
(Room Supervisor)

mmeTM

Michigan Merit Examination

***Administration Manual
for Students Testing
with Accommodations***

Spring **2009**

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

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MME Test Dates for Spring 2009			
MME Component	Initial Test Date	Makeup Test Date	Accommodated Testing*
Day 1: ACT Plus Writing No Lunch Break	March 10	March 24	March 10-24
Day 2: WorkKeys No Lunch Break	March 11	March 25	March 11-25
Day 3: Michigan Mathematics, Science, and Social Studies No Lunch Break	March 12	March 26	March 12-26
*Accommodated testing for a particular MME component may not begin before standard testing for that component. For example, accommodated testing for the Michigan component may not begin before March 12, 2009.			

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IMPORTANT NOTE:

This administration manual contains information specific to students testing with accommodations, as well as the verbal instructions that **must** be read to them during testing. Test Accommodation Coordinators, Room Supervisors, and Proctors administering the Michigan component of the MME to students testing with accommodations **must use this administration manual for MME Day 3**, not the standard *Spring 2009 MME Administration Manual*.

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MME General Information

The Michigan Merit Examination (MME) is used to assess Grade 11 and eligible Grade 12 students on Michigan's English language arts (ELA), mathematics, science, and social studies high school content standards and expectations. It is designed somewhat differently than other statewide assessments in that the MME has three distinct components: (1) the ACT Plus Writing® college entrance examination, (2) the WorkKeys® job skills assessment (3 of its tests); and (3) Michigan-developed components. Each component is administered on a different day: The ACT component is administered on Day 1, the WorkKeys component is administered on Day 2, and the Michigan component is administered on Day 3.

Assessment Dates

For Spring 2009, the MME **must** be administered according to the schedule in Table 1 below. **If it is not administered on these dates, the answer documents will not be scored.** (Other important MME dates are provided in Appendix A.)

Table 1 MME Test Dates for Spring 2009			
MME Component	Initial Test Date	Makeup Test Date	Accommodated Testing*
Day 1: ACT Plus Writing No Lunch Break	March 10	March 24	March 10-24
Day 2: WorkKeys No Lunch Break	March 11	March 25	March 11-25
Day 3: Michigan Mathematics, Science, and Social Studies No Lunch Break	March 12	March 26	March 12-26
* Accommodated testing for a particular MME component may not begin before standard testing for that component. For example, accommodated testing for the Michigan component may not begin before March 12, 2009.			

Assessment Components

Each MME component is comprised of several sections which, together, enable students to fully demonstrate their knowledge in the subjects assessed. Table 2 on the following page shows the sections that comprise each MME component and the items in those sections that contribute to a student's MME score for each subject.

Assessment Staff

The MME is managed at the school building level and is administered with the help of numerous staff, which must be selected prior to testing. The staff include

- a Test Supervisor, who, among other things, ensures the security of test materials and that all examinees are tested under the same conditions;
- a Back-up Test Supervisor, who assists the Test Supervisor and must be prepared to take over his or her responsibilities if needed;
- a Test Accommodations Coordinator, who, among other things, requests accommodations for examinees as needed and determines which accommodated materials should be ordered;

Table 2		MME Components and Sections						
MME Day	MME Component	Sections	Total ELA	Reading	Writing	Mathematics	Science	Social Studies
Day 1	ACT Plus Writing	English	S		S			
		Mathematics				S		
		Reading	A	A				
		Science					S	
		Writing	A		A			
Day 2	WorkKeys	Reading for Information	S	S				
		Applied Mathematics				S		
		Locating Information				S		S
Day 3	Michigan Component	Mathematics				A		
		Science					A	
		Social Studies						A

Note: The shaded area shows the sections in each component that contribute to a student's MME score in each subject area. An "A" means all items in that section contribute to the student's score, and an "S" means select items in that section contribute to his or her score.

- one or more Room Supervisors, who prepare testing rooms and administer the assessments to examinees; and
- one or more Proctors, who assist Test and Room Supervisors and are required to help with administration when more than 25 examinees are testing in a room (or more than 10 examinees per room for students testing with accommodations).

More detailed information on these roles and their corresponding responsibilities is included in the "Selecting Testing Staff" section of this manual.

Assessment Administration Manuals

The state has prepared manuals that are specific to each test day and describe exactly how each assessment component must be administered. The manuals come in two forms—one for standard administration and another, like this one, for administering assessments to students using accommodations. Table 3 on the following page lists the manuals that are available by assessment component.

It should be noted that this manual not only describes how to administer the Michigan component of the MME to students testing with accommodations, but also includes important information regarding the entire assessment; therefore, it is critical that those involved with the MME read this manual before reading the other special testing manuals that apply to specific assessment components. It also is important to **check the MME website (at www.michigan.gov/mme) on a regular basis for MME Spring 2009 updates**, since the manuals are prepared and printed well in advance of test administration.

While every effort has been made to ensure that information in the various manuals is consistent, conflicts may arise. If so, those administering the assessments should **follow the directions in the manual specific to the component being administered**. For example, if there is conflicting information in this manual and the ACT manual for special testing, follow the directions in this manual when administering the Michigan component of the MME to students testing with

Table 3		Manuals for Administering the MME
Day and Type of Testing	Manual Provided	
Day 1: ACT Plus Writing Standard Administration	<i>Spring 2009 Supervisor's Manual of Instructions for ACT Plus Writing State Testing</i>	
Day 1: ACT Plus Writing Accommodated Administration*	<i>Spring 2009 Supervisor's Manual of Instructions for ACT Plus Writing State Special Testing</i>	
Day 2: WorkKeys Standard Administration	<i>Spring 2009 WorkKeys Administration Manual State Testing</i>	
Day 2: WorkKeys Accommodated Administration*	"Accommodations Supplement" to the standard WorkKeys administration manual	
Day 3: Michigan-developed Standard Administration	<i>Spring 2009 MME Administration Manual</i>	
Day 3: Michigan-developed Accommodated Administration*	<i>Spring 2009 MME Administration Manual for Students Testing with Accommodations</i>	
* Any time an MME component is administered to a student using extended time or accommodated versions, the corresponding accommodations manual must be used.		

accommodations and follow the directions in the ACT special testing manual when administering the ACT component.

Finally, it should be noted that the manuals contain proprietary information that has been copyrighted by the Michigan Department of Education (MDE), ACT, and Measurement Incorporated. They should be used **only** for the purpose of administering the MME and training MME testing staff; they are not intended to be used for any other purpose.

Standard Administration Contact Information

As with any assessment program, there will likely be questions about administering the MME. If questions remain after reviewing the MME administration manuals and other MME resources (such as the MME webcast and website), Test Supervisors, Back-up Test Supervisors, and/or Test Accommodations Coordinators will need to contact different organizations to obtain answers.

- For questions regarding MME Day 1 (ACT) and Day 2 (WorkKeys), including questions about administration, receipt of materials, test day assistance, test day forms documentation, packaging materials for return, and returning assessment materials, contact:

ACT State Testing

Toll Free State Testing Line: 800-553-6244, ext. 2800

Toll Free State Accommodations Testing Line: 800-553-6244, ext. 1788

Fax: 319-337-1019

E-mail: mi.mme@act.org

- For questions regarding MME Day 3 (Michigan component), including questions about administration, receipt of materials, test day assistance, test day forms documentation, packaging materials for return, and returning assessment materials, as well as questions about ordering materials for MME Day 1, Day 2, and Day 3, contact:

Measurement Incorporated

Toll Free Phone: 866-691-1423

Fax: 866-691-1424

E-mail: mmeday3@measinc.com

- For questions about assessment administration policies and procedures; MME content and scheduling; and MME retest eligibility criteria, contact:

Michigan Department of Education
Office of Educational Assessment and Accountability (OEAA)
Phone: 877-560-8378
Fax: 517-335-1186
E-mail: mme@michigan.gov
Website: www.michigan.gov/mme

- For questions about Michigan Promise scholarship eligibility requirements and awardee and nonawardee reports, contact:

Michigan Department of Treasury
Office of Scholarships and Grants
Phone: 888-447-2687
E-mail: osg@michigan.gov
Website: www.michigan.gov/promise

Accommodated Administration Contact Information

Questions related to assessing students with accommodations must be directed to different people/organizations depending on the component being administered and the student population being assessed.

- For questions about accommodations on MME Day 1 (ACT), contact ACT using the information provided on page 8.
- For questions about accommodations for students with IEPs and Section 504 Plans on MME Day 2 (WorkKeys) and Day 3 (Michigan component), contact:

Linda Howley
Interim Assessment Consultant for Students with Disabilities
MDE-OEAA
Phone: 517-241-2525
E-mail: howleyl@michigan.gov

- For questions about accommodations for English language learners on MME Day 2 (WorkKeys) and Day 3 (Michigan component), contact:

Brian Ciloski
Department Analyst, Assessment of English Language Learners
MDE-OEAA
Phone: 517-335-6732
E-mail: ciloskib@michigan.gov

Test Policies and Procedures

Because the MME is a standardized assessment, it is imperative that the procedures employed at one test center are identical to those employed at all others. That is why the state has developed detailed manuals, describing exactly how, where, when, and by whom the MME must be administered. (For more information on the MME administration manuals that are available, see page 8.) All testing staff **MUST** read these manuals—as well as other materials provided by the Office of Educational Assessment and Accountability (OEAA), ACT, and Measurement Incorporated—and adhere to the standardized procedures described. If you have questions after reading the manuals, contact either OEAA, ACT, or Measurement Incorporated as directed on page 8 and 9. By strictly following MME policies and procedures, you will create a fair testing environment for your students and avoid a misadministration.

Attentiveness During Test Administration

If you are administering assessments to students, one of your most important tasks is to remain attentive to your testing responsibilities throughout test administration. Reading (except the MME administration manuals), grading papers, using a computer, talking casually with other staff, or engaging in any activity in the test room that is **not** directly related to test administration is **not** allowed. Similarly, eating and drinking are not allowed in the test room unless approved for medical reasons.

You also must walk around the test room periodically to ensure that examinees are working on the correct section of the test and recording their answers on the correct section of the answer document. Moving around the room makes it easier for you to answer questions, respond to illness, and replace defective test materials. It also discourages prohibited behavior.

Confidentiality

Information about examinees, including their names, is confidential; therefore, testing staff are **not** permitted to share any information about examinees or their actions on the test day with anyone other than OEAA, ACT, Measurement Incorporated, and your school's administrators.

To ensure confidentiality, do **not** copy any documents containing individually identifiable information or use such information for any purpose other than administering the test and preparing school attendance records. If you post rosters to indicate which examinees are assigned to which testing rooms, be sure to cover Social Security numbers and dates of birth. Questions concerning attendance or test-day procedures from any source other than OEAA, ACT, or Measurement Incorporated must be referred directly to ACT (Day 1 and Day 2) or Measurement Incorporated (Day 3).

Equal Treatment

All testing staff are required to administer and supervise all sessions of the MME in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act.

Fair Testing Practices

OEAA, ACT, and Measurement Incorporated endorse the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*. These codes should serve as guides of conduct for all those involved in educational testing, including those involved with administering the MME.

Those involved with the MME **must** also review and adhere to the ground rules established in the Michigan State Board of Education (SBE)-approved *OEAA Professional Assessment and Accountability Practices for Educators*. It can be found on the MME website (at www.michigan.gov/mme).

Security Compliance Forms

All testing staff who have access to secure MME materials at any time **must** complete and sign the *MME Security Compliance Forms* distributed at staff training sessions. Signing the forms indicates that testing staff have (1) read and understood the MME administration manuals; (2) read and understood *OEAA Professional Assessment and Accountability Practices for Educators*; and (3) adhered to all the policies, procedures, and guidelines described in the documents during testing. Furthermore, it indicates that testing staff understood their own roles in the testing process and carried them out as directed. The signed forms must be returned to Test Supervisors, who will keep them on file at the school where the MME was administered for one year following the tested students' graduation.

Investigations

In cases of suspected or documented irregularities, all testing staff are obligated to cooperate fully with OEAA, ACT, and/or Measurement Incorporated in subsequent investigations.

Relatives Testing

If you are related to or a guardian of a student who will be taking the Spring 2009 MME anywhere in Michigan, you may **not** serve as an MME Test Supervisor or Back-up Test Supervisor or have access to secure test materials prior to testing. (Relatives or wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.) You must delegate all supervisory responsibilities—including the receipt of test materials—to a qualified colleague and notify ACT of your actions prior to administration. This policy has been instituted to avoid the appearance of a conflict of interest and protect you and your relatives or wards from allegations of impropriety.

If an examinee is testing at a center where a relative or guardian is serving as a Room Supervisor or Proctor, that examinee must be assigned to a different testing room than the one where their relative or guardian is working. The relative or guardian must **not** have access to the related examinee's/ward's answer document or test materials at any time.

If an examinee is found to have tested on the same test date on which a relative or guardian served as a Test Supervisor or Back-up Test Supervisor, or tested in a room where a relative or guardian served as a Room Supervisor or Proctor, the scores for the examinee will automatically be cancelled.

Conflict of Interest

To avoid the appearance of a conflict of interest, no one on the MME testing staff may (1) be employed by any teacher training or certification program at any college or university, or (2) serve in a role that requires them to provide direct support to such a program.

Standardized Procedures

This manual—and the other manuals to be used when administering the MME—include detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner. These procedures were established by ACT for MME Day 1 testing and must be followed when administering the entire MME to ensure uniform administration.

Test Supervisors Unable to Serve on Test Day

All Test Supervisors and Back-up Test Supervisors must be listed with ACT for every Test Center. They also must notify ACT before test day if they cannot be present for MME Day 1 testing.

Students to be Tested

New Laws Affecting MME

As this manual was going to press, a significant change in Michigan law went into effect. Public Act 268 of 2008 now limits the number of times a student may take the complete MME to one. This affects a Grade 12 student's ability to improve their previous MME score and possibly make themselves eligible for installment payments of the Michigan Promise scholarship.

House Bills 6412 and 6413 of 2008 (currently pending in the Michigan legislature) would allow certain Grade 12 students to take ACT Plus Writing in lieu of taking the MME a second time. While there is no guarantee, the OEAA believes this legislation will be signed into law. Until then, this alternative way for a Grade 12 student to become eligible for installment payments of the Michigan Promise scholarship is simply a proposal. If and when it becomes law, the OEAA will notify schools and establish "cut scores" (qualifying scores) for the subsequent ACT Plus Writing.

We wish this manual could reflect current law, but printing schedules and deadlines are not always friendly. We encourage you to visit our website at www.michigan.gov/mme where the most accurate and timely updated information will be posted. Thank you for your patience and understanding.

Grade 11 Students

Before continuing, please read "New Laws Affecting MME" above.

Schools must administer all three components of the MME to all students enrolled in Grade 11 during the Spring 2009 testing window. There are two exceptions:

1. A Grade 11 student is NOT to be tested on the MME if the student has taken the complete MME in a previous year and has achieved a performance level of either 1, 2, 3, or 4 in each MME subject area, including reading, writing, mathematics, science, and social studies. (A student who has a reported performance level of "N/A", or a blank performance level, in any MME subject area is considered to have not taken the complete MME. These students must be notified by the school of their eligibility to take the complete MME, and given the opportunity to take the complete MME during the Spring 2009 testing cycle.)
2. A Grade 11 student is NOT to be tested on the MME if the student's IEP indicates that the student should take MI-Access, Michigan's alternate assessment. A student who takes MI-Access may not be assessed with any portion of the MME.

Grade 12 Students

Before continuing, please read "New Laws Affecting MME" above.

Michigan law now requires that the complete MME be administered to a student once and only once. A Grade 12 student is eligible to take the MME if either of the following is true:

- The student is a first-time tester who has not previously taken the MME.
- The student has taken the MME previously but received an invalid MME score (blank or “N/A” performance level) in any of the MME subjects tested, including reading, writing, mathematics, science, or social studies.

A Grade 12 student is NOT to be tested on the MME if the student has taken the complete MME in a previous year and has achieved a performance level of either 1, 2, 3, or 4 in each MME subject area, including reading, writing, mathematics, science, and social studies. (A student who has a reported performance level of “N/A”, or a blank performance level, in any MME subject area is considered to have not taken the complete MME. These students must be notified by the school of their eligibility to take the complete MME, and given the opportunity to take the complete MME during the Spring 2009 testing cycle.)

Ungraded Students

Michigan State Board of Education policy, the No Child Left Behind Act of 2001, and the Individuals with Disabilities Education Act all require that state-level tests in required subject areas be administered to **all** students in certain grades. District policy determines grade assignments for students; however, when the district identifies a student as “ungraded” in the Single Record Student Database (SRSD)—which sometimes happens for students with disabilities or those enrolled in alternative education programs—it is up to the state to assign that student a grade for the purpose of state-level testing. In Michigan, the state assigns 17-year-olds who are ungraded in the SRSD to grade 11 for state-level testing purposes; therefore, they must take either the MME or MI-Access. (Students must be 17 on or before December 1st of the school year in which the assessment is administered.)

Homebound, Hospitalized, Incarcerated, or Suspended Students

All students—including those who are homebound, hospitalized, incarcerated, or suspended—must take the MME **at the place where they receive daily instruction**. In addition, the person who normally provides instruction to the students must go through required Key Staff Training and the testing location must be approved as an MME Test Center.

Expelled Students

If students are enrolled in an Intermediate School District (ISD) because no local district will accept them, they should take the MME at the building in which they are enrolled. If students have been expelled and are no longer enrolled anywhere, they should not be tested.

Foreign Exchange Students

If foreign exchange students are enrolled in Grade 11, they are expected to take the MME and will be counted in participation rates when calculating Adequate Yearly Progress (AYP). Their performance, however, will **not** contribute to AYP because they have not been enrolled in the school for a full academic year.

Approved Test Centers

Because the ACT Plus Writing® college entrance examination is one component of the MME and is administered on Day 1 as a national standardized assessment that can result in college-reportable scores, there are certain ACT rules that must be followed as part of administering the entire MME. For example, each Michigan high school must be approved as an MME Test Center. In August 2008, ACT sent out School Establishment Packets or Renewal Packets to Michigan high schools to guide them through the approval process. As explained in those packets, **in order for a school to**

be approved to administer the MME, they must (1) submit all required forms, and (2) complete required staff training.

School Establishment Forms

With regard to forms, each school must submit

- the *MME School Establishment or Renewal Form (2009)*, to become/remain an MME-approved Test Center;
- the *Test Supervisor, Back-up Test Supervisor, and Test Accommodations Coordinator Profile or Renewal Form (2009)*, to meet the requirement that people filling these positions be formally listed with ACT (note that if any of these key staff people change, they must notify ACT); and
- the *Off-site Administration Request Form* for Day 1, Day 2, and/or Day 3 (if applicable), to enable students at approved MME Test Centers to test at a physical location other than the school.

Table 4 below shows the dates by which ACT must receive each of these forms for the Spring 2009 administration of the MME.

Table 4 Required Test Center Approval Forms Spring 2009 Receipt Deadlines	
Form	Receipt Deadline
<i>MME School Establishment or Renewal Form</i>	September 19, 2008
<i>Test Supervisor, Back-up Test Supervisor, and Test Accommodations Coordinator Profile or Renewal Form</i>	September 19, 2008
<i>Off-site Administration Request Form</i>	December 12, 2008

Training

To be an approved MME Test Center, all Test Supervisors (TSs), Back-up Test Supervisors (BUs), and Test Accommodations Coordinators (TACs) who were **not previously trained must participate in the required MME Key Staff Training that takes place in October 2008**. TSs, BUs, and TACs who previously completed the required staff training are **not** required to attend training in 2008, but the MDE **strongly** recommends that at least one previously trained key staff member attend to learn about changes that have taken place. District Assessment Coordinators are also welcome and encouraged to attend, although they must register with ACT to do so. At the training, participants will receive copies of the Spring 2009 MME administration manuals and have an opportunity to be informed of changes and ask questions.

Public high schools that do not submit the appropriate forms and train their TSs, BUs, and TACs as described above, will not be eligible to administer the MME, nor will their students be eligible to take the MME in Spring 2009.

Testing Environment

To ensure uniform administration over the entire MME testing period, the same facilities, staffing, and testing requirements apply for MME Day 1, Day 2, and Day 3. There are, however, three exceptions: On MME Day 2 and Day 3, schools may (1) use bells, (2) use the Public Address System, and (3) allow other students in the building or testing wing for instructional purposes during test administration. Keep in mind, however, that these exceptions are permitted only if

their restriction would place an undue hardship on the school and/or prevent it from meeting its required instructional hours for the school year.

Accommodations

Many students with disabilities, as well as English language learners (ELLs), need assessment accommodations to fully access statewide assessments and demonstrate what they know and are able to do.

Accommodations for MME Day 1

For MME Day 1 (ACT), there are two types of accommodations that may be used:

1. ACT-Approved accommodations, which result in college-reportable scores and require prior approval from ACT for use, and
2. State-Allowed accommodations, which do **not** result in college-reportable scores and do **not** require prior approval from ACT for use (although ACT does need to be notified of their use so it can ship MME Day 1 accommodated materials).

Test Accommodations Coordinators should consult the *MME Assessment Accommodations Summary Table*—which is available on the MME website (at www.michigan.gov/mme)—to determine if an assessment accommodation that has been deemed appropriate for a student (1) may be requested for use from ACT, and (2) will result in a college-reportable score. (For more information on making accommodations decisions and requests for MME Day 1, see the *Spring 2009 Supervisor’s Manual of Instructions for ACT Plus Writing State Special Testing*.)

