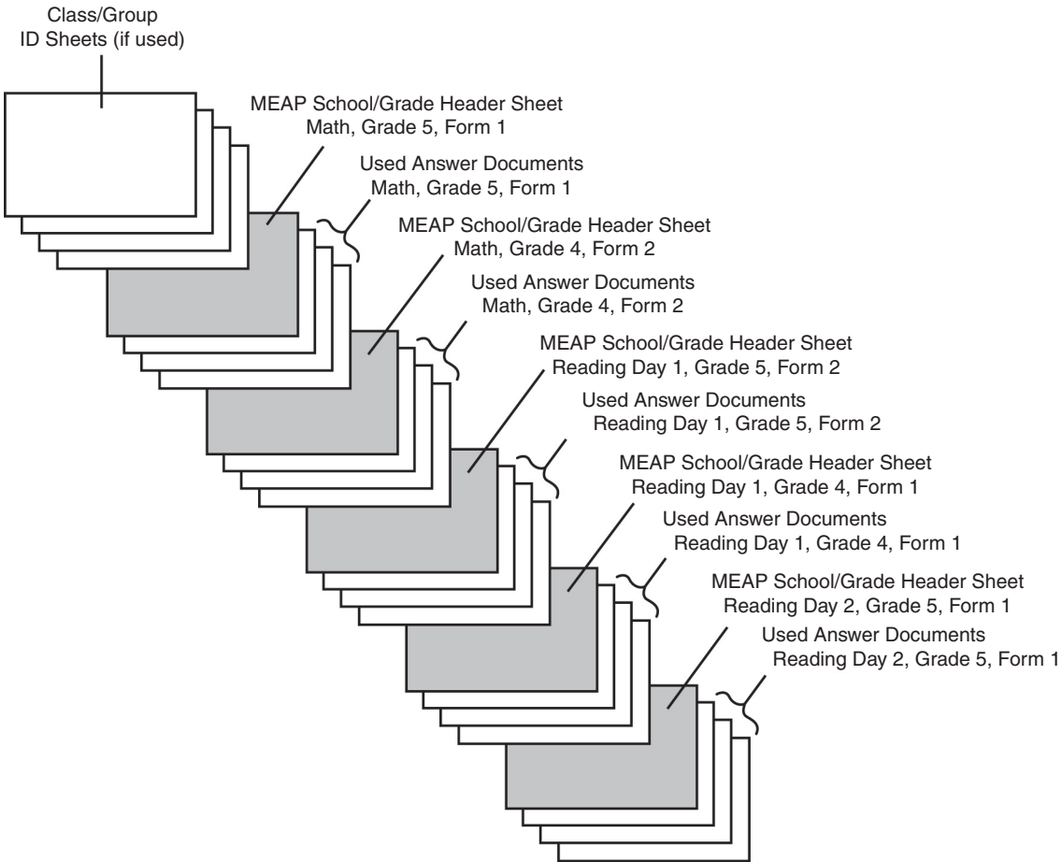
The diagrams below demonstrate how to assemble used answer documents by subject, grade, and form. For example, assemble your Math, Grade 5, Form 1 Answer Documents as follows:

Note: Answer Documents must be sorted by subject, grade, and form. Please put an appropriately bubbled MEAP School/Grade Header Sheet on top of each stack.



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.



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APPENDIX E

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 Appendix D for more information on how to organize this form and student answer documents for return to the scoring contractor.

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MARKING INSTRUCTIONS

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

CORRECT MARK INCORRECT MARKS

meap™ Michigan Educational Assessment Program

SCHOOL/GRADE HEADER SHEET

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE

3 SCHOOL CODE

Please make sure all fields are completed.

