

*mme*<sup>TM</sup>

Michigan Merit Examination

**Administration Manual  
for Day 2 and Day 3**

Revised January 7, 2008

**Michigan Merit Examination (MME)  
Spring 2008 Test Dates**

<b>Test Dates</b>	<b>Initial</b>	<b>Makeup</b>	<b>Special Testing**</b>
<b>Day 1:</b> ACT Plus Writing <b>No Lunch Break</b>	<b>Mar 11, 2008</b>	<b>Mar 25, 2008</b>	<b>Mar 11-25, 2008</b>
<b>Day 2:</b> WorkKeys and Michigan Math	<b>Mar 12, 2008</b>	<b>Mar 26, 2008</b>	<b>Mar 12-26, 2008</b>
<b>Day 3:</b> Michigan Science and Social Studies	<b>Mar 13, 2008</b>	<b>Mar 27, 2008</b>	<b>Mar 13-27, 2008</b>

\*Michigan Science and Social Studies may be administered in one session on March 12 (following a lunch break) instead of the morning of March 13, but **not** split over both days.

\*\*Accommodated testing may **not** begin prior to the regular test administration. For example, if the regular administration of Michigan Science and Social Studies is scheduled for March 13, accommodated testing for Michigan Science and Social Studies may not begin before that date.

Please check the MME website at [www.michigan.gov/mme](http://www.michigan.gov/mme) on a regular basis for MME Spring 2008 test administration updates.

**Additional Critical Dates**

<b>Required Action</b>	<b>Date</b>
Order test materials for Day 2 and Day 3 using the OEAA secure site.	Nov 16 to Dec 12, 2007
<b>Receipt Deadline</b> for Proposal for Off-Site Administration Request	<b>December 3, 2007</b>
<b>Receipt Deadline</b> for final confirmation of shipping address and number of 11th and 12th grade students to test - MME Day 1.	<b>January 18, 2008</b>
Non Secure materials arrive at schools for Days 1, 2, and 3 shipped to Test Supervisor.	February 1 to 18, 2008
Test Supervisor and Back-Up Test Supervisor train Room Supervisors and Proctors	February 2008
Test Supervisors plan <b>pre-test session</b> for students, <u>MUST</u> be completed <b>before</b> test day	<b>February 19 to March 7, 2008</b>
Order additional materials for Initial Testing	February 28 to March 5
Test Supervisors receive Secure test materials for Days 1, 2, and 3.	Beginning of March 2008
Student reminder regarding MME testing	March 10, 2008
Fax Makeup Test Day Order Form for Day 1 to ACT.	<b>March 12, 2008</b>
Order Makeup Test materials	March 14 to 19, 2008
Scheduled FedEx pick up of Initial Test materials - Day 1.	March 12, 2008
Scheduled FedEx pick up of Initial Test materials - Day 2 and Day 3.	March 14, 2008
Test Supervisors receive Makeup materials	March 19 - 24, 2008
Scheduled FedEx pick up of Makeup and Accommodated materials - Day 1.	March 26, 2008
Scheduled FedEx pick up of Makeup and Accommodated materials - Day 2 and Day 3.	March 28, 2008

## MME Contact Information

The Michigan Merit Examination Test Supervisors (TS), Back-up Supervisors (BU), Test Accommodations Coordinators (TAC), Room Supervisors, and Proctors who will be administering the MME Day 2 and Day 3 **standard time, standard administration**, should read this manual in its entirety before the assessments begin.

**If you have questions regarding MME Day 2 or Day 3 standard time, standard administration that are not addressed in the manual, TS, BU, or TACs should contact one of the following:**

### MME Day 1

For contact information regarding Day 1 issues, please refer to the Day 1 manuals.

### MME Day 2 and Day 3

#### **Pearson Educational Measurement (PEM)**

- ✓ Ordering materials on OEAA Secure Site:
  - Initial, Additional, and Makeup
  - Standard and Accommodated
- ✓ Materials received inventory
- ✓ Test Day assistance
- ✓ Test Day forms documentation
- ✓ Packaging and return of assessment materials

Phone: 800/204-4109

Fax: 319/358-4293

E-mail: [mme@pearson.com](mailto:mme@pearson.com)

Note: There is a separate, complete *Spring 2008 MME Day 2 and Day 3 Administration Manual for Students Testing with Accommodations*. Test Accommodations Coordinators, Room Supervisors, and Proctors who will be administering the MME Day 2 and Day 3 to students testing with accommodations must use the *Spring 2008 MME Administration Manual for Students Testing with Accommodations* **instead** of this manual. The *ACT Supervisor's Manual of Instructions for the ACT Plus Writing* is required to administer MME Day 1.