Accommodations for MME Day 2 and Day 3

Assessment accommodations used with the WorkKeys (Day 2) or Michigan component (Day 3) of the MME do **not** require approval (their use is based solely on local decisions), but they must be documented in the student’s IEP, Section 504 Plan, or ELL instructional plan. People making local decisions about the use of accommodations on MME Day 2 and Day 3 should consult the *MME Assessment Accommodations Summary Table* (at the web address above) to determine which accommodations are considered standard and nonstandard for the MME, and the implications of using nonstandard assessment accommodations. (For more information on accommodations for MME Day 2, see the “Accommodations Supplement” to the *Spring 2009 WorkKeys Administration Manual for State Testing*. For more information on accommodations for MME Day 3, see the “Assessment Accommodations Policies and Procedures” section of this manual.)

Ordering MME Materials

All test materials (for MME Day 1, Day 2, and Day 3) must be ordered through the OEAA Secure Site (at www.michigan.gov/oeaa-secure), except accommodated materials for MME Day 1. Keep in mind that materials must be ordered for (1) each student enrolled in Grade 11, and (2) each student enrolled in Grade 12 who is eligible to test in Spring 2009.

Test Supervisors are responsible for ordering all testing materials in conjunction with Test Accommodations Coordinators (TACs), who are responsible for identifying which materials are needed for students testing with accommodations. This includes students whose only accommodation is extended time, as well as students who need to use accommodated versions (or formats) of the assessment.

Test Supervisors and TACs may want to use the worksheet on the following page to determine the total quantity and types of test booklets they need. **Initial orders must be placed between**

MME Materials Order Worksheet*	
Test Format	Number of Students
Standard Time - Regular Print	
Extended Time Only - Regular Print (does not require any accommodated format listed below)	
Large Type (18-point font)	
Braille	
Reader Script with regular print booklet	
English Audio Cassette with regular print booklet	
English Audio DVD with regular print booklet	
English Video VHS with regular print booklet	
English Video DVD with regular print booklet	
ELL Video VHS - Spanish Audio with regular print booklet	
ELL Video DVD - Spanish Audio with regular print booklet	
ELL Video VHS - Arabic Audio with regular print booklet	
ELL Video DVD - Arabic Audio with regular print booklet	
TOTAL	
* All MME test materials must be ordered through the OEAA Secure Site except for MME Day 1 accommodated materials.	

December 1, 2008 and January 13, 2009. If you determine after that time that additional students are testing, you may order additional materials through the OEAA Secure Site.

When completing the worksheet, TACs should keep in mind that all accommodated versions come packaged with a Form 12 regular print test booklet, so you do **not** need to order booklets separately. The only exception is if a student requires Large Type AND an additional accommodated version; in that case, you will need to order both a Large Type booklet and the accommodated version for the student (for example, you would order one Large Type assessment booklet **and** an English Audio Cassette). In most cases, the total number of test booklets ordered will equal the total number of students being tested, unless you have one or more students who meet the exception criterion just described.

The number and types of MME administration manuals that will be shipped to Test Centers is determined by the types of test booklets ordered. For MME Day 3, Measurement Incorporated will ship

- one *Spring 2009 MME Administration Manual for Students Testing with Accommodations* for every accommodated version of the test that is ordered (Large Type, Braille, Reader Script, Audio, and Video);
- one standard *Spring 2009 MME Administration Manual for Students Testing with Accommodations* for every 10 Extended Time Only – Regular Print test booklets that are ordered; and
- one *Spring 2009 MME Administration Manual* for every 15 Standard Time – Regular Print test booklets that are ordered.

Assessment Accommodations Policies and Procedures

In Michigan, all students are required to participate in the state-level assessment programs approved by the State Board of Education. It is recognized, however, that some students who customarily use accommodations during instruction may also need to use them during assessment. Therefore, in June 2005, the State Board of Education approved standard and nonstandard assessment accommodations for Michigan’s state-level assessments.

The OEAA organized the approved standard and nonstandard assessment accommodations into two summary tables—one specific to the MME and another specific to the state’s other assessment programs, including the Michigan Educational Assessment Program, MI-Access, and the English Language Proficiency Assessment. (The latter table also includes information regarding which accommodations are permitted or not permitted for the National Assessment for Educational Progress).

The *MME Assessment Accommodations Summary Table*—which is available on the MME website (at www.michigan.gov/mme in the “MME Assessment of Special Populations” section)—specifically identifies the standard and nonstandard accommodations that may be used on the MME by students with disabilities, students with Section 504 Plans, and students with limited English proficiency (also referred to as English language learners). The table was developed in close consultation with Michigan districts, schools, and practitioners who are familiar with these student populations.

Educators should use the *MME Assessment Accommodations Summary Table* to determine if an assessment accommodation that has been deemed appropriate for the student—as documented in his or her student records and based on what he or she typically uses during instruction—is standard or nonstandard for the MME. They should **not** use it as a checklist for determining which assessment accommodations a student should use.

All assessment accommodations included in the *MME Assessment Accommodations Summary Table* are State-Allowed and, therefore, are available for use on MME Day 2 and Day 3. The table also indicates whether each accommodation may be requested for use on MME Day 1 and will result in a college-reportable ACT score. (For more information on ACT-Approved and State-Allowed assessment accommodations, see “Accommodations” in the “Test Policies and Procedures” section of this manual.)

Standard and Nonstandard Accommodations

Assessment accommodations may **only** be used on the MME by students with disabilities, general education students with Section 504 Plans, and English language learners.

Students with Disabilities and Section 504 Students

Students may use accommodations on the MME **only** if they are documented in the students’ school records. For students with disabilities, that means accommodations must be documented in their Individualized Education Programs (IEPs), and for general education students with Section 504 Plans, they must be documented in their plans.

Furthermore, the documentation must be specific to each content area assessed. For example, a student may need a specific accommodation for mathematics, but a different accommodation or no accommodation at all for science and social studies. Table 2 on page 7 shows the sections

that comprise each MME component (ACT, WorkKeys, and Michigan-developed) and the items in those sections that contribute to a student's MME score for each content area. The table should be reviewed carefully when determining which assessment accommodations a student will need.

English Language Learners (ELLs)

ELLs may use accommodations on the MME if the accommodations are customarily used during typical classroom activities and assessment. Decisions regarding which accommodations are appropriate for ELLs may be made by different people depending on the size of the ELL population. Districts with large populations of ELLs may want to assign decision-making responsibilities to a coordinator or specialist at the administrative level who will consult with classroom teachers, whereas districts with smaller populations of ELLs may want to assign decision-making responsibilities to classroom teachers and the Test Accommodations Coordinator.

Definitions and Consequences of Standard and Nonstandard Accommodations

A standard accommodation does **not** change the construct that the assessment is measuring and, therefore, results in a valid MME score. A nonstandard accommodation, however, **does** change the construct of what the assessment is measuring and, therefore, results in an MME score that is **not** valid. It is important for educators and others to understand these definitions when they are making decisions about which assessment accommodations students should use on the MME.

In addition to resulting in invalid scores, nonstandard assessment accommodations

- result in the student being counted as **not assessed** for the calculation of No Child Left Behind participation rates (for both the school and the district),
- result in the student being counted as **not proficient** when calculating Adequate Yearly Progress (AYP), and
- may adversely affect a student's eligibility to earn a Michigan Promise scholarship,

A school cannot make AYP if it does not have a minimum participation rate of 95 percent for the entire school and each subgroup. Thus, for students with disabilities (one of the subgroups for which participation rates are calculated), it is highly recommended that districts check to see how many IEPs indicate that students will use one or more nonstandard assessment accommodations on the MME. In light of the significant consequences of using them, IEP Teams may find it prudent to review their decisions. Remember, however, that this is an IEP decision. If a change needs to be made to an IEP, it can be done using the *Individualized Addendum Manual Insertion* (February 2005), which can be found at the Office of Special Education-Early Intervention Services' website (at www.michigan.gov/ose-eis in the "Administrative Forms, Guidelines, and Procedures" section).

MME Day 1: Test Materials and Accommodations

All information regarding the use of accommodations and accommodated materials for MME Day 1 (ACT) is included in the *Spring 2009 ACT Supervisor's Manual of Instructions for State Special Testing*. Please refer to that manual for all related Day 1 policies, procedures, and practices.

MME Accommodated Testing Window

All MME tests **must** be administered during the testing window specified by the state. **If they are not administered during that window, the answer documents will not be scored.** Table 5 on the following page shows the specific dates on which the MME may be administered to students requiring extended time and/or accommodated versions of the assessment.

Table 5 MME Accommodated Testing Dates for Spring 2009	
MME Component	Accommodated Testing Window
Day 1: ACT Plus Writing Accommodations Testing	March 10-24
Day 2: WorkKeys Accommodations Testing	March 11-25
Day 3: Michigan Mathematics, Science, and Social Studies Accommodations Testing	March 12-26

Sequence of Tests

All MME components must be administered to students testing with extended time and/or accommodated versions of the assessment in a specific order within the accommodations testing window. The student must first complete the entire ACT component (as directed in the ACT special testing manual) **before** beginning the WorkKeys component. Then, he or she must complete the entire WorkKeys component (as directed in the standard WorkKeys manual and accommodations supplement) **before** beginning the Michigan component (as directed in this manual). The list below shows the sequence for MME tests that **must** be followed.

- MME Day 1: ACT Plus Writing (according to ACT instructions)
- MME Day 2: WorkKeys Test 1 – Reading for Information
- MME Day 2: WorkKeys Test 2 – Applied Mathematics
- MME Day 2: WorkKeys Test 3 – Locating Information
- MME Day 3: Michigan Section A – Mathematics
- MME Day 3: Michigan Section B – Science
- MME Day 3: Michigan Section C – Social Studies

Testing In Sequence With Groups

If the tests are being administered to a group of students who all have the same accommodation type and the same timing code and one of the students is absent during one of the test sessions, the student who was absent must continue the MME with the next test in the sequence when he or she returns, regardless of what test the other students are working on. Students may **not** take the tests out of sequence.

Testing Over Multiple Days or During Separate Sessions

If students are testing over multiple days, each test (or section for MME Day 3) must be completed during one session; students may not return to that test after being dismissed from that test session.

Determining Extended Time

If it is determined that a student will need extended time as an accommodation, IEP, Section 504, and ELL instructional teams need to determine—prior to testing—how much time the student will be provided. The extended time options are (1) time and one-half, (2) double time, or (3) up to three hours.

If a student received approval from ACT to use extended time for MME Day 1, then the student should use the same amount of extended time for MME Day 2 and Day 3. If the time approved for MME Day 1 (ACT) was “triple-time,” that equates to “up to three hours” for MME Day 2 (WorkKeys) and MME Day 3 (Michigan-developed).

For students who do **not** have approval from ACT to use extended time for MME Day 1 but they **do** have extended time documented as an accommodation in their IEPs, Section 504 Plans, or ELL instructional plans, the amount of time provided for MME Day 2 and Day 3 should be determined either by a school staff member familiar with the student's needs or the Test Accommodations Coordinator. Again, this decision should be made prior to testing.

Testing More Than One Student

Students with the **same timing code** and **similar types of accommodations** may be tested in the same room. There are, however, some exceptions to be noted and guidelines to be followed.

- A student with a Reader must be assessed individually in a one-on-one assessment situation. Readers may **not** read the test to a group of students.
- A student using an audio or DVD version may test in a group **only** if (1) he or she has individual earphones/headsets, (2) can control the progress of his or her own player, and (3) begins each test/section at the same time as the other students in the group so that they are all receiving the beginning instructions at the same time.
- ELLs using the **same video source** may not test in a group larger than five students. Directions must be given to the small group on how to indicate when they would like an item repeated.
- If more than ten students testing with accommodations test together in a group, one Proctor is required for each additional group of ten students (or portion thereof) in addition to the Room Supervisor.
- All students testing in the **same room must begin each test/section at the same time.**

Keep in mind that these exceptions and guidelines for group testing **apply only to MME Day 2 and Day 3**. For information on students with accommodations testing in groups on MME Day 1, consult the *Spring 2009 ACT Supervisor's Manual of Instructions for State Special Testing*. Note that students testing with ACT-Approved accommodations may **not** test in the same room as students testing with State-Allowed accommodations for MME Day 1.

Audio Cassettes and DVDs

Only students whose IEPs, Section 504 Plans, or ELL instructional plans specify that the student routinely uses audio accommodations during instruction may use audio versions during the assessment. ("Audio versions" refers to audio cassettes, audio DVDs, and Reader Scripts.)

There are certain guidelines that must be followed when audio cassette or DVD versions of the assessments are used.

1. The assessments must be administered to each student individually, using the equipment with a headset and counter, if available, or in a setting where the audio will not disturb other students.
2. Unless they have a total loss of vision, students using audio versions must have a printed **Form 12 copy of the student test booklet** when they are taking the assessment. A correct test booklet will be included with their audio version when it is shipped. Make sure that students indicate they are using a Form 12 test booklet on their answer documents when directed to do so during verbal instructions.
3. Students should be able to use the equipment necessary to play their audio versions since this accommodation is used routinely in the classroom during instruction, but assistance may be provided if needed. The assistance, however, should be restricted to helping the

student operate the equipment; he or she may not be given any help with answering an assessment item.

4. Students who use audio versions must grid their own answer documents unless their IEPs, Section 504 Plans, or ELL instructional plans specify that they may
 - mark their answers in the test booklet and have a certified school staff member transcribe the answers onto the student answer document;
 - indicate responses to a certified school staff member who then grids the student answer document, or
 - Braille responses and have a certified school staff member transcribe the answers onto the student answer document.
5. The Room Supervisor must read the verbal instructions to the student from this manual (*Spring 2009 MME Administration Manual for Students Testing with Accommodations*) exactly as written. The directions to the student on the first page of the test booklet are also included at the beginning of each audio version, but should be presented by the Room Supervisor first so that questions can be addressed **before starting the time clock**.
6. Students should set their audio equipment counters to “0” at the start of each test/section and should be encouraged to write the counter number in their test booklet whenever there is a question they wish to consider later in the same test session.
7. The DVD audio version of the assessment contains item-by-item tracking. Any instructions, passages, prompts, or answer choices for a test item are included on the track that matches the item number. For example, Track 1 contains all assessment information and directions leading up to and including item 1, Track 2 contains item 2, Track 3 contains item 3, and so on.
8. Since all MME tests/sections are timed, do not start the clock until the verbal instructions tell you to do so.
9. Audio versions of the MME tests are **secure materials that must be returned** at the end of the assessment window. **No copies of these materials may be made, downloaded, or retained.**

Reader Scripts

Reading the MME tests aloud is a standard assessment accommodation for students who have Readers specified as an accommodation in their IEPs or Section 504 Plans. It also is a standard assessment accommodation for English language learners **if the test is read in English**. (See the *MME Assessment Accommodations Summary Table* at www.michigan.gov/mme for more information on standard and nonstandard accommodations.)

Students using a Reader must test individually in a separate room, and the Reader must read directly from the Reader Script. Passages may be repeated, but only as requested by the student. Each time a passage is read, the Reader must read the test directions, test passages, test questions, and response choices **exactly as they appear in the Reader Script**. They may **not** provide any explanation or additional information to the student through the reading. For the MME, Room Supervisors normally serve as Readers.

Instructions to the Reader

Readers **must** familiarize themselves with the following instructions and notes **before** administering the MME to students. These instructions and notes are also printed inside each Reader Script.

The Reader Script is a **secure document** that may only be used for its intended purpose. It must be stored with your secure materials and returned with your secure materials after testing is complete. **You may not make copies of the Reader Script or retain it. You also may not discuss the test items with anyone else.**

- The assessment must be read to the student **exactly as it appears** in this script. Any variation could result in a misadministration of the assessment.
- Students who use a Reader must be tested **individually in a separate room**. A Reader is not permitted to test more than one student at a time.
- The MME tests must be administered in the **proper sequence**, by day, and by test/section.
- Unless the student has a total loss of vision, he or she must have a printed **Form 12 copy of the student test booklet** when he or she is taking the assessment.
- Students who use a Reader as an accommodation **must grid their own answer document** unless their IEPs, Section 504 Plans, or ELL instructional plans specify that they may
 - mark their answers in the test booklet and have a certified school staff member transcribe the answers onto the student answer document;
 - indicate responses to a certified school staff member who then grids the student answer document, or
 - Braille responses and have a certified school staff member transcribe the answers onto the student answer document.
- The Reader must refer to the verbal directions in the *Spring 2009 MME Administration Manual for Students Testing with Accommodations* before, during, and after administering the MME Day 3 tests using the Reader Script.
- Page 1 of the Form 12 student test booklet includes a blank line for the time allowed to complete the test. When reading the directions aloud to the student, the Reader must insert and say the appropriate number of minutes based on the accommodation as stated in the student's IEP, Section 504 Plan, or ELL instructional plan.
- The student may ask to have any portion of the test read as often as necessary within the time allowed for the test. Each time the directions, passages, test items, or response choices are read, you must read them exactly as they are presented in the Reader Script without providing any explanation or additional information to the student.
- As a Reader, you must read and comply with the "Notes to the Reader" that follow.

Notes to the Reader

These instructions will assist you in reading the assessment aloud to the student. (Do not read them to the student.)

1. Instructions to students, such as "GO ON TO THE NEXT PAGE" or "STOP. DO NOT GO ON UNTIL TOLD TO DO SO," appear in the footer. These instructions must be read aloud to the student, but **no other information in the headers or footers should be read aloud**.
2. The brackets and gray shaded boxes that appear in the Reader Script are there to provide notes to the Reader or to show him or her how an item appears in the student test booklet (for clarity). Do not read any text in brackets or gray shaded boxes aloud to the student. (Note that this is **true only** for the Reader Script, **not** this administration manual.)

3. Letters or numerals that are separated by dashes, should be voiced one-by-one without the dashes, unless otherwise noted. For example, if there is no alternate pronunciation required, "COD" should be read as "C-O-D." If there is an alternate required pronunciation, it will appear as such (for example, "FEMA [fee-ma]").
4. Parentheses are to be indicated with a pause. For example, "centimeters (cm)" should be read as "centimeters...C-M."
5. Emphasize words that are underlined, bold, italicized, or entirely capitalized, but do not exaggerate emphasis.
6. Pause briefly after reading the question number and before reading the question.
7. Headings should be followed by a brief pause.
8. Pause briefly after reading the letters that appear before each answer option.
9. When describing tables, read the title, followed by the column headings. Then, read the rows of the table from left to right and line by line. For example, look at the sample table below. It should be read as "Number of Stories in Each Building. First column...Building... second column...Stories. The rows are...Science Building...3...English Building...4."

Number of Stories in Each Building	
Building	Stories
Science Building	3
English Building	4

10. Units of measure should **not** be voiced as an abbreviation. For example, "26 g" should be read as "26 grams."
11. Do not move on to the next item until the student has gridded his or her answer, or until the student indicates he or she is ready for the next item.

Video Versions of Assessments

ELLs at the basic or lower proficiency levels are eligible to use video versions of the MME. In Spring 2009, videos are available in Spanish, Arabic, and English.

Spanish and Arabic Video Accommodations

Spanish and Arabic video accommodations may be used with English language learners

- who are at the basic or lower intermediate English proficiency levels,
- whose dominant language is Spanish or Arabic, and
- who are receiving bilingual instruction in the student's native language (e.g., transitional, two-way, or dual language) in a school setting.

English Video Accommodations

English video accommodations may be used with ELLs who are

- at the basic or lower intermediate English language proficiency levels,
- dominant in a language other than English, and

- receiving explicit instruction in **English** for English acquisition (e.g., Sheltered English, English as a Second Language) in a school setting.

Video Administration

The following instructions must be followed when administering video versions of the assessment.

1. Video versions must be administered to students either individually or in small groups in settings where the video will not disturb other students.
2. Students using video versions must have a **printed Form 12 copy of the student test booklet** when they are taking the assessment. The correct test booklet will be included with their video version when it is shipped. Make sure that students indicate they are using a Form 12 test booklet on their answer documents when directed to do so during verbal instructions.
3. Assessment directions are included at the beginning of each video version and the student will be shown how to mark circles on the separate answer document.
4. Each assessment question is marked on the DVD or videotape to assist with rewinding to the appropriate place, if needed, during assessment administration. If using a videotape, make sure it has been completely rewound prior to administering the assessment to a new student or group. Be sure that all students being assessed have a clear view of the screen (it is recommended that no more than five students be included in a group). Also, instruct students to give a signal to the administrator (such as putting their pencils down) when they have finished answering a question. There is a pause of 5-to-7 seconds built into the video to facilitate this process. Also, each question is clearly labeled, allowing ease of rewinding for students who need a question repeated.

Scribes/Transcribers, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. If the student uses a scribe, the scribe must write verbatim what the examinee says in the appropriate sections of the answer document. Students are to include specific instructions about punctuation, spelling, indentation, and so forth. The transcriber is not to make any corrections or revisions not dictated (directly or into a tape recorder) by the student.

Please note that all MME Day 3 questions are multiple-choice; therefore, there should be no need for scribes, transcribers, tape recorders, or Braillewriters on the Michigan component (Mathematics, Science, and Social Studies) of the assessment. (Consult the ACT special testing manual and the WorkKeys manual and accommodations supplement for information regarding their use on MME Day 1 and Day 2.)

Word Processors

The use of word processors is **only** permitted for students whose IEPs and Section 504 Plans specify that it is an appropriate assessment accommodation for the student, or for students who need it due to the rapid onset of a medical disability. If a word processor is used, keep in mind that all word-processed responses must be transcribed verbatim onto the student answer document by school staff exactly as written.

If a student has an accommodation requiring the use of additional paper due to large handwriting, he or she must write on additional paper only and not on the answer document. Responses written

on additional paper must be transcribed verbatim onto the student answer document. Additional papers will not be scored.

Please note that all MME Day 3 questions are multiple-choice; therefore, there should be no need for word-processed responses or additional paper on the Michigan component of the assessment. (Consult the ACT special testing manual and the WorkKeys manual and accommodations supplement for information regarding the use of word processors on MME Day 1 and Day 2.)