4 GRADE

3
4
5
6
7
8
9

5 ANSWER DOCUMENT COUNT

6 SUBJECT

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

7 FORM

88 Braille

99 Emergency

1 S H

INSTRUCTIONS

1. Write the name of the person completing this form, the district name and school name on the lines provided.
2. In the boxes under the District Code, indicate the district number. Fill in the corresponding circles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under School Code, indicate the school number. Fill in the corresponding circles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
4. In the box under Grade, fill in the appropriate grade level of the students whose documents are under this header sheet. Fill in only one grade per header sheet.
5. In the boxes under Answer Document Count, write the appropriate number of used answer documents that are under this header sheet. Fill in the corresponding circles.
6. In the box under Subject, fill in the appropriate subject of the documents under this header. Fill in only one subject per header sheet except for Reading. For Grade 3, select only one: Reading Day 1 or Reading Day 2. For Grades 4-8, bubble BOTH Reading Day 1 and Reading Day 2 (due to the combined answer document for Grades 4-8 Reading).
7. In the box under Form, fill in the appropriate form of the documents under this header. The form number can be found on the upper left portion of the assessment book. Fill in only one form number per header sheet.

MEAP Scoring Services Use Only

1 2 3 4 5

SAMPLE

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APPENDIX F

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 Appendix D for more information on how to organize this form and your answer documents for return to the scoring contractor.

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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.

Instructions for each area on the form are as follows:

1. Provide the name of the person completing this form (teacher or district/building coordinator) and the district and school name.
2. In the boxes under the DISTRICT CODE, indicate the district number. Fill in the corresponding circles.
3. In the boxes under SCHOOL CODE, indicate the school number. Fill in the corresponding circles.
4. In the boxes under TEACHER NAME, indicate the name of the teacher for whom class/group number(s) are being provided and fill in the corresponding circles.
5. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and fill in the corresponding circle under each block. For teachers who need reporting for multiple groups, up to six (6) different numbers can be included on this form. If less than a 4-digit number is used, fill in with zeroes at the left of the number.

This form should be delivered to the building MEAP coordinator. Instructions for returning the scanning contractor may be found in a MEAP Test Administrator Manual.

SAMPLE

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

CORRECT MARK ○●○○ INCORRECT MARKS ✓⊗◒◔

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE

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

3 SCHOOL CODE

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

4 TEACHER NAME

LAST NAME | FIRST NAME

5 CLASS/GROUP NUMBER

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

0 - A - 0 - 2 C H

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APPENDIX G

Directions for OEAA Security Compliance Form

The purpose of the OEAA 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 OEAA Security Compliance Form. A sample form is included on the following page. Additional copies may be printed from the public MEAP web site 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 *Assessment Integrity Guide,* which is available in each school and district and is publicly available on the OEAA web site at **www.michigan.gov/oeaa**.

- District Assessment Coordinator Responsibilities, Appendix H
- Building Assessment Coordinator Responsibilities, Appendix I
- Building Assessment Administrator Responsibilities, Appendix J
- Assessment Proctor Responsibilities, Appendix K
- Each person assigned responsibilities as the building assessment administrator or assessment proctor should receive a copy of the appropriate two-page document so that they can sign the OEAA Security Compliance Form, and more importantly, understand their responsibilities before, during, and after the assessment. After these forms are signed they should be returned to the Building Assessment Coordinator

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MICHIGAN Department of Education

OEAA Security Compliance Form

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

I have had access to a printed or electronic copy of the *Assessment Integrity Guide* as published by the Office of Educational Assessment and Accountability (OEAA) of the Michigan Department of Education (MDE); and

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

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

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

Date: _____

Signature: _____

Printed Name: _____

Note: An electronic copy of the *Assessment Integrity Guide* is available on the Internet at **http://michigan.gov/oeaa**. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, or call toll-free (877) 560-8378.

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

◯ MEAP ◯ MEAP-Access ◯ MI-Access ◯ MME ◯ ELPA

2. District

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

3. School

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

4. Assessment Roles ***Mark ALL that apply***

◯ District Coordinator ◯ Proctor
◯ School Coordinator, Test Supervisor, or Back-Up Test Supervisor
◯ Accommodations Provider or Test Accommodations Coordinator
◯ Assessment Administrator or Room Supervisor ◯ Other

5. Information Box

PLEASE PRINT—Use full names.