## Additional Resources

### **Michigan Department of Education Office of Education Assessment**

Assessment administration policy and procedures

Content

Scheduling

Assessment Accommodations for Days 2 and 3  
English language learner program

Phone: 877/560-8378

Fax: 517/335-1186

Website: [www.michigan.gov/mme](http://www.michigan.gov/mme)

E-mail: [mme@michigan.gov](mailto:mme@michigan.gov)

### **Michigan Department of Treasury Office of Scholarship and Grants**

Michigan Promise scholarship

Eligibility requirements

Awardee and nonawardee reports

Phone: 888/4GRANTS (888/447-2687)

Website: [www.michigan.gov/promise](http://www.michigan.gov/promise)

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

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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## Test Policies and Procedures

As with all standardized testing, it is critical that the procedures you employ at your test center are identical to those at other centers. The Spring 2008 *ACT Supervisor's Manual of Instructions for the ACT Plus Writing* is required for all MME Day 1 test preparation and administration instructions. If you have any questions regarding MME Day 1 or the ACT, you must contact ACT. If you have any questions regarding MME Day 2 or Day 3 that are **not** addressed in the manual, or the *MME Day 2 and Day 3 Administration Manual for Students Testing with Accommodations*, be sure to call Pearson Educational Measurement for instructions. By strictly following MME policies and procedures, you are far more likely to create a fair testing environment for your students and avoid a mis-administration.

### Attentiveness During Test Administration

You must remain attentive to your testing responsibilities throughout the entire administration. Reading (except this manual), grading papers, using a computer, talking casually with other staff, or engaging in any activity in the test room **not** directly related to the administration is **not** allowed. No one may eat or drink in the test room (unless approved for medical reasons).

You must walk around the test room to ensure 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 test room also makes you available to answer questions, respond to illness, or replace defective test materials. It also discourages prohibited behavior.

### Confidentiality

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

To ensure confidentiality, you may **not** copy documents containing individually identifiable information, or use such information, for any purpose other than administering the test and school attendance records. If you post rosters to assist with room assignments, be sure to cover the Social Security number and date of birth columns. Questions concerning attendance or test-day procedures from any source other than OEAA, ACT, or PEM must be referred directly to PEM Call Center, 800/204-4109.

### 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 PEM endorse the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing.

As with all state assessments, the *OEAA Professional Assessment and Accountability Practices for Educators* (as approved by the State Board of Education), also known as the *Ethics Document*, does apply to the MME. This document must be reviewed and adhered to. The *OEAA Professional Assessment and Accountability Practices and Educators* document can be located at [www.michigan.gov/mme](http://www.michigan.gov/mme).

### Investigations

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

**Relatives Testing**

To avoid the appearance of a conflict of interest—and to protect you and your relatives or wards from allegations of impropriety—you may **not** serve as Test Supervisor or Back-up Test Supervisor for the administration of the MME or have access to secure test materials prior to test day if any relative or ward will be taking the Spring 2008 MME anywhere within the state of Michigan. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.

**Because Test Supervisors and Back-up Test Supervisors have prior access to secure test materials** for the test date a relative or ward will be testing, that individual must delegate all supervisory responsibilities—including the receipt of test materials—to a qualified colleague and notify ACT of this action prior to test day.

If an examinee is testing at a center where a relative or guardian is serving as a Room Supervisor or Proctor, that examinee must **not** be assigned to the room where the relative or guardian is working. The relative or guardian must **not** have access to that examinee’s answer document or test materials.

**Scores for an examinee will automatically be cancelled if:**

- that examinee is found to have tested on the same test date on which a relative or guardian served as a Test Supervisor at any test center, or
- that examinee tested in a room in which a relative or guardian served as a Room Supervisor or Proctor.

**Conflict of Interest**

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

**Standardized Procedures**

Throughout this *MME Administration Manual* there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner.