Rapid Onset of Medical Disability

Immediately prior to administration of the MME, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example, a student may have broken his or her arm a few days before the assessment thereby necessitating the use of an assessment accommodation, such as a word processor or scribe. Or, a student may have recently undergone surgery and is homebound or hospitalized; therefore, he or she may need to take the assessment at home or in the hospital with appropriate supervision from a trained school district professional.

In the case of rapid onset of a medical disability, the Test Supervisor must document for the student's file the date and nature of the disability (e.g., a broken arm) and a description of the accommodation that was provided. It will be considered a standard assessment accommodation and should be documented on the student's MME Day 3 answer document as instructed in Appendix E of this manual.

Preparing for the MME

There are numerous tasks that must be completed before administering the MME. For example, prior to testing, Test Supervisors must select test rooms, select testing staff, train the testing staff, receive and inventory test materials, provide security for the test materials, and prepare test rosters. This section of the manual describes each of these tasks in greater detail.

Selecting Test Rooms

One of the many tasks for which Test Supervisors are responsible is selecting and reserving the rooms in which the MME will be administered. When making selections, it is important to keep several factors in mind.

- Rooms should not be so small that they feel crowded or so large that test security may be compromised.
- No more than 100 examinees should be tested in a single room. (Ideally, rooms should accommodate between 25 and 30 examinees.)
- Rooms should be arranged so that examinees cannot easily communicate with one another or see each other's answer documents.
- The building in which the rooms are housed must be open on test day with the test rooms and bathrooms unlocked.
- A phone must be available so that testing staff can make a toll-free call to ACT (Day 1 and Day 2) or Measurement Incorporated (Day 3) if there are questions or concerns.

Accessibility

Under the Americans with Disabilities Act, the MME must be offered in locations that are accessible to persons with disabilities, otherwise alternative arrangements must be made. Test Supervisors should select test facilities and rooms accessible to persons with disabilities whenever possible.

Bulletin Boards

Each test room must be inspected to ensure that charts, maps, and bulletin board materials related to potential test questions are removed or covered.

Timepieces

Each Room Supervisor is required to have two timepieces (one of which must be an interval timer or stopwatch) in the test room to ensure accurate timing. Therefore, Test Supervisors must take this into consideration when selecting test rooms. An accurate wall clock may serve as one of the required timepieces.

Environment

The lighting, temperature, and ventilation in each room must be such that examinees can give their full attention to the test and not be distracted by environmental concerns.

Left-handed Examinees

Because some examinees are left-handed, Test Supervisors need to make sure they (1) are identified, and (2) provided with appropriate writing surfaces in the test room. Left-handed desks are ideal, but if they are not available and your normal surfaces are not large enough for left-handed examinees to work comfortably, you may use right-handed desks instead.

One option for using right-handed desks is to arrange two columns of desks next to each other in a single row and instruct examinees to use both surfaces as needed. (See page 28 for a graphic representation of this arrangement.) If you do this, however, be sure to put the desks on the far right side of the room (when viewed from front) to help prevent examinees from looking at each other's answer documents.

Room Setup and Seating Arrangements

There are very specific ways in which rooms **must** be arranged.

- All examinees in the test room must face the same direction, regardless of the number of examinees in the room or the distance between them.
- There must be **at least three feet of space between examinees** (side-to-side measured shoulder-to-shoulder and front-to-back measured head-to-head).
- In multiple-level rooms, examinees must be **at least five feet apart** front-to-back.
- There must be sufficient aisle space for staff to get to every seat during testing without disturbing examinees.
- Examinees must be seated in straight rows and columns, directly in line with each other.
- The Room Supervisor must be stationed in the room facing the examinees with each examinee clearly visible. Seating with dividers or partitions (such as study carrels, partitioned tables, or booths) is not allowed.

If the seats in a test room are stationary, you must leave empty rows and columns of seats between examinees to achieve the required spacing. If seats are not stationary, move them to meet requirements before examinees are admitted to the testing room. Spread examinees out as much as possible, using all the space in the test room. These requirements are designed to minimize the possibility that examinees will communicate with one another or look at each other's answer documents. (Refer to the seating arrangement diagram for examples on page 28.)

Proper Use of Tables

If tables are used, they must be arranged so that all the spacing requirements just described are met. Examinees must all face the same direction and therefore must be seated along the same side of the table, **not** at opposite ends or sides. If tables are joined together, do **not** seat an examinee where the tables join.

Different kinds of tables have different seating requirements. If you use **round tables of any size or rectangular tables that are less than 6 feet** in length, only one examinee may be seated at the table. **Two** examinees may be seated at rectangular tables that are 6-to-9 feet in length, but if they are just 6 feet, you must allow 3 feet of space between each table to maintain the required distance between students. (Refer to the table spacing diagram on page 28.)

Multiple-Level Classrooms

Multiple-level classrooms should be avoided whenever possible, because even with five feet of required spacing, it is still easier for examinees to look at another student's answer document. If your only choice is a multiple-level room, consider spacing students even farther than five feet apart to discourage prohibited behavior.

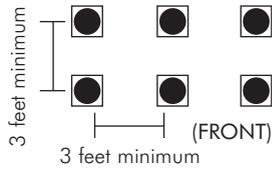
Writing Surfaces

Writing surfaces must be large enough to accommodate both the test booklet and the answer document. Lapboards that must be balanced on examinees' legs are **not** allowed under any

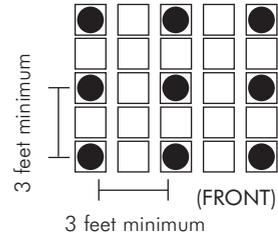
Seating Arrangement Examples

Key:	●	One examinee
	L	One left-handed examinee
	□	One desk

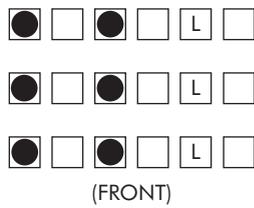
Level Seating with Movable Desks



Level Seating with Stationary Desks



Left-handed Examinees at Right-handed Desks



Multiple-Level Seating with Stationary Desks

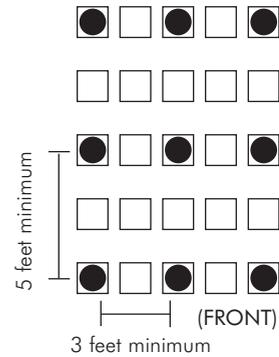
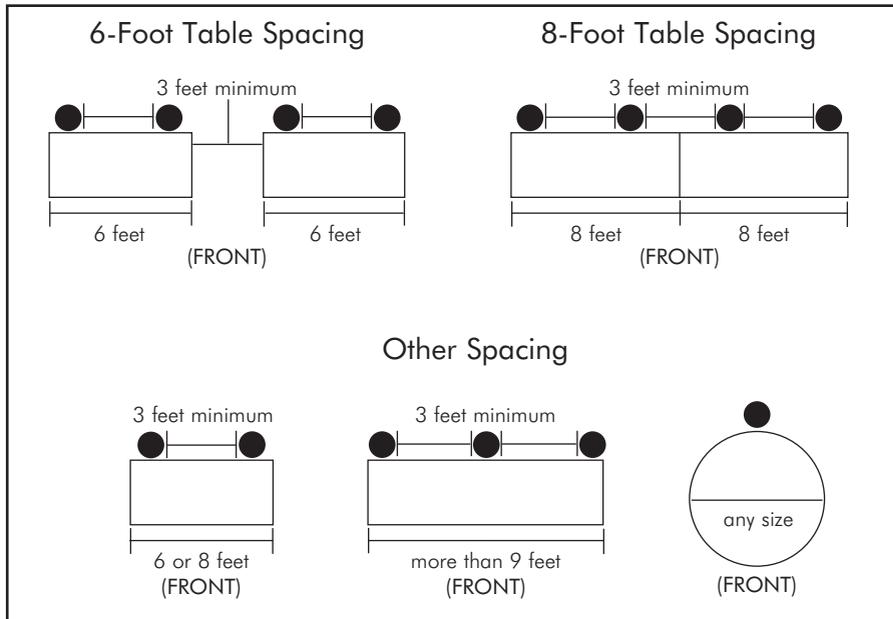


TABLE SPACING



circumstances. Temporary surfaces that rest on chair arms or the back of the row in front may be used, but only with prior approval by ACT.

Materials Provided by the School

Each school serving as a Test Center must provide the following items **for each test room**:

- Soft-lead No. 2 pencils with good erasers (to lend to examinees who do not bring their own)
- A pencil sharpener
- A reliable watch, stopwatch, or interval timer, plus a backup timer
- Signs, cards, or other materials used in admissions procedures
- Facial tissues (optional)

Selecting Testing Staff

In addition to selecting test rooms, Test Supervisors (TSs) are responsible for selecting their testing staff in consultation with the school principal. Selected staff members must be people of high integrity, and ideally reflect the ethnic and gender makeup of those being assessed.

Following is a description of the positions that must be filled for administering the MME and the responsibilities that each position must carry out before, during, and after test day. Please note that one of the requirements of the State School Aid Act is that, **if you want test time to be counted as instruction, a certified teacher or legally qualified substitute teacher must be in the test room with the examinees during testing.** Furthermore, K-12 students, volunteers, and lower-division college undergraduates may not work as testing staff.

Test Supervisor

In standardized testing, the TS is responsible for the security of all test materials and provides the continuity and administrative uniformity necessary to ensure that all examinees are tested under the same conditions.

Specific responsibilities include

- reading the appropriate administration manuals for all three test days and complying with the policies and procedures they describe;
- arranging for students to personally complete non-test portions of all three of their answer documents (Days 1, 2 and 3) in one or multiple supervised sessions at school **before** test day (this is referred to as the Pretest Session and takes about 90 minutes to complete for Day 1 and 20 minutes each to complete for Day 2 and Day 3);
- arranging for barcode labels to be applied to answer documents (a \$50 fee will be assessed for each answer document returned without a barcode label);
- selecting and training qualified Room Supervisors and Proctors prior to test day;
- selecting, reserving, and preparing test rooms prior to test day;
- distributing *MME Security Compliance Forms* to testing staff during training;
- planning seating arrangements prior to test day;
- receiving, counting, and securing test materials;
- arranging for a phone to be used to call ACT (Day 1 and Day 2) or Measurement Incorporated (Day 3), if necessary, on test day;

- creating a roster of students for each test room;
- providing copies of blank testing documentation forms to Room Supervisors to complete on each test day (blank forms are available in Appendix C and on the MME website at www.michigan.gov/mme);
- conducting a briefing session for testing staff on the morning of **each** test day;
- documenting any irregularities that occur during testing;
- distributing test materials to staff and then collecting and accounting for them upon return;
- ensuring the completeness and accuracy of all test day documentation—including rosters, seating diagrams, forms, and reports—and making copies of the documentation to keep on file at the school;
- preparing test materials for return by packing and sealing all required reports, forms, seating diagrams, and answer documents **immediately after testing**;
- ordering Makeup testing materials for each test day immediately after each initial test day is complete (you may keep pregridded answer documents for Makeup testing);
- returning all used and unused test booklets when each test administration (initial, makeup, and accommodated) is complete; and
- cooperating with OEAA, ACT, and Measurement Incorporated in resolving irregularities.

If, for any reason, the TS cannot be present on any MME test day, he or she must notify ACT before the test day and ensure that the Back-up Test Supervisor is available to take over his or her responsibilities.

Back-up Test Supervisor

Back-up Test Supervisors (BUs) are responsible for assisting TSs in carrying out their responsibilities and must be prepared to take over those responsibilities if the TS cannot complete them. Like TSs, the name of a school's BU must be submitted to ACT, using the proper forms, before the school can be approved (or renewed) as a Test Center. Selecting a qualified BU before an emergency occurs is important because it helps ensure that the MME will be administered properly even if a TS becomes ill or is otherwise unable to be present on test day. BUs are encouraged to actively assist TSs on test day. If, for any reason, the BU cannot be present on any MME test day, he or she must notify ACT before the test day.

Room Supervisor

Each test room is required to have a Room Supervisor (RS) who will fulfill that role for the entire test session. (A TS may serve as an RS if only one room is used.) RSs may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or teachers' aides; however, **if you want testing time to be counted as instruction, one of the testing staff members in each room must be a certificated teacher or legally qualified substitute teacher.**

Specific responsibilities include

- reading the appropriate administration manuals and complying with the policies and procedures they describe;
- attending the local training session that takes place before testing and the briefing sessions that take place on the morning of each test day;
- being responsible for the test room and provide an environment that is conducive to testing;

- checking IDs or personally recognizing and admitting students;*
- marking attendance and the form of ID used on the room's test roster;*
- directing students to appropriate seats;*
- counting test booklets upon receipt from the TS;
- distributing test materials, keeping test booklets in numerical order;*
- **reading verbal instructions to examinees verbatim;**
- properly timing tests using two timepieces and recording **Start, 5 minutes remaining, and Stop** times on the *MME Testing Time Verification Form*;
- completing the *MME Seating Diagram* and the *MME Test Booklet Count Form* as directed;
- being attentive to examinees and materials at all times;*
- walking around the test room during testing to be sure examinees are working on the correct sections of the test booklet and recording their answers in the correct sections of their answer documents;*
- paying strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior;*
- collecting and accounting for all answer documents and test booklets before dismissing examinees;*
- completing detailed documentation of any irregularities and voiding examinees' tests as required;
- completing all the steps described in the "Room Supervisor Responsibilities After Testing," section of this manual (see pages 72-73); and
- returning all test materials and forms to the TS immediately after testing.
(*Proctors may assist with these activities.)

Proctor

For standard test administration, one Proctor is **required** (in addition to the RS) for every 25 examinees (or portion thereof) after the first 25 examinees in the testing room. Use Table 6 on the following page to determine the **minimum** number of Proctors required in each test room. (See Table 7 on page 33 for accommodated testing requirements.) A Test Center **may** choose to use Proctors to assist RSs or TSs if fewer than 25 examinees are being tested. The role may be filled by current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or teachers' aides.

Specific responsibilities include

- reading the appropriate administration manuals and complying with the policies and procedures they describe;
- attending the local training session that takes place before testing and the briefing sessions that take place on the morning of each test day;
- helping admit examinees, marking attendance, and marking the form of ID used to identify each student on the room's test roster;
- directing examinees to appropriate seats;
- helping distribute test materials, keeping test booklets in numerical order;

- verifying the timing of the tests using a different timepiece than the RS;
- being attentive to examinees and materials at all times;
- walking around the room during testing to replace defective materials, ensure that all examinees are working on the correct test, and observe examinee behavior;
- reporting any irregularities to the RS immediately;
- accompanying examinees to the restroom if more than one examinee is allowed to leave during the timed tests;
- paying strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior; and
- helping collect and account for all answer documents and test booklets.

Table 6		Number of Proctors Required for Standard Administration				
Number of Examinees Per Room:	1-25	26-50	51-75	76-100	101-125	Each additional 25 (or portion thereof)
Required Number of Proctors Per Room (in addition to the Room Supervisor):	0	1	2	3	4	+1

Roving Proctor

In addition to standard room proctors, TSs may choose to have roving and/or rotating proctors. Schools are encouraged to use Roving Proctors (RPs) if they have four or more test rooms in their building. Specific responsibilities include

- serving as hall monitors;
- assisting with check-in and/or directing examinees to rooms and seats;
- assisting the RS with preparing test materials for test rooms;
- giving RSs a break during testing;
- keeping the hallways quiet during breaks if other rooms are testing; and
- at the conclusion of testing, assisting the TS with counting and preparing test materials for return.

Rotating Proctor

Proctors are normally expected to serve for the entire test session in the room to which they are assigned; if schedules require, however, Proctors may be “rotated” or replaced at a mid-morning break, provided no room is ever left unattended.

Restrictions on Selecting Staff for Accommodated Testing

Because testing staff frequently administer accommodated assessments in one-on-one settings and/or administer tests to the same individual over several sessions, no one involved in coaching high school or college athletics may serve as a Test Accommodations Coordinator, Room Supervisor, or Proctor for any student who participates in athletics and is testing with accommodations.

Number of Proctors for Students Testing With Accommodations

If students testing with the same timing codes and same types of accommodations are allowed to test in the same room, you must have one Proctor for every multiple of students over 10 as shown in Table 7 below.

Table 7	Number of Proctors Required for Accommodated Administration			
Number of Examinees Per Room:	1-10	11-20	21-30	31-40
Required Number of Proctors Per Room (in addition to the Room Supervisor):	0	1	2	3

For example, a group of 24 students with extended time as their only accommodation all with time-and-one-half timing codes could test in the same group with 1 Room Supervisor (for the first 10 students) and 2 Proctors (for the next 14 students). Those same students could also be divided into three groups of 8; it would require the same **number** of testing staff (3 Room Supervisors), but would provide students a smaller group setting for testing.

Training Testing Staff

With standardized testing, it is imperative that the same procedures are followed at every Test Center. That means that staff at every Test Center must clearly understand their responsibilities and perform them in a uniform manner. For that reason, formal training is required for all those involved with administering the MME. TSs, BUs, and TACs will be trained at mandatory MME Key Staff Training sessions in October 2008; they, in turn, will train RSs and Proctors at local sessions. In addition to local training, TSs are expected to hold a briefing session on the morning of each test day to answer questions, discuss last-minute issues, and address staff member's concerns.

Test Administration Manuals

All of the requirements for administering the MME with accommodations are contained in this *Spring 2009 MME Administration Manual for Students Testing with Accommodations* and the manuals/supplements developed for administering the ACT and WorkKeys components of the MME with accommodations. Every staff member participating in MME test administration should be provided a copy of the appropriate administration manual for each test day. Testing staff are expected to read, understand, and follow the policies, procedures, and direction described. That is the first step in standardizing administration and will help guide training.

Supplemental Information

Because the MME administration manuals are printed well before the MME testing window, the OEAA may periodically post supplemental information on the MME website (at www.michigan.gov/mme) or send it directly to TSs. These updates/supplements will contain the most current information on MME policies and procedures and should be distributed to all staff as needed before, during, and after training takes place.

Local Training Sessions

The local MME training sessions conducted by TSs must be attended by all testing staff, new and experienced. A thorough local training session will (1) provide testing staff an opportunity to discuss policy, procedural, and logistical requirements, (2) avoid test problems, (3) ensure

that testing staff has a common and thorough understanding of their roles, responsibilities, and what will take place on each test day, and (4) ensure that testing staff receive an *MME Security Compliance Form* to be read, signed, and returned to the Test Supervisor. A document called *Training Session Outline and Topics for Discussion*, is provided below and may be used by TSs to ensure that all important information is covered. Local trainings must be conducted between February 11 and March 6, 2009.

TRAINING SESSION OUTLINE AND TOPICS FOR DISCUSSION

Test Supervisors are expected to discuss the following topics with their testing staff during local training sessions.

I. Security of Test Materials

- A. Explain that security is of utmost concern. Test materials must NEVER be left unattended. Test booklets must be kept away from doors and away from examinees in the test room before and after testing.
- B. Describe how the test materials will be distributed to the test rooms and how Room Supervisors must distribute them inside the test rooms as directed in the verbal instructions.
- C. Ask Room Supervisors to count test booklets when they receive them from the Test Supervisor, and again before examinees are dismissed. Review how to use and complete the *MME Test Booklet Count Form*.
- D. Review that, for security reasons, no unauthorized persons will be allowed in the test rooms. This includes friends, relatives, and members of the media. Observers from OEAA, ACT, or Measurement Incorporated must be asked for a letter of introduction or identification before entering.
- E. Explain that staff members must NEVER leave a test room or test materials unattended.
- F. Distribute the *MME Security Compliance Forms*, which must be completed and signed by all testing staff who will have access to secure MME materials at any time.

II. Room Preparation

- A. Discuss proper seating arrangements and test room preparation. In particular, review arrangements for multiple-level seating, fixed seating, seating of left-handed examinees, seating for ease of staff movement, and inappropriate posted materials.
- B. Describe the items that will be supplied by the school (e.g., pencils, timepieces, tissues, etc.) and how they will be distributed and returned.

III. Test Day Activities

- A. Explain that staff members are to report to the test center by _____ a.m., and that check-in of examinees must begin no later than _____ a.m. (Fill in the times appropriate for your Test Center.)
- B. Review acceptable forms of examinee identification. Emphasize the importance of comparing the name and photo on the ID or description of the student to each examinee.
- C. Review the *MME Testing Roster*, explain the information it contains, and describe how it will be used on test day. Staff members who admit examinees based upon personal recognition must initial the roster.

- D. Review the conditions for admission. These relate **not** only to examinee identification, but also to the *MME Testing Roster* and roster additions.
- E. Explain that examinees must report to the Test Center no later than _____ a.m. (Fill in the time appropriate for your Test Center.) Room Supervisors should **not** wait for examinees who arrive late or who are attempting to produce an acceptable form of ID.
- F. Discuss policies related to electronic devices. Cell phones, pagers, iPods, and other electronics that are brought into the testing room must be turned off and turned in to the Room Supervisor until testing is completed for the day. Room Supervisors must develop/have a process for storing the devices during testing and identifying to whom they belong so they can be returned.
- G. Review the MME permitted calculator policy on pages 39 and 40.
- H. Explain the importance of directing examinees to specific, assigned seats with particular attention paid to separating obvious friends. Examinees must **not** be allowed to select their own seats. Testing may begin as soon as all those present have been seated.