School Name: _____

District Name: _____

Directions

TO COMPLETE:

1. Mark all corresponding bubble(s) next to the assessment program(s) for which you have one or more roles.
2. Print the **DISTRICT** code. Enter leading zeros if necessary (for example, "01234"). Mark the corresponding bubbles. (Note: District Coordinators mark district code only; skip Step 3.)
3. Print the **SCHOOL** code. Enter leading zeros if necessary (for example, "01234"). Mark the corresponding bubbles.
4. Mark all corresponding bubble(s) next to your role(s) in the assessment administration process (for example, District Coordinator, School Coordinator, etc.).
5. In the area under **Information Box**, district coordinators print district name **only**. All others print **both district** name and **school** name on the lines provided.

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

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Security Compliance Form Funded by the Michigan Department of Education and the U.S. Education Department

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APPENDIX H

Office of Educational Assessment and Accountability

District Assessment Coordinator Responsibilities

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

Before Assessment Administration

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

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During Assessment Administration

- ☐ Monitor at least a sample of assessment administrations;
- ☐ Answer questions from the Building Assessment Coordinators and Assessment Administrators that might arise during the assessment administration; and
- ☐ Report any assessment irregularities and administration procedural errors to the OEAA. Immediately contact the OEAA at the number provided in the Administration Manuals with detailed information and steps taken. You may wish to call the OEAA at 877-560-8378.

After Assessment Administration

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

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APPENDIX I

_____
My District Assessment Coordinator

_____
Phone email

Office of Educational Assessment and Accountability

Building Assessment Coordinator Responsibilities

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

Before Assessment Administration

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

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During Assessment Administration

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

After Assessment Administration

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

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

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

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APPENDIX J

_____
My Building Assessment Coordinator

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Phone email

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 testing, 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.

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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 *OEAA Security Compliance Form* and submit it to the building MEAP coordinator.

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APPENDIX K

_____
My Assessment Administrator

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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 assessment 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.

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- ☐ 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 Programs (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 *OEAA Security Compliance Form* and submit it to the building MEAP coordinator.

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APPENDIX L
Fall 2010 — Estimated Length of MEAP Tests

Content Area	Grade(s)	Part	Recommended Time (in minutes)
Reading – Day 1 (Initial test date: 10/12/10)	3 – 8	1	70
		2	40
Reading – Day 2 (Initial test date: 10/13/10) *Day 2 - Part 2, Forms 2-7 only*	3 – 8	1	60
		2	25
Writing – Day 1 (Initial test date: 10/14/10)	**4 and 7 only**	1	20
		2	35 – 50
		3	50
Writing – Day 2 (Initial test date: 10/20/10)	**4 and 7 only**	1	50
		2	40
		3	35
Mathematics (Initial test date: 10/19/10)	3	Parts 1, 2, & 3 (Calculators **NOT** allowed)	Part 1 = 45 *(Form 1)* Part 2 = 50 *(Form 1)* Part 1 = 10 *(Forms 2–7)* Part 2 = 50 *(Forms 2–7)* Part 3 = 45 *(Forms 2–7)*
	4	Part 1 (Note: Calculators are **NOT** allowed on Part 1 of the Grade 4–8 mathematics tests.) Part 1A & Part 2 (Calculators may be used on Part 1A & 2 of the Grade 4 – 8 mathematics tests.) *Note: Part 1A, Forms 2-7 only*	Part 1 = 55 Part 1A = 10 Part 2 = 35
	5		Part 1 = 55 Part 1A = 10 Part 2 = 25
	6		Part 1 = 50 Part 1A = 10 Part 2 = 40
	7		Part 1 = 55 Part 1A = 10 Part 2 = 40
	8		Part 1 = 25 Part 1A = 10 Part 2 = 55
Science (Initial test date: 10/20/10)	5	Part 1	50
		Part 2	50
	8	Part 1	50
		Part 2	50
Social Studies (Initial test date: 10/20/10)	6	Part 1	40
		Part 2	40
	9	Part 1	50
		Part 2	40

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APPENDIX M

Student Challenges of Assessment Items

Clearly identify items being challenged.

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Comments Regarding MEAP Assessment Administration

A. Good Points

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B. Areas Needing Improvement

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

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8th	8
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MICHIGAN Department of Education

Fall 2010 MEAP Test Administrator Manual

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

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