All test center personnel are required to read the materials provided by OEAA, ACT, and PEM, including this manual. Adherence to these standardized procedures is mandatory.

**Back-up Supervisors**

Test Supervisors and Back-up Supervisors must be listed with ACT Test Administration for every test center. **Test Supervisors and Back-up Supervisors must notify ACT before a test date if they cannot be present for that test.**

**Students to be Tested**

Grade 11 - Schools **must** administer the entire MME to all students enrolled in Grade 11 during the Spring 2008 test window, unless the student is eligible to take an alternative assessment based on their IEP. Students taking an alternate assessment do **not** take any portions of the MME.

Grade 12 - Some students in Grade 12 may be eligible to take the Spring 2008 MME based on their previous MME scores and whether they have already used their one free retest opportunity. Schools may only administer the Spring 2008 MME to those students in Grade 12 that are eligible to take the MME. Refer to Table 1 (Eligible for MME Retest based on MME Scores) and Table 2 (One Free MME Retest Remaining) on page 3 to determine if any of your students in Grade 12 are eligible to participate. They are not required to participate.

Use the following table to determine the MME retest eligibility status for your **Grade 12** students.

**Grade 12 Eligibility Table 1 - Eligible for MME retest based on MME Scores?**

MME Best Score (in each subject – Spring 2007 or Fall 2007)	Michigan Promise status	Eligible to take the Spring 2008 MME
Student has achieved a level 1 or 2 in reading, writing, mathematics, <b>and</b> science	Eligible for Michigan Promise installment payment based on MME score results	<b>No*</b> – has already qualified for the Michigan Promise installment payment based on MME score results
Student has a valid score (performance level 1, 2, 3, or 4) in reading, writing, mathematics, <b>and</b> science, but one or more subjects is a performance level 3 or 4	Eligible for Michigan Promise after successfully completing two years of post-secondary enrollment (see <a href="http://www.michigan.gov/promise">www.michigan.gov/promise</a> for specific criteria or contact Office of Scholarships and Grants 888/447-2687)	See Eligibility Table 2 - if yes, the student <b>may</b> choose to take the entire MME to try to improve their MME scores. If they are successful in achieving a level 1 or 2 in each subject (reading, writing, mathematics, <b>and</b> science) they will qualify for the Michigan Promise installment payment. Best MME score for each subject is counted, regardless of the test cycle.
Student does <b>not</b> have a valid score (performance level 1, 2, 3, or 4) in one or more subject areas (reading, writing, mathematics, <b>or</b> science)	Student is <b>not</b> eligible for any Michigan Promise scholarship funds based on their current MME status (see <a href="http://www.michigan.gov/promise">www.michigan.gov/promise</a> for specific criteria or contact Office of Scholarships and Grants 888/447-2687)	See Eligibility Table 2 - if <b>yes</b> , the student <b>must be advised of their current Michigan Promise status</b> , and advised to take the entire MME to obtain a <b>valid</b> score in each subject (reading, writing, mathematics, <b>and</b> science) to be eligible for the Michigan Promise.
Student participated in the Spring 2007 MME <b>and</b> used the MME voucher for the Fall 2007 ACT.	NA	<b>No*</b> – student has already had two opportunities to take the MME paid for by the State of Michigan.

\*Any student may register, at their own expense, for any national ACT test to be administered at a national test center on a national test date. These ACT scores will not count toward any MME score.

**Grade 12 Eligibility Table 2 - One free MME retest remaining?**

Student participated in Spring 2007 MME – in whole or in part	Student used an MME voucher to register for the October 27, 2007 ACT**	Student is still eligible for one free MME retest paid for by the State of Michigan
Yes	Yes	No
Yes	No	Yes
No	Yes	Yes
No	No	Yes - first time tester

\*\* If the student used an MME state-paid voucher to register for the October 27, 2007, ACT as part of the Fall 2007 MME, this counted as one of the student’s MME testing opportunities paid for by the State of Michigan, even if the student did not take the test. (The State is billed for each MME voucher submitted, regardless of whether the student actually took the test.)

## ACT-approved Test Centers

On Day 1 of the MME, the national ACT will be administered statewide in each Michigan high school on Tuesday, March 11, 2008. A Makeup ACT will be administered two-weeks later on Tuesday, March 25, 2008.