IV. During the Test

- A. Discuss that staff members should wear soft-soled shoes, if possible. In addition, they should avoid wearing crinkly clothing, jewelry that makes noise, perfumes, or other items that may distract examinees.
- B. Review information concerning how to handle examinees who arrive in inappropriate clothing and how to handle potential behavior issues. These issues might include school rules regarding wearing hats, the use of restrooms during testing, collection procedures for cell phones or other electronic devices, how to handle a prohibited behavior, and so forth.
- C. Reiterate that all **verbal instructions must be read verbatim**. It is also extremely important to read the information between verbal instructions as it explains what Room Supervisors must do in between giving specific instructions.
- D. Explain that to protect the security of the tests, test booklets and answer documents may **not** be distributed prior to admitting examinees and are never to be left unattended.
- E. Explain that only examinees may break the seals on test booklets. Testing staff are **not** authorized to open any test booklets.
- F. Discuss why accurate timing of each section of the test is critical. Room Supervisors must record the Start, 5-minute remaining, and Stop times on the *MME Testing Time Verification Form*. Review the consequences of a mistimed section.
- G. Inform Room Supervisors that they must complete the *MME Seating Diagram* showing where examinees were seated and how test booklets were distributed. They must also complete and initial the *MME Test Booklet Count Form* before and after testing. Stress the importance of providing complete and accurate information for every item on these forms, which will help keep tests secure. The number of test booklets handed out (used) and the number of examinees in the room (Xs on the *MME Seating Diagram*) must be the same.
- H. Inform staff members that they must **not** read (other than this manual), correct papers, use a computer, or do anything else unrelated to administering the test. They must **not** eat, drink, smoke in the test room, or use a cell phone unless calling ACT (Day 1 and Day 2) or Measurement Incorporated (Day 3).
- I. Explain that conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to examinees.

- J. Discuss that during the test, staff members **must** walk quietly around the room, be available to respond to questions, assist in the case of illness, replace defective test booklets or answer documents, and check that examinees are marking their answers on the proper section of their answer documents. Advise staff **not** to pause near an examinee long enough to be a distraction.
- K. Discuss what actions to take if staff members observe prohibited behavior.
- L. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency.

V. After the Test

- A. Review the “Room Supervisor Responsibilities After Testing” section on pages 72-73.
- B. Inform Room Supervisors that they must verify the count of test booklets on the *MME Test Booklet Count Form*, then return test materials, reports, and *MME Seating Diagrams* to the Test Supervisor.
- C. Reiterate that the number of used test booklets (seals broken) must match the number of examinees tested in each room.
- D. Review the required testing documentation forms to be completed by the Room Supervisor. Blank Day 3 forms are available in Appendix C or at the MME website (at www.michigan.gov/mme) in the “Spring 2009” box.
- E. Discuss the criteria a student must meet to take the Makeup Test (see the “Ordering Makeup Test Materials” section of this manual.) The Test Supervisor must order Makeup Test booklets on the OEAA Secure Site after initial testing is complete, but no later than March 13, 2009. **Remember, there is no Makeup Test for students testing with accommodations.** They must take each test section in sequence during the two-week accommodated testing window.

VI. Important Reminders

- A. Remind participants that barcode labels must be applied (they are applied to the **back** of MME Day 1 and Day 2 answer documents and the **front** of MME Day 3 answer documents).
- B. Reiterate the importance of filling in test form numbers correctly on the answer documents.
- C. Re-emphasize that **all verbal instructions must be read verbatim to students.**
- D. Remind participants that standard-time testers must be given the full amount of time to take each test, even if students are done testing.

**Test day questions?
Call Measurement Incorporated at 866/691-1423**

Receipt of Materials

MME test materials will be shipped to the MME Test Supervisor at the mailing address listed in the Profile on the OEAA Secure Site (at www.michigan.gov/oeaa-secure). Each shipment (initial, accommodated, additional, and makeup) will include a Packing List that (1) identifies test booklets and other secure materials by serial number, and (2) **should be kept and used after testing to verify that all secure materials have been returned.** (MME Day 1 and Day 2 materials will be shipped by ACT and MME Day 3 materials will be shipped by Measurement Incorporated.)

For the MME, secure materials include

- all Standard Time - Regular Print test booklets (Day 1, 2, and 3); and
- all accommodated versions.

Non-secure materials include

- MME administration manuals;
- all MME answer documents (Day 1, 2, and 3);
- preprinted barcode labels;
- blank labels; and
- a Return Materials Kit, which includes packing instructions, *MME Day 3 School Header Sheets*, *MME Day 3 Class/Group ID Sheets*, shipping labels, shipping tape, blue scorable labels, green non-scorable labels, paper bands, yellow envelopes for *MME Irregularity Reports: Day 3*, and green envelopes for all other MME Day 3 test administration forms. (Make sure you have one shipping label per box and the appropriate number of scorable and non-scorable labels.)

Non-secure test materials for MME Days 1, 2, and 3 will arrive by February 10, 2009; secure materials will arrive between February 25 and March 5, 2009.

Please note that extra Standard Time – Regular Print test booklets will be included in the secure materials shipment to help reduce the need for additional materials orders. If, however, more booklets or other test materials are needed, they must be ordered from the OEAA Secure Site (at www.michigan.gov/oeaa-secure).

Accommodations Packages

If you ordered MME Day 3 accommodated materials and/or extended time test booklets for students testing with accommodations (based on their IEPs, Section 504 Plans, or ELL instruction), your shipment will include accommodated materials kits and *Spring 2009 MME Administration Manuals for Students Testing with Accommodations*. These materials should be delivered to the TAC as soon as they arrive. (Accommodated materials for MME Day 2 must be delivered to the TAC as well when they arrive from ACT. Accommodated materials for MME Day 1 will be shipped directly to the TAC.)

Responsibility for Accommodated Test Materials

The TAC is responsible for the security of all accommodated test materials from the time the carrier delivers them until the time the carrier picks them up. The TAC must store them according to the instructions in the “Storage” section on page 38 of this manual.

Security of Materials

To keep materials secure, the following procedures **must** be followed once MME materials have arrived at the Test Center. (The procedures apply to **all** test materials shipments—initial, accommodated, additional, and makeup.)

Check-in

When a shipment arrives, immediately examine the container(s) for signs of tampering and open it/them. Count the test booklets (one-by-one) and compare the serial numbers on the booklets with those on the Packing List. Then, check the entire shipment against the Packing List to make sure it is complete. Next, sort the test booklets for distribution to individual test rooms, allowing at least one extra booklet per room.

If you do **not** receive your entire shipment (see “Delayed Deliveries” below first), items are missing, test booklet seals have been broken, and/or the cartons appear to have been tampered with in any way, call ACT at 800-553-6244 regarding Day 1 and Day 2 materials, or call Measurement Incorporated at 866-691-1423 regarding Day 3 materials.

Delayed Deliveries

When multiple cartons are shipped to a Test Center, they may **not** all arrive on the same day; therefore, wait 24 hours before calling ACT (Day 1 and Day 2) or Measurement Incorporated (Day 3) to report missing materials. In the rare instance that you receive a shipment of materials **after** the test date, check the contents against the Packing List, reseal the cartons, and immediately return them to ACT (Day 1 and Day 2) or Measurement Incorporated (Day 3).

Storage

After you have checked in your test materials, reseal the cartons with the tape provided and **write your name across the seal**. (Be sure to save some tape for return shipping.) Then, lock the materials in a secure place to which you and only a few other specifically authorized individuals have access. Be sure to choose a place where the materials will be protected from damage, theft, or loss, and from any conditions that could allow prior access to or knowledge of the tests. Examinees must **never** have access to secure materials.

If a test booklet or accommodated version of the assessment is lost, stolen, or otherwise missing, call ACT (Day 1 and Day 2) or Measurement Incorporated (Day 3). **Even if the test booklet or accommodated version is missing only temporarily, do not attempt to begin an administration without calling first.**

Removal from Storage and Assignment to Rooms

Do **not** remove the checked-in materials from the secure storage area until the morning of the examination. Under no circumstances should a test booklet seal be broken by **anyone other than the examinee** on the day the test is administered.

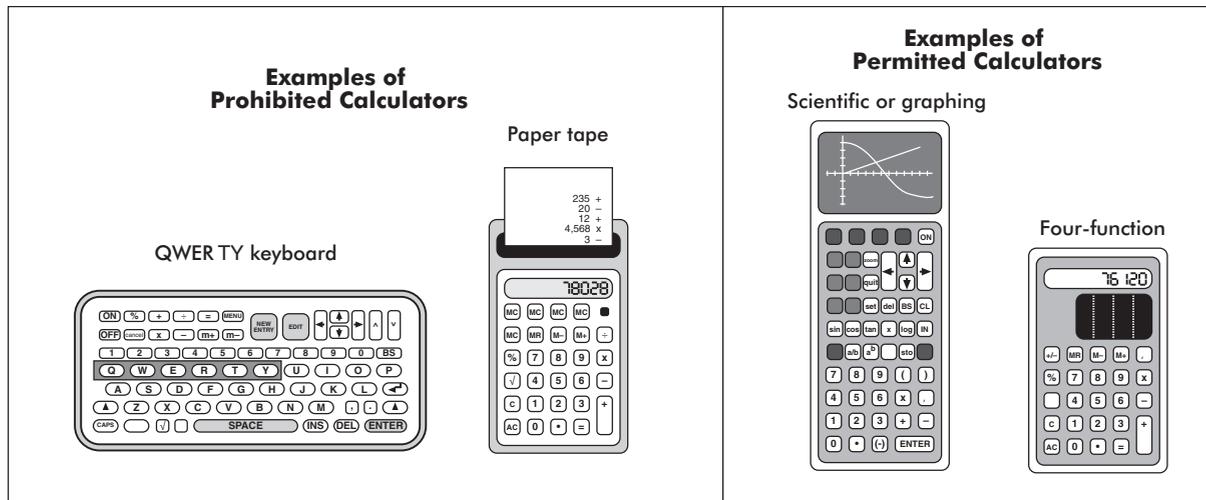
Test Supervisors must personally hand the test booklets to Room Supervisors, who will then count them, and write down the number and sequence of the booklets received on the *MME Test Booklet Count Form*. After the test, test booklet counts must be reconciled and documented on the same form when the Room Supervisor returns the booklets (used and unused) to the Test Supervisor.

Be sure to keep the cartons in which the test materials were shipped. They are to be used to return both used and unused test booklets as well as other test materials. Do **not** transfer test materials

to any other Test Center without authorization from ACT (Day 1 and Day 2) or Measurement Incorporated (Day 3).

Calculators

When students are taking the MME, they may use calculators on ACT Mathematics, WorkKeys Applied Mathematics, and Michigan Mathematics, but only those that have been approved for testing. (See the lists below.) Therefore, Room Supervisors must check all calculators when students first arrive and check them again throughout the course of testing to ensure that examinees do **not** switch. If you discover an examinee using a prohibited calculator on MME Day 3, follow the procedures on page 56 of this manual to dismiss that examinee. (For Days 1 and 2, consult the manuals specific to those days.) Then, document the dismissal on the *MME Irregularity Report*. It should be noted that no problems were written to be calculator dependent, so the use of a calculator is optional.



Prohibited Calculators

The following calculators are prohibited from use on MME mathematics tests.

- Texas Instruments—all model numbers that begin with **TI-89** or **TI-92**, and the **TI-Nspire CAS** (the TI-Nspire non-CAS is permitted)
- Hewlett-Packard—**HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**
- Casio—**Algebra fx 2.0**, **ClassPad 300** and **330**, and all model numbers that begin with **CFX-9970G**
- Handheld, tablet, or laptop computers (including PDAs)
- Electronic writing pads or pen-input devices (the Sharp EL 9600 is permitted)
- Calculators built into cell phones or any other electronic communication devices
- Calculators with a typewriter keypad where the letter keys are in QWERTY format (letter keys **not** in QWERTY format **are** permitted)

Calculators Permitted with Modification

These types of calculators are permitted, but only after they are modified as noted.

- Calculators with paper tape—remove the tape

- Calculators that make noise—turn off the sound
- Calculators with an infrared data port—completely cover the infrared data port with heavy opaque material, such as duct tape or electrician’s tape (includes Hewlett-Packard HP 38G series, HP 39G, and HP 48G)
- Calculators that have power cords—remove all power/electrical cords

Permitted Calculators

All four-function, scientific, or graphing calculators that are not mentioned above are permitted for use. Please check the MME website (at www.michigan.gov/mme) immediately prior to testing to see if the list of prohibited calculators has been updated since this manual was published.

Other Information on Calculators

Some calculators may have mathematical formulas printed on them; this is permitted. Likewise, some calculators come with preprinted instructions on how to use the calculator that are inserted into the calculator cover; these instructions do **not** need to be removed.

Examinee Responsibilities for Calculators

Examinees are responsible for ensuring that their calculators meet ACT standards. They are informed of ACT standards for permitted calculators in the booklet called *Taking the ACT Plus Writing for State Testing*, which advises them to check www.actstudent.org or call toll free at **800-498-6481** for a recorded message about the latest list of prohibited calculators.

Examinees are responsible for bringing a permitted calculator and making sure it works properly. You are **not** expected to provide calculators or batteries. Examinees may **not** share calculators. They may use a backup calculator if their primary calculator fails and the backup calculator is checked by a member of the testing staff prior to use, but they may **not** use or have more than one calculator on their desk or table at a time.

When the examinee is **not** working on a mathematics test, the calculator must be turned off and put away. If it has games or other functions, those functions may **not** be used—only the mathematics functions may be used.

Calculators are **not to be cleared** by staff before or during the test. You may clear calculators after the test, but only if you suspect examinees are attempting to use their calculators’ memory to store test items. In such cases, clear the memory and document your suspicions on an *MME Irregularity Report*.

If you notice when examinees are admitted that they have calculators with large characters (one-inch or larger) or a raised display, direct them to seats where other examinees cannot see the display.

Instructions to Students Before Test Day

Thus far, this section of the manual has focused on what the testing staff needs to do to prepare for administering the MME. Students, however, can also take steps to prepare for testing. In fact, Test Supervisors are responsible for making sure that students bring the following things and observe the following rules on test day.

Students need to bring

- two soft-lead No. 2 pencils with erasers;

- a watch if they wish to pace themselves (although they may **not** set the alarm to go off during the test);
- an approved calculator if they wish to use one; and
- proper photo identification.

Students need to be apprised that

- no cell phones, iPods, or electronic devices (other than calculators) are allowed;
- if they bring any of such devices, they will be turned off, put in a safe place, and returned to the student when testing is completed for the day; and
- no food or drink is allowed in the test rooms unless preauthorized due to a medical condition.

Student Reminder Template

A sample *MME Student Reminder Template* is provided in Appendix B. Test Supervisors may use the print template as a guide to create their own reminder form or download and modify the electronic version from the MME website (at www.michigan.gov/mme).

Pretest Session

When taking the MME, students will use three answer documents: the ACT answer document on MME Day 1, the WorkKeys answer document on MME Day 2, and the Michigan Mathematics, Science, and Social Studies answer document on MME Day 3.

All three answer documents have sections that must be completed **prior to test day** during what is called a Pretest Session. During this in-school session, the Test Supervisor is responsible for ensuring that all eligible students complete the required pretest sections of all three answer documents. The Test Supervisor must also make sure that all personnel involved with the Pretest Session are familiar with pretest instructions.

When conducting a Pretest Session(s), be sure to use the directions in the ACT manual to complete the pretest sections of the Day 1 ACT answer document, the WorkKeys manual to complete the pretest sections of the Day 2 WorkKeys answer document, and this manual to complete the pretest sections of the Day 3 Michigan answer document. The Pretest Session(s) must be completed **BEFORE** test day in one or multiple sessions. **Students who have not completed the Pretest Session prior to test day will not be permitted to test.**

Options for Receiving Information

There are two boxes—**Box 12 and Box 13**—on the MME Day 3 answer document that should be filled in **only** if a local district or school decides it wants test data returned in specific ways. Box 12 refers to Class/Group Numbers and Box 13 refers to Research Codes. Filling in these boxes is **optional** and depends on local district or school decisions. Following is information that may be helpful when making your decision.

Class/Group Numbers

Class/Group numbers allow districts or schools to receive *Student Roster Reports* for each content area by class or group designations. If a district or school wants to exercise this option, it needs to (1) define the 4-digit class/group numbers that are most useful to the district or school, (2) complete the *MME Day 3 Class/Group ID Sheet* (a sample is provided in Appendix D), and (3) have students grid the correct information in Box 12 during the Pretest Session. (An authorized user can also enter the Class/Group Number on the OEAA Secure Site using the **Mass Demographic Update** feature.)

Research Codes

Research codes allow districts to obtain data specially customized to their needs. Following are some important factors to consider when deciding whether to use research codes.

1. Research questions must be developed at the district level and each response must be assigned a different number from one to ten. Each student may code one response per question on his or her answer document (one response in the Report I column and one response in the Report II column).
2. Coding information must be provided to staff members assisting with pretest demographic gridding if students are expected to enter the codes on their answer documents.
3. Districts may elect to use one or both of the Research Code columns in any or all content areas.

- Content of the research columns will be reported in the student data file exactly as gridded. It will **not** appear on any MME report.

If a district decides to use Research Codes, the codes can be gridded by the students in Box 13 of their MME Day 3 answer document or an authorized user can enter them in the OEAA Secure Site using the **Mass Demographic Update** feature.

Avoiding Common Errors in Completing Answer Documents

Examinees tend to make the same types of mistakes when completing their answer documents, such as gridding more than one circle in the same column, starting in the wrong place, and forgetting to write **and** grid information when asked. Room Supervisors and Proctors need to be aware of these errors and help examinees complete pretest information accurately by (1) emphasizing the correct procedures when reading instructions aloud, and (2) walking around the test room to observe examinees as they complete each step. In particular, they need to make sure that examinees

- grid only one circle in each column,
- start with the first box and first column of circles in a block, and
- grid their name and address in addition to writing them in the spaces at the top of the columns.

Verbal Instructions for Completing Demographics on MME Day 3 Answer Documents

If you are the person assigned to read the pretest verbal instructions, read and become familiar with them prior to working with examinees. The italicized text that appears in the shaded boxes is what you will read aloud to students during the pretest session, and the text between the boxes is what you will read to yourself to understand how to proceed. Where a series of dots appears, you will need to pause to give examinees time to follow the instructions, and where you see text in parentheses—for example “I (We),”—you will need to select the option that is appropriate to your pretest situation (do **not** read both options aloud).

When the pretest session is ready to begin, all examinees are seated, and you have everyone’s attention, say:

The information that you provide when you fill out your answer document will be used to prepare reports. Follow my instructions carefully.

Your answer document will be scanned by a computer. It is essential to follow directions and accurately grid the information. I (We) will now distribute the MME Day 3 answer document. . .

Distribute the blank answer documents. Room Supervisors and Proctors may hand them to each student individually or count and give the appropriate number to the first student in each row to pass back. When everyone has an answer document, say:

Use only a No. 2 soft-lead pencil. Do **not** use a ballpoint pen or colored pencil. If you do **not** have a No. 2 pencil, please raise your hand. . .

Provide pencils to examinees who need them. Then say:

Make all marks heavy and dark. Fill in each circle completely, but do **not** extend your pencil marks outside the circles. Do **not** make marks anywhere on your answer document except as directed. Turn your answer document so that page 1 faces you.

In **Box 1**, print your name in the boxes labeled "Name." Begin in the first box and enter your last name. Then enter your first name where indicated and finally enter your middle initial where indicated. . .

Now fill in the corresponding circle beneath each letter and the blank circle beneath each empty box. . .

Look at **Box 2**. Fill in the circle for the month in which you were born. Write the day and year of your birth in the appropriate boxes and fill in the corresponding circles. The century has been pre-gridded for you.

In **Box 3**, fill in the circle for the grade in which you are enrolled.

In **Box 4**, fill in the circle for your gender.

Moving on to **Box 5**, fill in the circle beside the phrase that best describes your racial group as generally recognized by your family and friends.

In **Box 6**, print the name of your school on the first line. Do **not** use abbreviations. On the second line, print the name of your district. Finally, on the last line print the city, state, and zip code for your school.

Do **not** enter any data in **Box 7**; this is a school use only section.

Please do **not** write in **Box 8**. I (We) will place a barcode label on your answer document later.

As mentioned earlier, the use of Class/Group Number (Box 12) and/or Research Codes (Box 13) is a local district option. Follow the directions below for Box 12 and/or Box 13 **only** if applicable. If your students will **not** be gridding the Class/Group Numbers or Research Codes on their answer documents, they are now finished with the Pretest Session and you may skip to the "End of Pretest Session" section of this manual (page 45).

Box 12 – If your students will be gridding the Class/Group Numbers on their answer document, provide the Class/Group Numbers that the students should grid, using directions provided by your Test Supervisor. Read the following directions to your students.

Now, find **Box 12**. In this box, you will mark the Class/Group Number for each subject area. Follow my instructions carefully.

Use the instructions provided by your Test Supervisor to assist students in completing Box 12 for each subject area.

Box 13 – If your students will be gridding Research Codes on their answer documents, provide the students with the information they will need to complete Box 13; it should have been provided by your Test Supervisor. Read the following directions to your students.

*Now find **Box 13**. Follow my instructions carefully to complete this section.*

Use the instructions provided by your Test Supervisor to assist students in completing Box 13 for each subject area.

End of Pretest Session

Once students have filled out all the demographic information on their answer documents (Day 1, Day 2, and Day 3), collect the documents and put them in the space designated for storing them. This completes the Pretest Session.

Applying Student Labels

Prior to test day, the Test Supervisor, Back-up Test Supervisor, and/or Test Accommodations Coordinator will need to apply student barcode labels to **all** answer documents (Day 1, Day 2, and Day 3). Start by comparing the information the students entered on their answer documents during the Pretest Session to the student labels provided by ACT and Measurement Incorporated. Once a match is found, carefully place the label in Box 8. The label should fit within the box and **not** flow over to one side or the other.

Continue this process with all remaining answer documents and labels. When all the documents have both student gridded data and a label, place them back in the designated storage place until test day. If during the matching process you find that a student label is not correct or one is missing, the Test Supervisor will need to print a barcode label from the OEAA Secure Site (at www.michigan.gov/oeaa-secure). **Please note that a \$50 fee will be assessed for every answer document returned to ACT and Measurement Incorporated without a barcode label.**

Box 7 - School Use Only

Some time between the Pretest Session and test day, the Test Supervisor, Back-up Test Supervisor, and/or Test Accommodations Coordinator will need to fill in portions of Box 7 – School Use Only Report Codes on the MME Day 3 answer documents. Following are definitions for each report code that can be filled in prior to testing. Please bubble in as many as apply.

- **Home Schooled** – If a 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 MME, but they may test at their local public high school if desired. Public schools are required to administer the MME to home-schooled students who reside in their district, wish to test, and meet eligibility criteria for MME Spring 2009. Schools will receive separate reports for home-schooled students, as well as a parent report for each home-schooled student. The parent report should be forwarded to the parents of each 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, or campgrounds.

For more information on completing Box 7 - School Use Only, see Appendix E. It includes detailed information on the nonstandard accommodation circles, which can be filled in at this time or after testing. Detailed information on Prohibited Behavior is included in the "Irregularities" section of this manual and can only be filled in after assessment administration.)

Once you have completed the Pretest Session, affixed labels to the answer documents, and filled in the required information in Box 7 for every student scheduled to test, the answer documents will be ready for use on test day.

Test Day Activities

Once preparation is complete and test day arrives, it is important to administer the MME components exactly as described to ensure uniformity, the validity of results, and a smooth administration. This section of the manual is designed to provide the information necessary to achieve that goal. It includes answers to many of the questions that testing staff will likely have and, therefore, must be available in every test room to consult during test administration. (It replaces the standard *Spring 2009 MME Administration Manual*.) If you cannot find the information you need or encounter unanticipated problems, call ACT for MME Day 1 and Day 2, and call Measurement Incorporated for MME Day 3.

As noted in the policies and procedures section of this manual, it is imperative that testing staff administer the MME in a nondiscriminatory manner and in accordance with all applicable laws. Remember that even slight differences in your perceived behavior may be magnified by examinees under the stress of testing.

MME Accommodations Roster

An *MME Day 3 Accommodations Roster* (see page 79) must be completed for all students testing with accommodations. Before testing, enter each student's name and timing code on the report; then, as each test section is completed, enter the actual amount of time that each student used (when they started and when they finished). Record any irregularities that could affect a student's score on the *MME Irregularity Report* (page 81) and return it to Measurement Incorporated according to the return instructions in this manual. (Specific irregularities are described on pages 52-57.)

Authorized Observers

Staff from OEAA, Measurement Incorporated, and/or ACT may conduct on-site visits during administration of the MME. Authorized observers, however, must have identification and a letter of introduction from the MDE. The on-site visit will **not** be announced in advance.

Unauthorized Observers and Media

To protect examinees from distractions, unauthorized persons—including parents, guardians, children, recruiters, employers, and members of the media—must **not** enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after administration is complete.

Under **no** circumstances are cameras of any type to be allowed in the test rooms. Media coverage must be limited to meeting with consenting examinees after test administration and away from the test rooms. Please inform Measurement Incorporated at 866-691-1423 of any media requests to report on a test administration; they, in turn, will contact ACT and/or the MDE. Following this procedure will help to ensure that each request or question is answered uniformly.

Testing Staff List

An *MME Testing Staff List* **must** be completed for each test day. A blank form is included in this manual on page 87 and can be used for MME Day 3. (Blank forms for Day 1 and Day 2 are included in the ACT manual for special testing and the WorkKeys manual and accommodations supplement.) Follow the instructions printed on the forms and be sure to list **all** personnel involved in administering the test, including anyone assisting with materials or security. If you have any questions, contact ACT (for Days 1 and 2) or Measurement Incorporated (for Day 3).

Admitting Examinees to the Test Room

It is imperative that testing staff control who enters and leaves the test rooms at all times. Do **not** allow examinees to enter test rooms until the rooms are properly prepared, the test materials are in a secure location where examinees cannot access them, and the Room Supervisor is ready to admit examinees.

Once the rooms are ready, admit examinees by checking them in, one-by-one, at the door of the test room. Do **not** allow an examinee to enter the room unless the Room Supervisor has verified the examinee's identification. If an examinee cannot present acceptable ID at the door, he or she may **not** be admitted into the room. After an examinee is admitted to a test room, he or she must stay in that room. If it is necessary for an examinee to leave, testing staff must recheck his or her ID upon return.

Ensure that all cell phones, pagers, iPods, and other electronic devices, including those that belong to the testing staff, are turned off or barred from the room. If cell phones, pagers, iPods, and other electronic devices are brought into the testing room, make sure they are given to the Room Supervisor or Proctor for storage during the test. Each Test Center must develop its own policy/process for collecting, identifying, keeping, and returning the devices after testing is complete. Do not allow examinees or staff to bring food or drink, including water, into the test room.

Identifying Examinees

All examinees are required to present an acceptable form of ID or be personally recognized (face-to-face) by a school faculty member **before** being admitted to the test room. If an examinee without acceptable ID is permitted to test, his or her answer document **will not be scored**, even if acceptable ID is presented at a later time.

The person checking students into the test room must mark the *MME Accommodations Roster* to indicate which type of ID was accepted for each student. On the roster, use a "P" to indicate photo IDs, an "L" to indicate school or notarized identification letters, and an "R" to indicate personal recognition by testing/school staff, keeping in mind that all Rs must be initialed by the staff person who recognized the examinee.

If you accept any of the following forms of ID on test day, you must provide the originals (not photocopies) to Measurement Incorporated along with the roster once testing is complete.

- School Identification Letters*
- Notarized Statements*
- Transcripts*
- Newspaper/publication clippings

**Indicates a form of identification that must be signed by the examinee on test day in the presence of a staff member.*

See the list below for more detailed information on the types of ID that are allowed.

Acceptable Identification

All identification **must be original**, not a photocopy or reproduction. No stamped, computer generated, or reproduced signatures are allowed.

Roster Notation = P

Current Official Photo ID

- Current (not expired); AND

- Issued by a school, employer, or city/state/federal government agency; AND
- Shows the examinee’s first and last names; AND
- The current photo is clearly recognizable as the examinee.
- Examples include a driver’s license, passport, and school ID.
- No signature required

Recent Published Individual Photo

- Published within the last two years; AND
- An individual (not a group) photo in which the examinee is clearly recognizable; AND
- The examinee’s first and last names appear in the caption.
- Examples include newspaper and school yearbook photos with captions.
- No signature required.

Roster Notation = L

Identification Letter

- On original, official school letterhead. If the official letterhead is computer generated or photocopied, it must be embossed with a raised or inked school seal; AND
- Individually completed and signed, in ink, by a school counselor or other school official who is **not** related to the examinee; AND
- Signed by the examinee, in ink, in the presence of that school official; AND
- Includes the examinee’s name and a full description, including age, gender, height, weight, race, hair and eye color, OR
- Attached, recent (within two years), recognizable photograph with a school seal or the school official’s ink signature across a portion of the photo.

Notarized Statement with Photo

- Sworn statement by a notary public—who may **not** be related to the examinee—identifying him or her by name; AND
- An attached, recent (within two years), recognizable photograph with the notary seal or stamp across a portion of the photo; AND
- Signed by the examinee, in ink, in the presence of the notary public.

Transcript with Photo

- Signed in ink by a school counselor or other school official who is **not** related to the examinee; AND
- An attached, recent (within two years), recognizable photograph with the school official’s signature or school seal across a portion of the photo; AND
- Signed by the examinee, in ink, in the presence of that school official.

Roster Notation = R plus staff initials

Staff Recognition

- Examinees without any ID may be admitted only if they are personally recognized, face-to-face, by a member of the school faculty who is **not** related to the examinee; AND
- That staff member’s initials **must** be printed legibly beside the examinee’s name on the roster. (Without staff initials, the personal recognition will be considered invalid).

Note: If all examinees in a room were recognized by the same faculty member, you may state that on the roster, indicating the name of the staff member (e.g., “all students in this room were recognized by John Doe”).

Examples of Unacceptable Identification

- Birth certificates
- ChildFind ID cards
- Credit, charge, bank, or check cashing cards, even with photos
- Diplomas
- Family portraits or graduation pictures, even if the names are imprinted on the photos
- Fishing or hunting licenses
- Learner's driving permits or temporary or replacement driver's licenses if they do not include photographs
- Organization membership cards
- Passports or other photos so old that the person presenting it can no longer be identified
- Personal recognition by anyone not working as a member of the test day staff, including classmates, parents, counselors, and teachers
- Photos with examinees' names embossed or printed on them by a photographer
- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police reports of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Report cards
- Social Security cards
- Traffic tickets, even with a physical description and signature
- Web pages with photo

Examinees Without Identification

Do **not** admit examinees without identification to the test room. If examinees can arrange for the ID to be presented **before** the test booklets have been distributed, or if the examinee is personally recognized by a member of the testing staff, he or she can be admitted. Do **not**, however, delay testing waiting for a student to bring identification or allow testing of late examinees. And, under **no** circumstances may an examinee be admitted after test booklets have been distributed. All examinees without acceptable ID must be dismissed.

Left-handed Examinees

When seating examinees, determine who will need a left-handed writing surface if you are **not** using tables. Either ask examinees as they are checked into the test room if they require left-handed desks or write a statement on the board telling left-handed examinees to report to the Proctors who will direct them to appropriate seats as described on page 26 of this manual.

Directing Examinees to Seats

After an examinee has been identified and the roster marked, direct the examinee to a seat following the seating arrangement guidelines on pages 27 and 28 of this manual. **Do not allow examinees to choose their own seats.** To reduce the opportunity for prohibited communication, examinees who arrive together must **not** sit near each other. You may want to direct the first examinee to the extreme left side of the room, the second examinee to the middle of the room, the third to the right side of the room, and so on.

Proctors may direct examinees by standing beside the desk at which the examinee should be seated or by standing at the front of the row to be filled. If you are using tables large enough for more than one examinee, direct the first examinee to the first table, the second to the second

table, and so on. After one examinee has been seated at each table, seat a second examinee at each table. Seating examinees alphabetically is usually acceptable. However, if you notice two examinees who are obviously together, be sure they are separated before testing begins.

Unauthorized Testing Aids

The use of scratch paper, notes, a foreign language directory, or any other dictionary (unless used as an approved accommodation) is **not** permitted. Examinees should do all necessary scratch work directly in their test booklet.

Test Monitoring Responsibilities

All testing staff must remain attentive to their testing responsibilities throughout the entire administration of the MME. Examinees must feel that staff members are doing all they can to provide a normal administration that is free from irregularities. One way to accomplish that task is to walk around the room during testing, checking to make sure that examinees are working on the correct test and looking only at their own testing materials.

To maintain attentiveness, testing staff are not allowed to

- read (other than this manual), correct papers, or engage in any other tasks unrelated to the administration of the test;
- engage in conversation during the testing;
- allow unauthorized personnel in the test room; or
- leave the test room unattended at any time.

If any irregularities do occur, testing staff must document them as described in the “Irregularities” section of this manual.

Examinee Questions about Test Items

If an examinee has a question or concern about a particular test item, instruct him or her to “do the best you can.” Do **not** comment on or add in any way to the information in the test booklet. It is important to avoid discussing examinee concerns during the assessment because it takes up testing time and may distract other examinees. After the assessment, include an explanation of the examinee’s question, the test name, and the test form number on the *MME Irregularity Report* and return it with the answer documents to be scored. If the examinee wants a response, be sure to include the name and address to which the response should be directed.

Irregularities

During the course of testing, irregularities may occur. For example, an examinee may become ill, one or more examinees may be injured, or the test center itself may be damaged. **When irregularities occur, they must be clearly and completely documented in an MME Irregularity Report. (An MME Day 3 report is included on page 81 of this manual).** The original report(s) must be returned to ACT (Day 1 and Day 2) or Measurement Incorporated (Day 3) along with the Test Center's answer documents, and a copy(ies) must be kept on file at the school where the test was administered. If there are no irregularities in any rooms at a given Test Center, there is no need to return a report.

Following are descriptions of the types of irregularities that Test Centers may encounter; some involve groups whereas others involve individuals. (The information in this manual focuses on MME Day 3; for information related to Days 1 and 2, see the ACT and WorkKeys manuals.)

Group Irregularities

A group irregularity is one that affects a number of examinees (e.g., one room or the entire Test Center). If this type of irregularity occurs, follow the instructions below and then call Measurement Incorporated at 866-691-1423 as soon as possible. Remember to safeguard the security of the test materials while responding to irregularities.

Disturbances and Distractions

If a disturbance or distraction occurs that affects examinees' concentration and it cannot be stopped or the examinees cannot be moved to a quieter location, call Measurement Incorporated immediately. Do **not** dismiss examinees until you have received instructions from Measurement Incorporated. If you do **not** have a Proctor to assist you, stop the test and collect the test booklets and answer documents before leaving the room to make the call. All disturbances and distractions, however minor (including examinee illness), must be noted on the *MME Irregularity Report: Day 3*.

Emergency Evacuation

In the event of an emergency evacuation, your first concern must be for the safety of the examinees and your testing staff. When the emergency first occurs, note the testing time that has elapsed. If time permits, have examinees close their test booklets and place their answer documents inside them. Then, collect the test booklets. Next,

- instruct the examinees and staff to leave the building (or otherwise follow the appropriate plan for the emergency you are facing),
- lock the test room if it is safe to do so, and
- call Measurement Incorporated as soon as you can safely reach a telephone.

Inclement Weather

If a school is closed due to inclement weather on test day, call Measurement Incorporated (on the test day) to apprise them of the situation. If the weather is somewhat threatening but the school stays open, test all examinees who are able to get to the Test Center by the designated start time. Examinees who could **not** attend because of the weather may test on another day during the accommodated testing window. Be sure to complete the *MME Irregularity Report: Day 3*, however, noting the inclement weather in the area. (This must be done even if only a small percentage of examinees are unable to travel due to weather.)

Missing or Stolen Test Materials

A missing or stolen MME Day 3 test booklet or accommodated version is the most serious irregularity that can occur at a Test Center, excluding those affecting the health or safety of examinees or staff. If at any time an MME Day 3 test booklet or accommodated version is unaccounted for, you must immediately call Measurement Incorporated at 866-691-1423.

Mistiming

Tests that are mistimed constitute a serious irregularity that is difficult to resolve, because scores cannot be adjusted to compensate for mistiming. If a retest is necessary, a retest of **all scored tests** in that booklet is required, **not** just the test that was mistimed; therefore, extreme care must be taken to ensure that only the exact time is allowed. (That is why two timepieces are required in each test room and why one must be an interval timer or stopwatch.)

If a mistiming is discovered **after** all sections of the test are completed but **before** examinees leave the room—for example, the last section of the test is stopped too soon—you may allow examinees to make up the shortage before leaving. If the shortage occurred on a previous section of the test but is not discovered before moving on to the next section, do **not** interrupt examinees' work. Wait until they finish the section they are working on and then return to the previous section to make up the additional time. Be sure to document the mistiming problem and its resolution on the *MME Irregularity Report: Day 3*.

If a mistiming is discovered **after** examinees have left the room, call Measurement Incorporated immediately. This irregularity must be resolved before answer documents are scored, and early notification is critical. Please record only the affected answer documents on your *MME Irregularity Report: Day 3* so the situation can be resolved as expeditiously as possible. Of course, the best way to prevent a mistiming is through careful supervision.

Power Failure

If a power failure occurs and examinees cannot be moved to a location with adequate heat, ventilation, light, and examinee spacing, try to determine from local sources when power will be restored. Then, call Measurement Incorporated immediately to determine how to proceed.

Do **not** dismiss examinees until you have received instructions to do so. If you are a Room Supervisor and do **not** have a Proctor to assist you, collect the test booklets and answer documents before leaving the test room to call Measurement Incorporated.

Individual Irregularities

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (such as communicating answers to one another). Follow the directions below for handling each type of individual irregularity.

Note: Any time you observe behavior that requires dismissal, **be sure you inform the examinee that the answer document will not be scored and the reasons for your action**. Each instance must also be documented on the *MME Irregularity Report: Day 3*. Keep in mind that **once a student is dismissed for prohibited behavior, the student is not allowed to participate in any other MME testing during the Spring 2009 test cycle**.

Defective Test Materials

If you discover a defective test booklet or answer document, replace it as soon as possible with a correct one so the examinee does **not** lose test time.

- When giving the student a replacement booklet, be sure it has the **same test form number** as the defective booklet.
- Print “Defective Material Void” on the cover of the defective test booklet or across the front of the answer document and attach it to the *MME Irregularity Report: Day 3*. Explain the circumstances on the report.
- If an answer document is defective, the examinee must transfer, under your supervision, all information exactly as originally noted to a new document **after** the test session.
- Call Measurement Incorporated for directions if you do **not** have sufficient materials to replace those that are defective.

Duplicating Test Materials

Testing staff and examinees are **not** permitted to retain, duplicate, or record any part of the MME through any means. The materials may **not** be copied, photographed, or scanned, notes may not be taken, nor may any other method be employed to keep all or part of the materials.

If you observe an examinee using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in the “Dismissal for Prohibited Behavior” or “Refusal to Turn In Test Materials” sections of this manual. Then,

- dismiss the examinee,
- confiscate or clear the device/pages, and
- mark “Prohibited Behavior” in Box 7 - School Use Only of the examinee’s answer document.

You must also inform the examinee that his or her answer document will **not** be scored and complete the *MME Irregularity Report: Day 3* to document the situation. In addition, you must call Measurement Incorporated (during the test, if possible) to determine if any additional action is required.

Failure to Follow Directions

Only answers marked properly on the answer document during the time allowed for the test can be scored. Following are descriptions of some situations that may be encountered related to incorrect marking and instructions for handling the situations when they occur.

- **Unauthorized Marking of Responses in Test Booklets Instead of on Answer Documents.** Unless examinees have an accommodation allowing them to mark their answers directly in the test booklet or on a large-type worksheet, they **must mark their responses on the answer document during the time allowed for the test**. If an examinee without an approved accommodation has mistakenly marked responses in the test booklet and has **not** transferred them to the answer document, the examinee must be instructed to (1) immediately transfer all responses recorded so far for the current test from the test booklet to the answer document, and (2) continue testing by marking answers only on the answer document. Only responses that were marked on the answer document during the allowed time will be scored; therefore, do **NOT** allow the examinee to transfer responses from prior tests for which time has already been called and do **NOT** allow the examinee to transfer responses during the break or after the test. Be sure to document the situation on the *MME Irregularity Report: Day 3*. Measurement Incorporated will **NOT** transfer responses from a test booklet to an answer document. It will be scored as received, unless the examinee requests that the answer document be marked VOID.

- **Marking Responses in a Future Section of the Answer Document** (For example, marking Mathematics responses in the Science section of the answer document). As soon as this marking error is detected, give the examinee a new, blank answer document. If time remains on the current section of the test, instruct the examinee to begin marking responses in the correct section of the answer document, beginning with the next item. If time has already been called, instruct the examinee to begin marking responses in the correct section of the new answer document beginning with the next section of the test. Then, **after** testing is complete, supervise the examinee as he or she transfers the information on page 1 of the answer document and all previous test responses from the first answer document to the correct sections on the new answer document. **(This transfer must occur under close supervision and without access to the test booklet.)** Once the student is finished, write “REPLACED” across the first answer document, and describe the situation in detail on the *MME Irregularity Report: Day 3*. Be sure to attach the replaced answer document to the report, and return the new answer document for scoring. Keep in mind that the new answer document will require a new barcode label.
- **Marking Responses in a Previous Section of the Answer Document or Working on the Wrong Test** (For example, marking responses in Section A during the administration of Section B or working on Section C during the time allowed for Section B). Both of these situations are considered prohibited behavior. If they occur, follow the procedures in the “Dismissal for Prohibited Behavior” section of this manual (page 56).

Irrational Behavior

If an examinee acts in an irrational or violent manner,

- try to prevent other examinees from being interrupted, affected, or involved;
- collect and retain the examinee’s test materials without physical force;
- dismiss the examinee from the test room as quietly as possible, without physical force or contact;
- call security or police to protect staff and other examinees’ safety if necessary;
- inform the examinee that his or her answer document will **not** be scored;
- describe the situation in detail on an *MME Irregularity Report: Day 3*; and
- fill in the “Prohibited Behavior” circle in Box 7 on the student’s answer document.

Prohibited Behavior

If an examinee is engaging in prohibited behavior, try to manage the situation in a way that does **not** cause unnecessary further disturbance to other examinees (although some disturbance is inevitable). Treat the offender reasonably and firmly, follow the procedures in the “Dismissal for Prohibited Behavior” section of this manual exactly as described, and then continue testing.

Prohibited behaviors include

- looking back at a previous test on which time has already been called;
- looking ahead in the test booklet (outside the current section);
- looking at another examinee’s test booklet or answer document;
- giving or receiving assistance;
- using an unauthorized calculator;

- using calculators on any MME Day 3 section other than Michigan Mathematics;
- using any device to share or exchange information at any time during the tests or during a break (all electronic devices, including cellular phones and pagers, must be turned off from the time the examinee is admitted to the test room to the time testing concludes for the day and he or she is dismissed);
- attempting to remove test materials, including test questions or answers, from the test room by any means;
- using highlighters, colored pens or pencils, notes, dictionaries, or other unauthorized aids;
- **not** following instructions or abiding by the rules of the Test Center;
- exhibiting confrontational, threatening, or unruly behavior;
- creating a disturbance or allowing an alarm, pager, or phone to sound in the test room; and
- filling in circles after time has been called.