Each Michigan high school must be approved as an ACT Test Center to be eligible to administer the Michigan Merit Examination. ACT will send School Established Packets or Renewal packets to each high school in August 2007. Schools must take the following steps to be approved by ACT:

1. Submit the following forms:
  - a. Michigan Merit Examination (MME) School Information or Renewal Form - 2008
  - b. Test Supervisor (TS), Back-up Test Supervisor (BU), and Test Accommodations Coordinator (TAC) Profile or Renewal Forms - 2008
  - c. Off-site Request form for Day 1, Day 2, and/or Day 3 (if applicable)
2. Complete Staff Training
  - a. TS, BU, and TACs that have **not** been trained **must** participate in the **required** MME Key Staff Training in November 2007.
  - b. TS, BU, and TACs that participated in the Required MME Key Staff Training in November or December 2006 are **not** required to attend the November 2007 Key Staff Training, but are welcome and encouraged to attend.
  - c. District Assessment Coordinator (DACs) are welcome to attend the MME Key Staff Training in November 2007.
  - d. All Key Staff and DACs will receive the *Spring 2008 ACT Supervisor's Manual of Instructions for the ACT Plus Writing*.

Public high schools that do **not** complete steps 1 and 2a will **not** be eligible to administer the Michigan Merit Exam and their students will **not** be eligible to take the Michigan Merit Exam in Spring 2008.

**Once your school has been approved or received renewal certification to administer the Spring 2008 MME, you must follow all directions from ACT for the preparation and administration of the MME Day 1 - ACT Plus Writing. All directions for MME Day 1 will be contained in the *Spring 2008 ACT Supervisor's Manual of Instructions for the ACT Plus Writing and/or the Spring 2008 ACT Special Testing Manual*.**

Additional steps that you will need to take for the MME Day 1 are:

1. Request ACT-Approved or State-Allowed accommodations for MME Day 1 based on students' IEP, 504 Plans, or ELL instruction.
2. Determine which Grade 12 students will be participating in the Spring 2008 MME, and complete necessary paperwork to request accommodations for MME Day 1, if applicable.

## Accommodations

**ACT-Approved** accommodations result in college reportable scores, must be requested from ACT, and receive approval from ACT based on documentation in the student's IEP or Section 504 Plan. Students who do **not** receive approval have the following options:

1. Take MME Day 1 without accommodations, receive college-reportable scores; take MME Day 2 and Day 3 with state-allowed accommodations. This option does **not** require ACT approval.
2. Take the entire MME with state-allowed accommodations. ACT scores will **not** be college-reportable, but MME scores will be valid unless a nonstandard accommodation is used. This option does **not** require ACT approval, but the school must request State-Allowed accommodations from ACT for the student to receive accommodated materials.

**State-Allowed** accommodations are accommodations that have been approved by the State Board of Education, but do **not** adhere to ACT testing conditions and therefore will **not** result in a college-reportable score. While State-Allowed accommodations do **not** require

**MME Day 1  
Administration  
Manual**

ACT-approval, the school must submit a State-Allowed accommodations request to ACT so the student will receive accommodated materials. The student will **not** receive college-reportable ACT scores.

**All directions for MME Day 1 preparation and administration of the ACT Plus Writing are contained in the *Spring 2008 ACT Supervisor’s Manual of Instructions for the ACT Plus Writing and/or the Spring 2008 ACT Special Testing Manual*.**

**Questions**

All questions related to MME Day 1 - ACT Plus Writing, must be referred to ACT. See contact information on the Assistance Directory page i in the front of this manual.

**Ordering Materials  
for MME Day 2  
and Day 3**

The MME Test Accommodations Coordinator (TAC) is responsible for ordering accommodated materials for **all students testing with accommodations**. This includes students who need extended time only, in addition to students that need an accommodated format. **All** students testing with accommodations on MME Day 2 and Day 3 will use **Form 0812**. (Students taking the MME Day 2 and Day 3 with standard time, standard administration will **not** use form 0812.)