If you **suspect** an examinee is engaged in prohibited behavior, discreetly warn him or her that these activities are prohibited and continue close observation. To discourage looking at someone else's answer document or giving or receiving assistance, move the examinee to another seat. If you suspect an examinee has filled in circles after time was called, warn the individual immediately. Document all suspicions and actions on the *MME Irregularity Report: Day 3*.

If you think you may have observed an examinee engaging in prohibited behavior and there are others assisting you in the test room, try to have a colleague verify your observation before taking steps to dismiss the examinee. If, however, you are **certain** an examinee is engaging in prohibited behavior and you are supervising a room alone, you may dismiss the examinee based upon your own observations. The Test Supervisor does **not** have to be called in to the room to verify the activity.

If you are **certain** an examinee has engaged in prohibited behavior, you do not need to further observe him or her. For example, if you know that five circles left unfilled at the end of a test session were filled in after time was called, you may dismiss the examinee and inform him or her that the answer document will not be scored.

Dismissal for Prohibited Behavior

If you decide to dismiss an examinee, you must adhere to the following procedures exactly as described.

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test booklet of the examinee engaged in the prohibited behavior.
3. Tell the examinee that
 - you observed or are certain of the prohibited behavior;
 - he or she is being dismissed because of the behavior; and
 - his or her answer document will **not** be scored.
4. Fill in the "Prohibited Behavior" circle in Box 7 - School Use Only on the student's answer document. Do this in the presence of the student if possible.

5. Complete the *MME Irregularity Report: Day 3*, being sure to include
 - the time the incident occurred and the name(s) of the examinee(s) involved;
 - the room in which the examinee(s) was testing;
 - a detailed description of what you observed;
 - the statements you and the examinee(s) made; and
 - the names of the staff members who observed or were certain of the irregularity.
6. Return the answer document to the Test Supervisor with the other answer documents to be scored. Do **not** attach it to the *MME Irregularity Report: Day 3*.

Measurement Incorporated **will not** score the answer document(s) if you follow these procedures. However, if you do **not** inform the examinee that the answer document will be marked “Prohibited Behavior” and clearly indicate this on the *MME Irregularity Report: Day 3*, the answer document will be scored.

Voiding Answer Documents

An answer document should be marked VOID and stapled to the *MME Irregularity Report: Day 3* only if

- an examinee becomes ill and asks that the answer document not be scored;
- an examinee asks that the answer document not be scored for any reason;
- an answer document is defective; or
- an examinee marked in a future section and the answer document has been replaced (void only the original document that was replaced).

Report and document the reason for voiding all answer documents on the *MME Irregularity Report: Day 3*. No portion of the answer document will be scanned or scored after it is marked VOID.

Refusal to Turn in Test Materials

Examinees must return all test materials before leaving the test room. If an examinee refuses to turn in a test booklet, warn the examinee that the police will be contacted and this action may result in fines and imprisonment. Call Measurement Incorporated immediately and describe the situation in detail, including the examinee’s name and his or her test booklet number. Do **not** place yourself in a position of physical danger, and do **not** leave other test materials or examinees unattended while managing this situation.

MME Day 3 Testing

All sections of the MME must be administered under supervised, secure, standardized testing conditions. No test room may be left unattended by testing personnel at any time, even if only one student is testing. To ensure security of test materials, distribute answer documents and test booklets only when directed to do so in the verbal instructions, not prior to arrival of the students.

Sequence of MME Day 3 Tests

As mentioned in the “Test Policies and Procedures” section of this manual, all MME components must be administered to students testing with extended time and/or accommodated versions of the assessment in a specific order within the accommodations testing window. The student must first complete the entire ACT component (as directed in the ACT manual) **before** beginning the WorkKeys component. Then, he or she must complete the entire WorkKeys component (as directed in the WorkKeys manual and accommodations supplement) **before** beginning the Michigan component (as directed in this manual).

The list below shows the sequence for the Michigan component of the MME that **must** be followed. (See the ACT and WorkKeys administration manuals for information on the sequencing and administration of MME Day 1 and MME Day 2.)

- MME Day 3: Michigan Mathematics – Section A
- MME Day 3: Michigan Science – Section B
- MME Day 3: Michigan Social Studies – Section C

If the tests are being administered to a group of students who all have the same accommodation type and the same timing code and one of the students is absent during one of the sessions, the student who was absent must continue the Michigan component with the next section in the sequence when he or she returns, regardless of what section the other students are working on. Students may **not** take the sections out of sequence.

Timing

The maximum length of each test session will vary depending on the timing guideline assigned to each student. The maximum number of minutes allowed for each test section for each timing code must be provided to students at the beginning of the verbal instructions (where indicated) for each test administration. Be sure to use the correct maximum number of minutes when communicating times to students. Table 8 below shows the timing codes for each accommodated version.

Table 8		Timing Codes			
Accommodations Description	Standard Time (40 minutes)	Time-and-a-half (60 minutes)	Double Time (80 minutes)	Up to 3 Hours (180 minutes)	
Regular Print, Extended Time Only	NA	150	200	300	
Large Type	400	130	235	291	
Braille	400	140	245	292	
Reader Script	400	160	265	293	
Audio/DVD	400	170	275	294	

All students in the testing room must work on the same test at the same time. They must begin the test at the same time and move on to the next test at the same time. While students testing with **standard time** must use the full time allotted for each section, students testing with accommodations and extended time **are not required to use the full time allotted**. If they are testing in a group, though, the test session may not end until the last student in the group has finished testing or until the allotted time for that MME Day 3 section has expired, whichever comes first.

If all students in the room finish a test before time is called, you may stop and move on to the next test, or dismiss the students if it is the last test you are administering in that session. Remind students, however, that if they complete a test early, they are to sit quietly until everyone else is finished. They may not read or engage in any other activity that might distract others. You may choose to assign students (with the same timing code) who generally work at the same pace to test as a group in the same room. **Remember, though, that students with different timing codes may NOT test in the same room.**

To ensure that accurate time is kept, each testing room **must** have **two** timepieces for timing the sections (the second is required in the event that the first one fails). It is recommended that one of the timepieces be an interval timer or stopwatch. Cell phones may **not** be used as timepieces.

As you begin timing, record the actual Start time, calculate the time remaining, and record the Stop time for each test where indicated in the “Verbal Instructions” pages of this manual. Check your times and calculations carefully before calling Stop. During testing, you will need to record the actual time that each student starts and finishes each test section on the *MME Accommodations Roster: Day 3*. (A blank form is provided in Appendix C.)

Announcement of Time Remaining and Time Allowed

A verbal announcement of the time remaining must be made 5 minutes before the end of each test. For students using double time or up to three hours, you must also announce when 30 minutes remain before the end of the test. If you like, you may post the Start and Stop times or time allowed for each test on the board (e.g., Michigan Mathematics – 80 minutes, Start Time – 8:45, Stop Time – 10:05), but verify your calculations before doing so. Do **not** write the time remaining on the board, however, because it can be confusing depending on when the students check it.

Breaks Between Tests

Students may take a break between test sections if more than one section is being administered in a single session. The break time, however, should not exceed 15 minutes. (Please note that the verbal instructions in this manual allow for breaks between each MME Day 3 section, but you do not have to use them.) In addition, students may go to the restroom during testing, but it is best not to announce it. (Restroom breaks are permitted between sections.)

Students Who Leave During the Test and Return

If students go to the restroom during testing, collect their test booklets and answer documents and return them to the students when they get back to the test room. Unless the students have an accommodation that specifies stop-the-clock breaks, they may **not** make up lost time. The absence, however, does not need to be recorded on the *MME Irregularity Report: Day 3*.

If two or more students are permitted to leave the test room at the same time, or if other test rooms have been dismissed, the students must be accompanied by a Proctor. If no Proctor is available, only one student may leave the room at a time.

Students Who Leave Early

Students are to remain seated until **all** test materials are accounted for and they are dismissed after testing is complete. If a student insists on leaving early, or if a student does not return from a break, collect and secure his or her test booklet and answer document; then, document the situation on the *MME Irregularity Report: Day 3*. Determine whether the student will be scheduled to start the next test session in sequence on another day. The student may **not** return to a section after that test session is complete (even if the student did not finish the test).

Students Who Become Ill After Testing Begins

A student authorized for extended-time testing over multiple days who becomes ill and must leave the test session, may come back and finish the **remaining** tests at any time within the 14-day testing window. It is in the student's best interest to either complete a test before leaving or not begin a new test if they are ill. When the student resumes testing, he or she may **not** return to the test that was being administered at the time of dismissal (even if the test was not completed), but must begin the next test in the sequence.

If the student's answer document is to be scored, all tests attempted up to the point he or she became ill will be scored; it is not possible to score only certain tests. Complete the *MME Irregularity Report: Day 3* if a student leaves before the end of a test session and continues testing (with the next test in the sequence) at a later time.

Assignment of Test Materials

The MME Day 3 test booklets and answer documents contain three test sections: Michigan Mathematics (Day 3, Section A), Michigan Science (Day 3, Section B), and Michigan Social Studies (Day 3, Section C). If students will **not** be taking all three tests during the same test session, collect the test booklets and answer documents at the end of each test session. **At the beginning of the next test session, be sure that each student receives his or her own test booklet and answer document to begin the next test section.**

Monitoring the Test Room

The Room Supervisor (and Proctor[s] if more than 10 students are testing in a room) must be present in the testing room during the entire test session. Monitoring students through glass partitions or via security cameras is **not** acceptable. Testing staff must be in the room to be sure that each student is working on the correct test and to guard against prohibited behavior. **The students must not be left unattended at any time during the test session, even if only one student is testing.**

Completing Answer Documents

It is very important that answer documents be completed correctly; therefore, when reading instructions, test personnel should emphasize proper procedures and walk around the test room to make sure examinees understand and follow them. In particular, make sure that examinees, when directed to do so in the verbal instructions,

- **complete Box 10 – Form Number correctly** by writing in the correct number AND gridding it (all students testing with accommodations will be using Form 12); and
- **mark their responses on the answer document**, not the test booklet. No additional time will be allowed for transferring answers marked in test booklets unless an accommodation is used.

Starting a Test Session

As you prepare to administer the tests on test day, be sure to follow the directions in the “Admitting Examinees to the Test Room,” “Identifying Examinees,” and “Directing Examinees to Seats” sections of this manual (see pages 48-51).

For students testing with accommodations, testing may start as soon as all students have been identified, are seated, and are ready to begin. Remember, however, that **absolutely no one may be admitted to the test room after test booklets have been distributed**. If this policy is violated, the answer documents for the examinees admitted late will **not** be scored. (Keep in mind that this section of the manual applies only to MME Day 3; see the ACT and WorkKeys manuals for information on MME Day 1 and Day 2.)

Required Forms

For MME Day 3, you will need to complete the required *MME Accommodations Roster*, *MME Seating Diagram*, and *MME Test Booklet Count Form* for each test room. Blank forms are included in Appendix C of this manual. They are also available on the MME website (at www.michigan.gov/mme). Although instructions for completion are printed on each form, you may still have questions; in that case, contact Measurement Incorporated at 866-691-1423.

Verbal Instructions – General Information

To ensure standardized testing, it is important that Room Supervisors **read the following verbal instructions loudly, clearly, and exactly as they are written**. These instructions are for accommodated administrations only; verbal instructions for Standard Time – Regular Print administrations are included in the standard *Spring 2009 MME Administration Manual*.

Prior to administering the test, practice reading the verbal instructions aloud. The text that appears in the shaded boxes is what you will read aloud to examinees, and the text **between** the boxes is what you will read to yourself to understand how to proceed. Where a series of dots appears, you will need to pause to give examinees time to follow the instructions, and where you see text in parentheses—for example “I (We),”—you will need to select the option that is appropriate to your testing situation (do **not** read both options aloud). Remember that on test day, the instructions must be read verbatim. **Do not depart from this text.**

Verbal Instructions for Administering Michigan Mathematics (Day 3, Section A)

This morning (afternoon), you will begin the third component of the MME, which includes Michigan Mathematics, Michigan Science, and Michigan Social Studies. We’ll start with Michigan Mathematics.

*Eating, drinking, and use of reading materials are **not** permitted in the test room. The use of timers, cell phones, iPods, pagers, or electronic devices of any kind is **not** allowed at any time during testing, including during breaks. If you have a cell phone, iPod, pager, or other electronic device with you, please bring it to the front of the room now. Make sure that each device is turned off. **If your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.***

Have students bring their electronic devices to the front of the room. Use the system developed by your Test Center to (1) identify to whom they belong, and (2) store them safely for the duration of the test. When everyone is ready, say:

Please clear your desk of everything except soft lead No. 2 pencils, erasers, and your calculator. Place all personal items under your seat. You will not be able to access them during testing.

Hand each examinee his or her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. When everyone is ready, say:

*Look at your answer document. If your name does **not** appear in Box 1, please raise your hand...*

If the student's answer document does not have his or her name in Box 1, it means the student either has the wrong answer document (in which case the correct one should be found) or did not complete the required Pretest Session. In that case, the student will need to be removed from the room, complete a separate Pretest Session, and test some other time during the accommodations window.

When you have found the student his or her correct answer document or removed the student from the room, say:

*Now, please check the barcode label in Box 8. If this is **not** your barcode label or if your answer document does **not** have a barcode label, please raise your hand...*

If an answer document is missing the barcode label or has the wrong barcode label, indicate that on the *MME Accommodations Roster: Day 3* and notify the Test Supervisor when turning in your answer documents. When you have made your indications, say:

*Your answer document will be scored by machine, so make all marks heavy and black. Fill in each circle completely without extending your marks outside the lines. Stray marks, smudges, or errors **not** carefully and cleanly erased can affect the scoring of your answer document. Do **not** use a mechanical pencil, ink pen, or correction fluid.*

Prior to handing out the test booklets, say:

*I (We) will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do **not** break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. **There should be no talking.***

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee present. Do **not** skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do **not** have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your *MME Seating Diagram: Day 3*.

*Turn to page 2 of your answer document. Find Box 9. Fill in the circle next to **Accommodated** form type.*

Now, find Box 10 – Form Number. Look at the front cover of your test booklet. A two-digit test form number is printed in the lower right corner. Print that number in Box 10 on your answer

document. Then fill in the corresponding circle in each column. . . If you do not fill in the correct circles, your answer document cannot be scored. . .

Make sure that all your students have Form 12; this is the form for students testing with accommodations. Then continue by saying:

Look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 11 on your answer document. Fill in the corresponding circle in each column.

Walk around the room to be sure examinees are entering the correct form type, form number, and booklet number on their answer documents. Then say:

Please listen carefully to the following instructions. The use of scratch paper is **not** permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct section of your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now**. If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . .

If there are no questions, continue by saying. . .

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you

- look back at a section on which time has already been called;
- look ahead in the test booklet at a different section;
- look at another examinee's test booklet or answer document;
- give or receive assistance;
- use a calculator on any Day 3 section other than Michigan Mathematics;
- use any device to share or exchange information at any time during testing or during breaks;
- attempt to remove test materials, including test questions or answers, from the test room by any means;
- use highlighters, colored pens or pencils, scratch paper, notes, dictionaries, or other aids;
- do not follow instructions or abide by the rules of the Test Center;
- exhibit confrontational, threatening, or unruly behavior;

- create a disturbance;
- fill in or alter circles after time has been called on each test section; fill in circles on a previous test section during a later section, or fill in circles with the test booklet closed. All of these actions are prohibited; your test will be marked “Prohibited Behavior” and will **not** be scored. If we notice that a test has not been completed when time is called and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

From this time on, there must be no talking. Listen carefully to these instructions.

Open your answer document to page 2. **Find Section A, Michigan Mathematics.** Break the outer seal of your test booklet. . . You may use your pencil to help break the seal if needed. Now, break the seal of Section A, Michigan Mathematics. . . Turn to page A-1 and read the directions silently as I read them aloud. . .

In this section, you will demonstrate your understanding of mathematics. You will have _____ minutes to complete Section A.

Section A contains 34 multiple-choice questions. Read each question carefully and choose the **best** answer for each question. You may make notes in your booklet; however, nothing written in your booklet will be scored. You may use calculators on this section of the test. Using only a No. 2 pencil, make a dark mark that completely fills the corresponding circle in your answer document. If you change an answer, be sure to completely erase the first mark. If you skip a question, be sure to skip the corresponding number in your answer document.

If you finish Section A early, you may check your work for Section A only. Do not work on any other section of this test.

Once you have finished, close your answer document, put it inside your test booklet, close your test booklet, and put down your pencil.

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

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

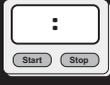
Are there any questions?. . .

Set your stopwatch or interval timer to **exactly** _____ minutes (the total minutes allowed for this timing code) and say:

We are now ready to begin the test. You will have _____ minutes to work on this test. Mark your answers in Section A of the answer document only. I will announce when you have 5 minutes left to work. Go to the next page and begin working. . .

Record the Start, Stop, and 5 minutes remaining times on the following page. You may also post the Start and Stop time on the board, but check your calculations carefully before doing so. You will read an announcement when 5 minutes remain on the test. If the student(s) is using double time or up to 3 hours as an accommodation, then also determine the time to announce 30

minutes remaining on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

	See Table 8 on page 58 to fill in "Total Minutes Allowed" below before administering the test.	
Timing Code _____	Total Minutes Allowed _____	Start Time _____
30 Minutes Remain _____ (if applicable)	5 Minutes Remain _____	Stop Time _____
<i>Remember to record the actual Stop time for each student on the MME Accommodations Roster: Day 3 (page 79).</i>		

If applicable, when your watch or timer indicates exactly the time to announce 30 minutes remaining and you have double-checked the time, say:

There are 30 minutes remaining on this test.

When your watch or timer indicates exactly the time to announce 5 minutes remaining and you have double-checked the time, say:

There are five minutes left.

When your watch or timer indicates the total number of minutes have passed, say:

Please stop. Put down your pencils, close your answer document, place your answer document inside your test booklet, close your test booklet, and face the front of the room. . .

If this is the last section that you are administering in this test session, make sure that the students have printed their names on the covers of their test booklets in the upper right corner. Then, go to the directions in the "Ending a Test Session" section of this manual (page 71). If you are taking a break between Section A and Section B, continue with the directions that follow. Otherwise, go to the directions in the "Resume Michigan Science Testing" section of this manual (page 67.)

You will now have a 15-minute break. Testing will resume promptly at ____ . If you return late, you will not be allowed to make up lost time. Remember, you may not use phones, pagers, or other electronic devices during the break, or bring snacks or drinks back to the test room.

If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls. Give general directions and locations of restrooms and drinking fountains, if needed. Examinees may not have food or beverages in the test room. If school regulations permit, examinees may eat or drink outside the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. Do not leave the test room unattended during the break. If any examinees remain in the room, monitor them closely.

Resume testing after exactly 15 minutes. Do not delay the start of Section B waiting for examinees who return late from break. They may be re-admitted but cannot make up lost time. Keep conversation with late arrivals to a minimum.

At the end of the break, say:

Please get ready to resume testing...

Remember, if you are wearing a watch with an alarm or have any other alarm device, it must remain turned off until you are dismissed.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. Do not open your test booklet. Remove your answer document and check to make sure your name appears in Box 1.

Go to the “Resume Michigan Science Testing” section (page 67).

Verbal Instructions for Administering Michigan Science (Day 3, Section B)

If this is the first test you are administering in this test session, remind students that this is part of the Michigan Merit Examination and all testing conditions still apply.

Say:

*Eating, drinking, and use of reading materials are **not** permitted in the test room. The use of timers, cell phones, iPods, pagers, or electronic devices of any kind is **not** allowed at any time during testing, including during breaks. If you have a cell phone, iPod, pager, or other electronic device with you, please bring it to the front of the room now. Make sure that each device is turned off. **If your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.***

Have students bring their electronic devices to the front of the room. Use the system developed by your Test Center to (1) identify to whom they belong, and (2) store them safely for the duration of the test. When everyone is ready, say:

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items under your seat. You will not be able to access them during testing.

Hand each student his or her MME Day 3 Answer Document individually, making sure that each student has his or her own.

Look at your answer document. If your name does not appear in Box 1, please raise your hand...

(Any problems with Box 1 should have been addressed while administering Section A.)

Distribute the MME Day 3 test booklets to each student individually, making sure that students get the same test booklet they used in the last session. Their name will be in the upper right corner.

Look at your test booklet. If your name does not appear in the upper right corner, please raise your hand...

Make sure any students who raised their hands are given the correct test booklet. Then, continue with the verbal instructions in the “Resume Michigan Science Testing” section on the following page.

Resume Michigan Science Testing

Make sure that you have determined the correct number of minutes allowed for Michigan Science, Section B, based on the accommodation timing code. Fill in the correct number of minutes in the blanks in the verbal instructions before administering the section.

When everyone is ready, say:

Now, open your answer document to page 3. **Find Section B, Michigan Science.** Break the seal for Section B on your test booklet now.

Turn to page B-1 and read the directions silently as I read them aloud.

In this section, you will demonstrate your understanding of science. You will have _____ minutes to complete Section B.

Section B contains 49 multiple-choice questions. Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the corresponding circle in your answer document. If you are not sure of the answer to a question, mark your best choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Remember to mark only one answer for each question.

A periodic table of the elements has been provided for your reference on the last page of this section.

If you finish Section B early, you may check your work for Section B only.

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

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions? . . .

Set your stopwatch or interval timer to **exactly** _____ minutes (the total minutes allowed for this timing code) and say:

We are now ready to begin the test. You will have _____ minutes to work on this test. Mark your answers in Section B of the answer document only. I will announce when you have 5 minutes left to work. Go to the next page and begin working. . .

Record the Start, Stop, and 5 minutes remaining times on the following page. You may also post the Start and Stop time on the board, but check your calculations carefully before doing so. You will read an announcement when 5 minutes remain on the test. If the student(s) is using double time or up to 3 hours as an accommodation, then also determine the time to announce 30 minutes remaining on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

If applicable, when your watch or timer indicates exactly the time to announce 30 minutes remaining and you have double-checked the time, say:

There are 30 minutes remaining on this test.



See Table 8 on page 58 to fill in “Total Minutes Allowed” below before administering the test.

Timing Code _____	Total Minutes Allowed _____	Start Time _____
30 Minutes Remain _____ (if applicable)	5 Minutes Remain _____	Stop Time _____

Remember to record the **actual** Stop time for each student on the MME Accommodations Roster: Day 3 (page 79).

When your watch or timer indicates the time to announce 5 minutes remaining and you have double-checked the time, say:

There are five minutes left.

When your watch or timer indicates the total number of minutes have passed, say:

Please stop. Put down your pencils, close your answer document, place your answer document inside your test booklet, close your test booklet, and face the front of the room. . .

If this is the last section that you are administering in this test session, make sure that the students have printed their names on the covers of their test booklets in the upper right corner. Then, go to the directions in the “Ending a Test Session” section of this manual (page 71). If you are taking a break between Section B and Section C, continue with the directions that follow. Otherwise, go to the directions in the “Resume Michigan Social Studies Testing” section of this manual (page 69.)

You will now have a 15-minute break. Testing will resume promptly at _____. If you return late, you will not be allowed to make up lost time. Remember, you may not use phones, pagers, or other electronic devices during the break, or bring snacks or drinks back to the test room.

If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls. Give general directions and locations of restrooms and drinking fountains, if needed. Examinees may not have food or beverages in the test room. If school regulations permit, examinees may eat or drink outside the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. Do not leave the test room unattended during the break. If any examinees remain in the room, monitor them closely.

Resume testing after exactly 15 minutes. Do not delay the start of Section C waiting for examinees who return late from break. They may be re-admitted but cannot make up lost time. Keep conversation with late arrivals to a minimum.

At the end of the break, say:

Please get ready to resume testing...

Remember, if you are wearing a watch with an alarm or have any other alarm device, it must remain turned off until you are dismissed.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. Do not open your test booklet. Remove your answer document and check to make sure your name appears in Box 1.

Go to the “Resume Michigan Social Studies Testing” section below.

Verbal Instructions for Administering Michigan Social Studies (Day 3, Section C)

If this is the first test that you are administering in this test session, remind students that this is part of the Michigan Merit Examination and all testing conditions still apply.

Say:

*Eating, drinking, and use of reading materials are **not** permitted in the test room. The use of timers, cell phones, iPods, pagers, or electronic devices of any kind is **not** allowed at any time during testing, including during breaks. If you have a cell phone, iPod, pager, or other electronic device with you, please bring it to the front of the room now. Make sure that each device is turned off. **If your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.***

Have students bring their electronic devices to the front of the room. Use the system developed by your Test Center to (1) identify to whom they belong, and (2) store them safely for the duration of the test. When everyone is ready, say:

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items under your seat. You will not be able to access them during testing.

Hand each student his or her MME Day 3 answer document individually, making sure that each student has his or her own.

Look at your answer document. If your name does not appear in box 1, please raise your hand...

(Any problems with Box 1 should have been addressed while administering Section A.)

Distribute the MME Day 3 test booklets to each student individually, making sure that students get the same test booklet they used in the last session. Their name will be in the upper right corner.

Look at your test booklet. If your name does not appear in the upper right corner, please raise your hand.

Make sure any students who raised their hands are given the correct booklet. Then, continue with the verbal instructions in the “Resume Michigan Science Testing” section below.

Resume Michigan Social Studies Testing

Make sure that you have determined the correct number of minutes allowed for Michigan Social Studies, Section C, based on the accommodation timing code. Fill in the correct number of minutes in the blanks in the verbal instructions before administering the section.

When everyone is ready, say:

Now, open your answer document to page 3. Find Section C, Michigan Social Studies. Break the seal for Section C on your test booklet now.

Turn to page C-1 and read the directions silently as I read them aloud.

Section C of this test contains 42 multiple-choice questions that will ask you to use what you know about social studies and choose the one best answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

Use a No. 2 pencil to mark your answer choices in Section C of your answer document. Nothing in this booklet will be scored. Remember to fill in the circle on your answer document completely and cleanly, erasing any stray lines or marks.

You will have _____ minutes to complete Section C. If you finish Section C early, you may check your work for Section C only.

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

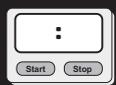
DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions? . . .

Set your stopwatch or interval timer to **exactly** _____ minutes (the total minutes allowed for this timing code) and say:

We are now ready to begin the test. You will have _____ minutes to work on this test. Mark your answers in Section C of the answer document only. I will announce when you have 5 minutes left to work. Go to the next page and begin working. . .

Record the Start, Stop, and 5 minutes remaining times below. You may also post the Start and Stop time on the board, but check your calculations carefully before doing so. You will read an announcement when 5 minutes remain on the test. If the student(s) is using double-time or up to 3 hours, then also determine the time to announce 30 minutes remaining on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.



See Table 8 on page 58 to fill in "Total Minutes Allowed" below before administering the test.

Timing Code _____	Total Minutes Allowed _____	Start Time _____
30 Minutes Remain _____ (if applicable)	5 Minutes Remain _____	Stop Time _____

Remember to record the **actual** Stop time for each student on the MME Accommodations Roster: Day 3 (page 79).

If applicable, when your watch or timer indicates the time to announce 30 minutes remaining and you have double-checked the time, say:

There are 30 minutes remaining on this test.

When your watch or timer indicates the time to announce 5 minutes remaining and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates the total number of minutes have passed, say:

Please stop. Put down your pencils, close your answer document, place your answer document inside your test booklet, close your test booklet, and face the front of the room. . .

Ending a Test Session

Verify everyone has stopped, then say:

Keep your test booklet and answer document separate on your desk...I will now collect them. I will pick them up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.

While examinees remain in their seats, collect their **answer documents**, count them to make sure you have one document for each examinee, and turn them so they are all facing the same way.

Then, collect the **test booklets** individually from each examinee and count them. Verify that the number of booklets collected equals the number of booklets distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was **not** collected.

Do not dismiss examinees until you have verified that the number of booklets distributed equals the number collected, and that you have an answer document for each examinee.

After the answer document and test booklet counts have been verified, either dismiss examinees or direct them to the next school activity as determined by your school administration. Make certain that examinees do **not** have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a Proctor or Room Supervisor.

Completing Accommodations Documentation on the Student Answer Document

After examinees are dismissed, use Appendix E to complete the "School Use Only" sections on pages 1 and 4 of the student answer documents. This information **must** be filled in for each student who tested with accommodations.

Double-check your counts and complete items C, D, and E at the bottom of the *MME Test Booklet Count Form: Day 3*. The number of used and unused test booklets must equal the number received for the room. Then, prepare to complete the Room Supervisor responsibilities after testing as described on pages 72-73.

Return of MME Day 3 Test Materials

There are a number of steps that Room Supervisors and Test Supervisors must take after testing to ensure that each student's test results are reported as accurately and quickly as possible and that materials are returned properly.

Room Supervisor Responsibilities After Testing

Immediately after testing, check to make sure there is an answer document for each student who took the test. The number of answer documents should match the number of used test booklets, the number of students on the *MME Seating Diagram: Day 3*, and the number of admitted students on the *MME Accommodations Roster: Day 3*. If there are any discrepancies, report them on the *MME Irregularity Report: Day 3* (see page 81).

Checking Answer Documents

Before taking any other steps, check each answer document to make sure that

- it has a barcode label in Box 8;
- the name on the barcode label is for the student whose name is gridded in Box 1;
- all "School Use Only" fields have been completed accurately in Box 7;
- the form type ("Accommodations"), test form number ("12"), and test booklet number boxes on page 2 have been filled in correctly (**this information is required for scoring**); and
- the "School Use Only" information on page 4 (Boxes 14-20) have been completed as instructed in Appendix E of this manual.

Once all the answer documents have been checked, turn them all facing the same direction (you do not need to alphabetize them) for return. If there are any irregularities that could affect a student's score, be sure to document them using the *MME Irregularity Report: Day 3*.

Answer Documents Requiring Additional Processing

If you have an answer document that belongs to a student dismissed for **prohibited behavior**, (1) fill in the "Prohibited Behavior" circle in Box 7 on page 1 of the answer document, and (2) describe the prohibited behavior as directed on the *MME Irregularity Report: Day 3*. Keep this answer document separate from the others, as it requires additional processing by the Test Accommodations Coordinator. Also keep any answer documents requiring **new barcode labels** separate for additional processing.

Returning Materials to the Test Accommodations Coordinator

All accommodated test materials must be returned to the Test Accommodations Coordinator as soon as the test session is completed and the answer documents have been checked for accuracy. Do **not** keep any testing materials, do **not** leave any test booklets or answer documents unattended, and do **not** allow examinees to assist with transporting any test materials.

Please separate the materials as follows:

- Irregularity reports with supporting documentation
- Answer documents for students dismissed for prohibited behavior
- Answer documents requiring a new barcode labels

- Used test booklets and all other used answer documents
- Unused test booklets and unused answer documents
- Seating diagrams and *MME Accommodations Rosters: Day 3*
- *Spring 2009 MME* administration manuals

Test Accommodations Coordinator Responsibilities After Testing

Upon completion of the MME Day 3 test session, Test Accommodations Coordinators need to complete the following tasks.

1. Collect all accommodated testing materials, used and unused, from each Room Supervisor for return to Measurement Incorporated. Do not keep any test booklets and do not leave any test booklets or answer documents unattended. Also, do **not** shred any materials.
2. Work with the Room Supervisor to complete the “Returned After Testing” section of the *MME Test Booklet Count Form: Day 3*, verifying the number of test booklets returned and answer documents to be scored.
3. If any students were dismissed for **prohibited behavior**, verify that the Room Supervisor (1) gridded the “Prohibited Behavior” circle in Box 7 on the front of the answer document, and (2) documented the prohibited behavior on the *MME Irregularity Report: Day 3*.
4. For students who tested with **accommodations**, verify that all applicable “School Use Only” boxes (on pages 1 and 4 of the MME Day 3 answer document) have been gridded.
5. Verify that each answer document has the correct **student barcode label** in Box 8. If any answer document is missing a barcode label or has the incorrect barcode label, use the OEAA Secure Site (at www.michigan.gov/mme) to print a barcode label and affix it in Box 8.
6. Verify that you have received all completed required test administration forms from each Room Supervisor, including the *MME Accommodations Roster: Day 3*, the *MME Seating Diagram: Day 3*, and the *MME Irregularity Report: Day 3* (if applicable).
7. Make copies of all test day documentation, including the *MME Accommodations Roster: Day 3*, which indicates all examinees who actually took the test. The copies must be kept on file at the school for one year after the tested students’ graduation.
8. Attach the completed and signed *MME Security Compliance Forms* to your copy of the *MME Testing Staff List: Day 3* and keep them on file at the school. They must be provided to the MDE upon request.
9. Pack **all** other testing materials for return shipment using the directions in the “Return Instructions” section of this manual.

Return Instructions for Accommodated Materials

MME Day 3 accommodated test materials will be picked up by FedEx on **March 27, 2009** for return shipment to Measurement Incorporated in Durham, North Carolina. In that shipment, you will return all accommodated materials to be scored, all test administration documentation, and all other used and unused test materials.

If your school has completed all MME Day 3 accommodated testing **before** March 13th, you may return accommodated materials in the first scheduled shipment along with Standard Time - Regular Print materials, but they must be grouped under a separate *MME Day 3 School Header Sheet*. (See the standard *Spring 2009 MME Administration Manual* for more information on the March 13th pickup.) If your school is still testing students with accommodations at that time, then all accommodated testing materials must be returned in the March 27 (the second and final) shipment.

To accurately package your test materials for return shipment, you will need your Return Materials Kit, the Packing List that came with your test materials, and the boxes that your test materials were shipped in. (You may have these or you may need to work cooperatively with your Test Supervisor to return accommodated materials.)

The Return Materials Kit includes packing instructions, *MME Day 3 School Header Sheets*, *MME Day 3 Class/Group ID Sheets*, shipping labels, shipping tape, blue scorable labels, green non-scorable labels, paper bands, yellow envelopes for *MME Irregularity Reports: Day 3*, and green envelopes for all other MME Day 3 test administration forms.

One FedEx label and one scorable or non-scorable label is required for each box being returned. If you do **not** have enough FedEx labels or scorable/non-scorable labels, place an additional order through the OEAA Secure Site (at www.michigan.gov/oeaa-secure) or call Measurement Incorporated at 866-691-1423. Do **not** photocopy the labels or make any alterations to them. FedEx will **not** accept packages with photocopied or altered labels.

Each label has its own unique tracking number that FedEx scans at the time of pickup. Be sure to keep a record of the tracking number on each box so you can track your return shipments.

Scorable Material

Scorable and non-scorable test materials must be returned to Measurement Incorporated in separate boxes. The following directions describe how to prepare your box or boxes of scorable materials for return shipment.

1. Complete an *MME Day 3 School Header Sheet* for the scorable answer documents being returned, using the instructions printed on the sheet. This is a scannable form; do **not** copy it. Then, place the completed *MME Day 3 School Header Sheet* on top of the answer documents to be scored and secure them together using the paper bands provided in your Return Materials Kit.
2. Place the **secured header sheet and answer documents to be scored** in the return shipping box, using cushioning materials to keep them secure. Use the same boxes that the materials originally came in to ship the materials. If these boxes are **not** available, use sturdy boxes to return the materials (but do **not** use copier paper boxes).
3. Place the completed *MME Day 3 Class/Group ID Sheets* (if the optional forms were used) on top of the completed *MME Day 3 School Header Sheet* secured to the used answer documents.
4. Separate the *MME Irregularity Reports: Day 3* from the other MME test administration forms. Place the irregularity reports in the **yellow envelope** provided in the Return Materials Kit after making a copy for your files. Complete the requested information on the envelope. Place the yellow envelope on top of the *MME Day 3 Class/Group ID Sheet* (or the *MME Day 3 School Header Sheet* if no *MME Day 3 Class/Group ID Sheets* were used).

5. Place the **other MME test administration forms** in the green envelope after making copies for your files. Use the checklist on the front of the envelope to verify that you have included all required forms for each test room. Complete the requested information on the envelope. Place the green envelope on top of the yellow envelope.
6. Fill the box with cushioning material to keep your scorable materials secure during shipment. Reverse the flap on the box. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape. Write your name across the seal.
7. Place one **FedEx shipping label** and one **blue scorable label** on the outside of the scorable materials box. Make sure no other labels are visible or that they have been blacked out.
8. On the blue scorable label, indicate the number of boxes being returned by completing the Box ____ of ____ line (for example, Box 1 of 2, Box 2 of 2). Only the total number of scorable boxes should be indicated; do **not** include non-scorable boxes in this count.

Non-scorable Material

Once the scorable materials are packed for return shipment, use the following directions to prepare your non-scorable materials.

1. Pack all used and unused **test booklets and accommodated versions** for return. Use the secure material Packing List to ensure that you are returning all secure materials that were shipped to your school; keep the list for your records. Use the same boxes that the materials originally came in to return the materials. If these boxes are **not** available, use sturdy boxes to return the materials (but do **not** use copier paper boxes).
2. Fill the box with cushioning material to keep your non-scorable materials secure during shipment. Reverse the flap on the box. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape. Write your name across the seal.
3. Place one **FedEx shipping label** and one **green non-scorable** label on the outside of the non-scorable materials box. Make sure no other labels are visible or that they have been blacked out.
4. On the green non-scorable label, indicate the number of boxes being returned by completing the Box ____ of ____ (for example, Box 1 of 2, Box 2 of 2). Only the total number of non-scorable boxes should be indicated; do **not** include scorable boxes in this count.

FedEx Pick Ups for Scorable and Non-Scorable Accommodated Materials

Once your MME Day 3 scorable and non-scorable accommodated materials boxes are prepared, they are ready for return. Measurement Incorporated has arranged with FedEx to have them picked up at your school on **Friday, March 27 between 8:00 a.m. and 5:00 p.m.** Simply place the boxes where the FedEx driver normally delivers and picks up packages. (Please do not call FedEx; the pickup has already been scheduled on your behalf.) Keep in mind that each secure test material was assigned to a specific school and is expected to be returned. Also know that OEAA will not guarantee the scoring of any answer documents shipped **after** the designated date.

Note: After all materials for the MME Spring 2009 test cycle have been returned, destroy any remaining shipping labels as these labels are valid only for the MME Spring 2009 test cycle.

IMPORTANT MME DATES

Required Action (in chronological order)	Date (2009 unless otherwise indicated)
Order test materials using the OEAA Secure Site	December 1, 2008 - January 13, 2009
Receipt deadline for Proposal for Off-Site Administration	December 12, 2008
Receipt deadline for final confirmation of shipping address - MME Day 1	January 16
Non-secure materials arrive at schools for Days 1, 2, and 3 (shipped to Test Supervisor)	By February 10
Test Supervisors and Back-up Test Supervisors train Room Supervisors and Proctors	February 11 - March 6
Test Supervisors plan Pretest Session (it MUST be completed before test day)	February 16 - March 6
Order additional materials for Initial Testing	After receipt and verification of initial orders
Test Supervisors receive secure materials for Days 1, 2, and 3	February 25 - March 5
Distribute Student Reminder regarding MME testing	March 9
Scheduled FedEx pickup of Initial Test materials - Days 1 and 2 (Iowa)	March 12
Scheduled FedEx pickup of Initial Test materials - Day 3 (North Carolina)	March 13
Order Makeup Test materials using the OEAA Secure Site for Day 1	March 10-11
Order Makeup Test materials using the OEAA Secure Site for Day 2	March 11-12
Order Makeup Test materials using the OEAA Secure Site for Day 3	March 12-13
Test Supervisors receive Makeup Test materials Day 1 (from ACT)	By March 20
Test Supervisors receive Makeup Test materials Day 2 (from ACT)	By March 23
Test Supervisors receive Makeup Test materials Day 3 (from Measurement Incorporated)	By March 24
Scheduled FedEx pickup of Makeup and Accommodated materials - Days 1 and 2 (Iowa)	March 26
Scheduled FedEx pickup of Makeup and Accommodated materials - Day 3 (North Carolina)	March 27

MME Spring 2009 Student Reminders

(Schools should modify the information in the shaded areas of this Student Reminder Template to include information specific to your school. An electronic copy of the MME Spring 2009 Student Reminders Template is available at www.michigan.gov/mme).

Here are some reminders that will help you do your best on the Spring 2009 Michigan Merit Examination.

Test Schedule:

MME Day 1 – ACT Plus Writing – March 10, 2009 – ACT National Test Center (MME Day 1 testing date(s) and locations should be modified for students approved for ACT Special Testing in your school.)

MME Day 2 – WorkKeys – March 11, 2009 (Insert your school testing schedule here for MME Day 2 including start and end time, and location if different than your school.)

MME Day 3 – Michigan Mathematics, Science, and Social Studies – March 12, 2009 (Insert your school testing schedule here for MME Day 3 including start and end time, and location if different than your school.)

Plan to arrive at school (or alternate testing location) no later than _____ A.M. on each test day. If you arrive after testing has started, you will **not** be admitted to the testing room. Testing should be completed by about _____ P.M.

WHAT TO BRING

- Two soft-lead No. 2 pencils with good erasers
(Use of pens, colored pencils, or highlighters is **not** permitted.)
- Acceptable photo ID – must meet **all** of the following criteria:
 - **Examples: driver's license, passport, school ID**
 - Current (**not** expired)
 - Includes your first and last names
 - Issued by school, employer, or government agency
 - Current photo clearly recognizable
- A calculator for mathematics assessments only (optional)
If you use a calculator, be sure to bring a calculator that you are comfortable using, along with fresh batteries. Check the attached Prohibited Calculator List to make sure that your calculator is permitted for use on the MME mathematics tests.
- A watch (if you wish to pace yourself)
Alarms must be turned off.

WHAT NOT TO BRING

Do **not** bring the following items to the test room:

- Cell phone, pager, iPod, timer, or other digital/electronic equipment
Use of any device to share or exchange information at any time during testing or during the breaks is a prohibited behavior. If you bring any of these devices to the test room, you will be required to turn the device off and leave it with the Room Supervisor until you are dismissed after testing concludes.
- Scratch paper, notes, foreign language or other dictionary (unless used as an approved accommodation).
You may do scratch work in your test booklet
- Pens, colored pencils, or highlighters
- Portable listening or recording device
- Camera or other photographic equipment

TIPS TO DO YOUR BEST

- Be well rested. Get a good night's sleep the night before each test.
- Eat a healthy breakfast each morning.
- Make sure you have your picture ID, pencils, and calculator (if you are using one).
- Arrive on time. Students will **not** be admitted to the testing room once the test booklets have been distributed.
- If you are testing at an unfamiliar location, make sure you have directions.
- Pace yourself during the test. If you find yourself spending too much time on one question, move on to the next question.
- Use breaks to eat or drink any snacks you may have brought with you. No food or drink is allowed in the testing room unless preauthorized due to a medical necessity.

MME Irregularity Report: Day 3

Complete and return **ONLY** if irregularities have occurred.