MME Day 2 and Day 3 test materials must be ordered using the OEAA Secure Site at [www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure) from **November 16 to December 12, 2007**. You must order materials for each student enrolled in Grade 11. Additionally, you must order materials for each Grade 12 student eligible and **planning** to retest in Spring 2008. Grade 12 students who used their retest opportunity in Fall 2007 are no longer eligible to test.

Use the worksheet below to determine the quantity of each type of accommodated material that you need to order. Order the exact quantity needed. Do **not** order extra copies. You will receive an average of Standard Time - Regular Print test booklets. If you determine after December 12 that additional students are testing with accommodations, you can order the additional materials needed using the OEAA Secure Site from February 28 - March 5, 2008.

<b>MME Day 2 and Day 3 Materials Order Worksheet</b>	
<b>Test Format</b>	<b>Number of Students</b>
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	

## POLICIES AND PROCEDURES

Except for the Large Type and Braille test booklets, each of the above materials will be packaged with a Form 0812 regular print booklet. If a student needs one of the accommodated formats listed above (e.g., English Audio) with a large print booklet, you should order an additional Large Type booklet for the student to use. In the example given, you would order one Large Type and one English Audio for the same student.

Each accommodated test booklet ordered will be packaged with a copy of the *MME Administration Manual for Students Testing with Accommodations*. The one exception to this packaging format is the Extended Time Only – Regular Print test booklets on line 2 in the chart on page 5. One *MME Administration Manual for Students Testing with Accommodations* will be included for every 10 test booklets or any portion thereof. Additionally, one *MME Day 2 and Day 3 Administration Manual* will be included for every 10 Standard Time - Regular Print set of test booklets.

All facilities, staffing, and testing procedures required for MME Day 1 (ACT Plus Writing) are also required for MME Day 2 and Day 3 to ensure a uniform test administration. There are only three exceptions permitted on Day 2 and Day 3.

- 1) Bells (not allowed on Day 1, but may be used on Day 2 or Day 3)
- 2) Public Address System (not allowed on Day 1, but may be used on Day 2 or Day 3)
- 3) Other students in the building or testing wing during the test administration (not allowed on Day 1, but may be allowed on Day 2 or Day 3).

The above exceptions are permitted on Day 2 or Day 3 only if their restriction would place an undue hardship on the school to meet its required instructional hours for the school year.

## Preparing for the MME

### Day 2 and Day 3: WorkKeys® and Michigan Components

#### Selecting Test Rooms

Test Supervisors are responsible for selecting and reserving test rooms. The following paragraphs describe the types of rooms to avoid and the room characteristics that will help you have successful testing experiences. These facilities requirements apply to all MME test sessions.

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. Arrange your seating to prevent examinees from communicating with neighbors or from looking at others' answer documents. It is recommended that no more than 100 examinees be tested in one room.

When selecting your facilities, make sure the building will be open on test day, and that the test rooms and restrooms will be unlocked. You must also arrange for a phone to be available on test day in case you need to make a toll-free call to PEM.

#### Accessibility

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

#### Bulletin Boards

Check each room to make sure bulletin board materials related to potential test questions, charts, and maps are removed or covered.

#### Timepieces

Each Room Supervisor must have two timepieces in the test room to ensure accurate timing. An accurate wall clock may serve as one of the required timepieces.

#### Environment

Make sure the lighting, temperature, and ventilation in each room allow examinees to give their full attention to the test.

#### Left-handed Examinees

Appropriate writing surfaces must be provided for left-handed examinees. You need to identify the left-handed examinees at your site prior to test day.

If your normal surfaces are not large enough for left-handed examinees to work comfortably and standard left-handed desks are not available, you may use right-handed desks. Arrange two columns of right-handed desks in rows and instruct examinees to use the writing surface of the empty desk. Place these desks at the far right side of the room—your right, as viewed from the front of the room. Placing examinees on the far right side also helps to guard against looking at another examinee's answer document and serves as an important security measure.

#### Room Setup and Seating Arrangements

If seats are stationary, 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 room. Spread examinees out in the room as much as possible, using all the space. Seating arrangements must minimize the possibility that an examinee will communicate with a neighbor or look at a neighbor's test materials.

Test rooms are to be set up according to the following requirements:

- **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.
- Seat examinees in straight rows and columns, directly in line with each other.
- The Room Supervisor must be stationed in the room facing the examinees. Staff must be able to see every examinee clearly. Seating with dividers or partitions, such as study carrels, partitioned tables, or booths are **not** acceptable because they obstruct staff's view of examinees.