Testing School Name _____ Room Name/Number _____ District Code

--	--	--	--	--	--

 City/State _____ Test Date _____ Building Code

--	--	--	--	--	--

Note **all** irregularities (individual and group) on this form. Enter the appropriate information or an "X" in each column and provide additional explanation. ATTACH VOID ANSWER DOCUMENTS and defective test materials to this form. **Return this form with the used answer documents. Keep a copy for your records.**

INDIVIDUAL IRREGULARITIES														
Examinee's Name	Time/Test Irregularity Occurred	Test Booklet Form/Number	Type of Irregularity							Answer Document Marked Void or Prohibited Behavior?				
			Illness	Working Behind/Ahead	Unauthorized Calculator Use	Marking or Altering Circles After Time	Item Challenged	Timing Questioned	Other (Specify Below)	Materials Damaged, Defective, Duplicate, Replaced (Specify Below)	Examinee Informed	Examinee NOT Informed		
1.														
Explanation:														
2.														
Explanation:														
3.														
Explanation:														

GROUP IRREGULARITIES			
# of Examinees in Room	Time Irregularity Occurred	Duration of Irregularity	Description of irregularity. (Attach separate sheet, if more space is required.) Be prepared to provide Measurement Inc. with a list of examinees affected by this irregularity. Call Measurement Inc. immediately if a mistiming occurs.

Room Supervisor's Signature _____ Test Supervisor's Signature _____

MME Seating Diagram: Day 3

Instructions on reverse—Complete all information—Please be accurate

District Code **Testing School Name** _____

Building Code **Room Supervisor Name** _____

Test Date (mm/dd/yy) / / **Room Name/Number** _____

Number of Testing Staff in Room

Single-Level room Desks: WRITING SURFACE SIZE _____ INCHES BY _____ INCHES _____

^{OR} Multiple-Level room Tables: SIZE _____ FT BY _____ FT Number of examinees per table _____

Distance Between Examinees: Side-to-Side (shoulder-to-shoulder) _____ FT Front-to-Back (head-to-head) _____ FT

During Test Section A:
On the diagram, enter the serial number of
test booklet distributed to each examinee.

Count examinees in the room _____
Count the test booklets handed out in this room _____
Used #s: A _____ B _____

FRONT OF ROOM (the direction examinees are facing)—ALL examinees in the room must face the SAME direction.

Test Supervisor: Return this form with your roster. Keep a copy for your records.

MME Seating Diagram Instructions: Day 3

1. During testing, all Room Supervisors must complete this form for their room even if only one examinee is in the room. Complete all information. Please be accurate.
2. Hand test booklets individually to each examinee present in sequential, serial number order. Do **not** skip serial numbers and do **not** assign a test booklet to an empty seat. If your room has a broken sequence of booklet numbers, distribute all booklets of the first sequence (A) before distributing booklets from the second (B) sequence (see example).
3. On the Seating Diagram, show where examinees are seated in relation to each other in the room—one examinee (seat) per square. If using tables, draw a circle around examinees seated at the same table. Stand at the front of the room (facing the examinees) and draw the diagram from that perspective. For test security, all examinees in the room must face the same direction—if they are **not**, document this by drawing an arrow inside the square for each seat to indicate the direction each examinee is facing in the room. If this diagram does **not** reasonably fit your room, complete the top half of the Seating Diagram, draw your own diagram on a separate sheet of paper and attach it to this form.
4. During Test Section A:
 - Record the number of examinees in the room.
 - Record the quantity and serial numbers of Day 3 test booklets distributed to examinees.
 - On the Seating Diagram, indicate each occupied seat by writing the examinee’s test booklet number in the square that corresponds to the examinee’s seat in the room. The number of occupied squares on the Seating Diagram must equal the number of examinees in the room for Test Section A.
 - Show unoccupied seats by drawing an X through them.
5. Examinees are to remain in their same seats for the entire session. If you must move someone to another seat after test booklets have been distributed, clearly indicate the original seat and the new seat on the diagram and explain the circumstances on the *MME Irregularity Report: Day 3*.
6. Crosscheck the booklet numbers and examinee counts you entered on this form with the numbers entered on your *MME Test Booklet Count Form: Day 3*.
7. Test Supervisor: Return this completed form with your *MME Testing Rosters*.

Example:

35000 00010	X	35000 00004	35000 00003	Test Booklets used: Sequence A: 3500000001–3500000010 *Sequence B: 3500000221–3500000222
X	35000 00009	35000 00005	35000 00002	
35000 000221	35000 00008	35000 00006	X	
35000 000222	35000 00007	X	35000 00001	

← In this example, examinees are seated at tables with two examinees per table (see #3 above).

MME Test Booklet Count Form: Day 3

District Code **Testing School Name** _____

Building Code **Room Supervisor Name** _____

Test Date (mm/dd/yy) / / **Room Name/Number** _____

Number of Testing Staff in Room

Received Before Testing—Complete A on test day morning when the Room Supervisor receives materials from the Test Supervisor. Record **all** test booklets received for this room. Include any booklets added to the room after the initial count. Both the Room Supervisor and Test Supervisor must sign/initial below when booklets are received.

A. Day 3 Test Booklets Received:

Total test booklets received for this room _____

Sequence A
 First serial number _____
 Last serial number _____

Sequence B
 First serial number _____
 Last serial number _____

I have counted and verified the test booklets received for this room:

Room Supervisor Signature _____ Test Supervisor Initials _____

B. Examinee Count During Test Section A

Number of examinees testing in this room _____

Number of occupied seats shown on the seating diagram _____

These two numbers must match

Returned After Testing—Complete C–E after testing. Do **not** allow any examinee to leave the room until all materials have been accounted for. Both the Test Supervisor and Room Supervisor must sign/initial below when materials are returned after testing concludes.

C. Day 3 Test Booklets Returned:

Complete after Michigan Social Studies.

USED test booklets _____

UNUSED test booklets _____

Total test booklets returned to Test Supervisor _____

The numbers of used and unused test booklets returned must equal the number received in A above

- D. Answer Documents Returned:** Number of answer documents for examinees who tested _____
 Make sure you have **one** answer document for every examinee in the room. This number must equal B above.
- E.** Make sure the appropriate bar code label has been applied to each answer document.

I have counted and verified the answer documents and test booklets returned after testing:

Test Supervisor Signature _____ Room Supervisor Initials _____

Test Supervisor: Return this form with your roster. Keep a copy for your records.

MME Test Booklet Count Form Instructions: Day 3

This form is to be completed by the Room Supervisor on test day, signed and initialed by both the Room Supervisor and Test Supervisor upon receipt and return of materials.

A. Test Booklets Received

1. BEFORE TESTING: Complete Section A in the presence of the Test Supervisor at the time you receive your room's test booklets from the Test Supervisor on test day.
2. Make sure your test booklets are in serial number order. If your room has a broken sequence of booklet numbers, record the first run of numbers as "Sequence A" and the second run of numbers as "Sequence B."
3. If there is a discrepancy in your materials, notify the Test Supervisor immediately and do **not** proceed until the discrepancy is resolved.
4. Room Supervisor—sign to signify that you personally counted and verified your materials.
5. Test Supervisor—initial to acknowledge the materials were received and accounted for.
6. The Room Supervisor is now responsible for these materials until they are returned to the Test Supervisor after testing.

B. Examinee Count During Test Section A

1. DURING TEST SECTION A, count the examinees in the room.
2. Enter the number of occupied seats you documented on your Seating Diagram (page 83). This serves as a crosscheck for you to make sure the number of occupied seats on the Seating Diagram equals the number of examinees in the room.

C. Test Booklets Returned

1. After Social Studies on MME Day 3, collect and count the test booklets. Do **not** allow any examinee to leave the room until all materials have been accounted for.
2. Be certain the total number of used and unused test booklets equals the number of booklets you started with. If a booklet is missing, check the booklet numbers on the answer documents to determine which examinee's booklet is missing. No one may leave the room until the discrepancy is resolved.

D. Answer Documents Returned

1. Be certain you have an answer document for every examinee—if necessary, check answer documents against your roster.
2. Verify that each answer document has the correct student barcode label in Box 8.
3. Return all answer documents that need a barcode label in a separate group to the Test Supervisor.

E. After Testing

1. Return all materials and forms to the test Supervisor.
2. Test Supervisor—in the presence of the Room Supervisor, count and verify all materials returned to you after testing. Sign below Section E to signify that you personally counted and verified the returned materials. Keep answer documents that need a new barcode label separate for further processing.
3. Room Supervisor—initial below Section E to acknowledge all materials were returned and accounted for.
4. Make a copy of this completed form to keep in your file at the school.
5. Return the original form to Measurement Incorporated with the other test administration forms after testing.

MME Testing Staff List: Day 3

District Code

Building Code

Testing School Name _____

City/State _____

Test Date (check one)

- INITIAL
- MAKEUP
- ACCOMMODATED

Print the name, job title (e.g., teacher, counselor), position on the testing staff (RS–Room Supervisor, P–Proctor), and room name/number or other assignment for all personnel who assisted with the administration of MME Day 3. Also list those individuals who assisted with or handled test booklets in any way. Attach the *MME Security Compliance Forms* for each person listed below to your copy of this form and keep them on file at the school.

Name	School Job Title	Testing Position	Room Name/Number or Roving Assignment
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

Test Supervisor: Return this form with your roster. Keep a copy for your records.

MME Security Compliance Form

Spring 2009

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

I have had access to printed or electronic copies of the Spring 2009 MME Administration manuals for Day 1, Day 2, and Day 3 which are appropriate for my role in the current assessment. I have also had access to a printed or electronic copy of the *Professional Assessment & Accountability Practices for Educators* as published by the Office of Educational Assessment and Accountability of the Michigan Department of Education.

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: Electronic copies of the Spring 2009 MME Administration manuals and the *Professional Assessment & Accountability Practices for Educators* are available at <http://www.michigan.gov/oeaa>. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI 48909; call toll-free: 1-877-560-8378.

1					
DISTRICT CODE					
<table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> </tr> </table>					
SCHOOL CODE					
<table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> </tr> </table>					

2	MME ROLE
<input type="radio"/> Test Supervisor <input type="radio"/> Room Supervisor <input type="radio"/> Back-up Test Supervisor <input type="radio"/> Proctor <input type="radio"/> Test Accommodations Coordinator <input type="radio"/> Other _____	

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

INSTRUCTIONS
<ol style="list-style-type: none"> 1. In Box 1 fill in your district code and school code. 2. Fill in the corresponding bubble next to your role in the MME assessment (ex: test supervisor, proctor, etc.). 3. In the Information Box, print your school name, city, and district name on the lines provided. 4. Once the form has been completed, return it to your Test Supervisor.

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 bubbles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK



INCORRECT MARKS



Michigan Merit Examination
Spring 2009

DAY 3
CLASS/GROUP ID SHEET

INSTRUCTIONS

This is an **optional** form. The purpose of this form is to allow schools to receive Student Roster Reports for each content area 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, counselor, or group. The person completing this form will need a teacher or group name and the class/group number(s) assigned to the teacher. (See directions for box 2.) Class/group numbers should be assigned by the District Assessment Coordinator or the MME Test Supervisor.

Instructions for each area on the form are as follows:

1. Print the name of the person completing this form (teacher or MME Test Supervisor), the district name, and the school name.
2. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and grid the corresponding bubble under each block. For teachers who need reporting for multiple classes or groups, up to six different numbers can be included on this form. If the Class/Group Number is less than 4 digits, fill in with zeroes to the left of the number.
3. In the boxes under TEACHER NAME, indicate the name of the teacher for whom the class/group number(s) are being provided, and grid the corresponding bubbles.
4. In the boxes under DISTRICT CODE, indicate the district number. Grid the corresponding bubbles.
5. In the boxes under SCHOOL CODE, indicate the school number. Grid the corresponding bubbles.

1 PLEASE PRINT

Name of Person Completing this Form _____

District Name _____

School Name _____

3 TEACHER NAME																											
LAST NAME													FIRST NAME														
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

2 CLASS/GROUP NUMBER															
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

4 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

5 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

*This form should be delivered to the MME Test Supervisor.
Instructions for return to the scoring contractor are printed in the MME Administration Manual.*

MARKING INSTRUCTIONS

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

CORRECT MARK



INCORRECT MARKS



Michigan Merit Examination
Spring 2009

**DAY 3
SCHOOL HEADER SHEET**

INSTRUCTIONS

1. Print the name of the person completing this form, the district name, and the school name on the lines provided.
2. In the boxes under DISTRICT CODE, indicate the district number. Grid the corresponding bubbles.
3. In the boxes under SCHOOL CODE, indicate the school number. Grid the corresponding bubbles.
4. In Box 4 please bubble the Form Type.
5. In the boxes under Answer Document Count, write the number of used answer documents that are under this header sheet. Grid the corresponding bubbles.
6. Verify that **each** Answer Document has the correct student barcode label affixed in Box 8. If any Answer Document is missing a barcode label, or has the incorrect student label, use the OEAA-secure site to print barcode label and place in Box 8 on the Student Answer Document. Sign this form in Box 6 when you have completed the barcode verification process.

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

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

Please be sure all fields are completed.

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

4 FORM TYPE

- Initial
 Make Up
 Accommodated

5 ANSWER DOCUMENT COUNT

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

6 I have verified that all answer documents have the correct student barcode label affixed in Box 8.

Signature of person completing this form.

Accommodation and School Use Only Codes

The Michigan Department of Education is required to collect specific student information to ensure that the results of state assessments are accurately reported for each student, school, and district. The information in Appendix E is designed to assist you in completing required information about your students in the School Use Only Boxes on the Spring 2009 MME Day 3 answer documents. If these directions are not followed, results for your school are at risk of being inaccurately reported on student, school, and accountability reports.

Box 7 - School Use Only Report Codes

Some report codes in Box 7 on page 1 of the answer document—such as whether a student is home schooled or homeless—can be filled in between the Pretest Session and test day. Other information—such as prohibited behavior—cannot be filled in until after MME Day 3 administration is complete. Regardless of when you choose to complete Box 7, it must be done by the Test Supervisor, Back-up Test Supervisor, and/or Test Accommodations Coordinator prior to returning answer documents to Measurement Incorporated for scoring. Following are definitions for each report code; bubble in as many as apply.

- **Home Schooled** – If a 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 MME, but they may test at their local public high school if desired. Public schools are required to administer the MME to home-schooled students who reside in their district, wish to test, and meet eligibility criteria for MME Spring 2009. Schools will receive separate reports for home-schooled students, as well as a parent report for each home-schooled student. The parent report should be forwarded to the parents of each home-schooled student. (Please note that home-schooled students must meet the same eligibility requirements as other MME eligible students.)
- **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, parks, or campgrounds. If a student is homeless, fill in the Homeless circle.
- **Prohibited Behavior**—Fill in the Prohibited Behavior circle if the student engages in one or more prohibited behaviors during testing. See page 55 of this manual for detailed information on what counts as prohibited behavior and would warrant filling in this circle.
- **Nonstandard Accommodation Mathematics**—If a student uses a nonstandard accommodation on MME Day 3, Section A (Mathematics), fill in the Nonstandard Accommodation Mathematics circle. Nonstandard accommodations change the construct the assessment is measuring and, therefore, result in invalid scores. Nonstandard accommodations are indicated with an “NS” in the *MME Assessment Accommodations Summary Table*, which is available on the MME website (at www.michigan.gov/mme). **Please note that testing with extended time on MME Day 3 is NOT considered a nonstandard accommodation.**
- **Nonstandard Accommodation Science** – If a student uses a nonstandard accommodation on MME Day 3, Section B (Science), fill in the Nonstandard Accommodation Science circle. Nonstandard accommodations change the construct the assessment is measuring and, therefore, result in invalid scores. Nonstandard accommodations are indicated with an “NS” in the MME

Assessment Accommodations Summary Table, which is available on the MME website (at www.michigan.gov/mme). Please note that testing with extended time on MME Day 3 is a NOT a nonstandard accommodation.

- **Nonstandard Accommodation Social Studies**—If a student uses a nonstandard accommodation on MME Day 3, Section C (Social Studies), fill in the Nonstandard Accommodation Social Studies circle. Nonstandard accommodations change the construct the assessment is measuring and, therefore, result in invalid scores. Nonstandard accommodations are indicated with an “NS” in the *MME Assessment Accommodations Summary Table*, which is available on the MME website (at www.michigan.gov/mme). Please note that testing with extended time on MME Day 3 is a NOT a nonstandard accommodation.

Box 20 - School Use Only ELL Report Codes

Test Supervisors, Room Supervisors, and/or Test Accommodations Coordinators need to complete Box 20 on page 4 of the answer document for ELLs, using the following guidelines. Be sure to bubble in all that apply.

- **Formerly Limited English Proficient (LEP)**—A student is designated as formerly LEP when he or she is no longer designated as an ELL by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the ELL designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)
- **Native Language** for ELLs and Formerly LEP students—Fill in the circle indicating the student’s native language.
 - Spanish
 - Arabic
 - Chaldean
 - Other Language

School Use Only Codes for Students Testing with Accommodations

Test Accommodations Coordinators or Room Supervisors must complete Boxes 14-19 on page 4 of the answer document for each student testing with accommodations. There are two boxes for each subject area—a Timing Code box (Boxes 14, 16, and 18), and a box to document the actual accommodations used by students during testing (Boxes 15, 17, and 19).

Timing Code Documentation

If the student took any part of the MME with an accommodation, complete the Timing Code Box for each applicable subject (Box 14 for Mathematics, Box 16 for Science, and Box 18 for Social Studies), using the codes in Table 8 on the following page. For example, if a student used a Reader Script and double time for Mathematics, you would write and bubble in “265” in Box 14. Or, if a student used a Large Type test booklet and tested with standard time for Science, you would write and bubble in “400” in Box 16.

Accommodations Documentation

If the student took any part of the MME with an accommodation, grid the answers to questions 1-6 on the following pages in Box 15 for Mathematics, Box 17 for Science, and Box 19 for Social Studies. The questions are the same for each subject, but you will need to grid the answers in different places.

For example, if the student used a Reader for Social Studies but not for Mathematics or Science, you would not fill in any circle under number 2 in Box 15 (Mathematics), you would not fill in any circle under number 2 in Box 17 (Science), but you **would** fill in circle B under number 2 in Box 19 (Social Studies).

Table 8		Timing Codes			
Accommodations Description	Standard Time (40 minutes)	Time-and-a-half (60 minutes)	Double Time (80 minutes)	Up to 3 Hours (180 minutes)	
Regular Print, Extended Time Only	NA	150	200	300	
Large Type	400	130	235	291	
Braille	400	140	245	292	
Reader Script	400	160	265	293	
Audio/DVD	400	170	275	294	

Question 1 – Which of the following most accurately describes this student’s reason for using test accommodations?

- A. IEP
- B. Section 504 Plan
- C. ELL
- D. Rapid Medical Onset

Question 2 – Which audio or sign language presentation of test items, if any, did this student use for the test?

- A. Audio cassette or DVD in English
- B. Reader Script in English
- C. Video with English audio **for ELL**
- D. Video with Arabic audio **for ELL**
- E. Video with Spanish audio **for ELL**
- F. Translation of Reader Script into student’s native language **for ELL**
- G. Exact English Signing (EES) of test items
- H. Signing of test items in any sign language other than EES

Question 3 – Which accommodated presentation of test directions, if any, did this student use for the test?

- A. Student restatement or clarification of test booklet and administration directions
- B. Test booklet and administration directions in sign language
- C. All directions read in student’s native language **for ELL**
- D. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions
- E. Auditory amplification devices/sound systems

Question 4 – Which accommodated response mode, if any, did this student use for the test?

- A. Oral responses, dictation into tape recorder, or pointing to answers
- B. Respond in sign language
- C. Augmentative communication devices
- D. Computer with alternative access for alternative response mode
- E. Mark answers in test booklet

Question 5 – Which specialized tools, if any, did this student use for the test?

- A. Concentration tools or noise buffers
- B. Bilingual glossary/dictionary
- C. Dictionary, thesaurus, spelling, or grammar book
- D. Visual, auditory, or physical cues to stay on task
- E. Magnification devices

Question 6 – Did the student test using nonstandard accommodations?

- A. Nonstandard accommodations

NOTE: Extended time is NOT a nonstandard accommodation. Please use the *MME Assessment Accommodations Summary Table* to determine whether an accommodation is standard and nonstandard.

IMPORTANT MME DATES

Required Action (in chronological order)	Date (2009 unless otherwise indicated)
Order test materials using the OEAA Secure Site	December 1, 2008 - January 13, 2009
Receipt deadline for Proposal for Off-Site Administration	December 12, 2008
Receipt deadline for final confirmation of shipping address - MME Day 1	January 16
Non-secure materials arrive at schools for Days 1, 2, and 3 (shipped to Test Supervisor)	By February 10
Test Supervisors and Back-up Test Supervisors train Room Supervisors and Proctors	February 11 - March 6
Test Supervisors plan Pretest Session (it MUST be completed before test day)	February 16 - March 6
Order additional materials for Initial Testing	After receipt and verification of initial orders
Test Supervisors receive secure materials for Days 1, 2, and 3	February 25 - March 5
Distribute Student Reminder regarding MME testing	March 9
Scheduled FedEx pickup of Initial Test materials - Days 1 and 2 (Iowa)	March 12
Scheduled FedEx pickup of Initial Test materials - Day 3 (North Carolina)	March 13
Order Makeup Test materials using the OEAA Secure Site for Day 1	March 10-11
Order Makeup Test materials using the OEAA Secure Site for Day 2	March 11-12
Order Makeup Test materials using the OEAA Secure Site for Day 3	March 12-13
Test Supervisors receive Makeup Test materials Day 1 (from ACT)	By March 20
Test Supervisors receive Makeup Test materials Day 2 (from ACT)	By March 23
Test Supervisors receive Makeup Test materials Day 3 (from Measurement Incorporated)	By March 24
Scheduled FedEx pickup of Makeup and Accommodated materials - Days 1 and 2 (Iowa)	March 26
Scheduled FedEx pickup of Makeup and Accommodated materials - Day 3 (North Carolina)	March 27

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

www.michigan.gov/mme
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877-560-8378

**MME Administration Manual for Students Testing with Accommodations
Spring 2009**