### **Proper Use of Tables**

If tables are used, see page 9 for the maximum number of examinees allowed per table. Tables must be arranged so that all spacing requirements 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. Use the following rules to seat examinees:

- **ROUND TABLES: only one examinee** per round table, regardless of size.
- **TABLES LESS THAN 6 FEET: only one examinee** per table.
- **TABLES 6 TO 9 FEET: only two examinees** per table. If 6-foot tables are used to seat two examinees, a 3-foot space is required **between the tables**.

### **Single-Level and Multiple-Level Classrooms**

It is preferred that single-level classrooms seat 25 to 30 examinees. Try to avoid using rooms with multiple-level seating. Even with five feet between examinees, multiple-level seating makes it easier to look at a neighbor's answer document. If you do **not** have an alternative, you may need to allow more than five feet between examinees. Before test day, determine the spacing needed to deter copying.

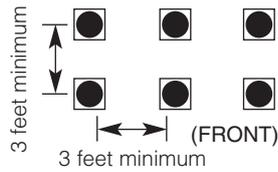
### **Writing Surfaces**

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 circumstances; temporary surfaces that rest on the chair arms or the back of the row in front may be used only after prior approval by ACT.

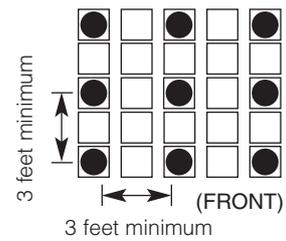
**Seating Arrangement Examples**

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

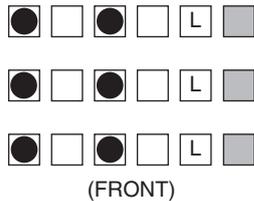
**Level Seating with Movable Desks**



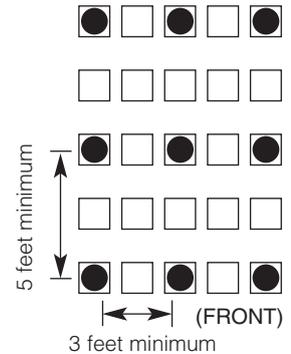
**Level Seating with Stationary Desks**



**Left-handed Examinees at Right-handed Desks**

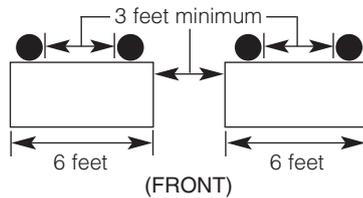


**Multiple-Level Seating with Stationary Desks**

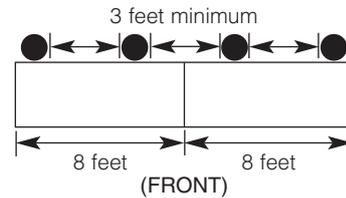


**TABLE SPACING**

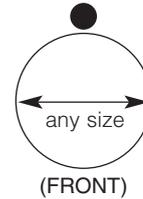
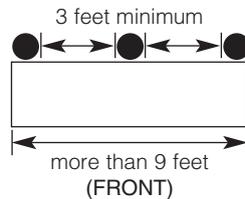
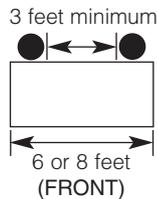
**6-Foot Table Spacing**



**8-Foot Table Spacing**



**Other Spacing**



**Materials Provided by Your School**

The school is responsible for providing the following items **for each test room**:

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

## Selecting Testing Staff

Test Supervisors are responsible for selecting their test-day staff in consultation with the school principal. Members of the staff must be people of integrity. We encourage the selection of testing staff who reflect the ethnic and gender ratios of those to be tested.

Room Supervisors and Proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers' aides. Please note that one of the requirements of the State School Aid Act is that a "certificated teacher or legally qualified substitute teacher" must be with the pupils if the time is to be counted as instruction. K-12 students, volunteers, and lower-division college undergraduates may **not** work as testing staff. All testing staff must comply with the policies and procedures detailed in this Manual.

Members of the testing staff each have a different set of test-day responsibilities.

### Test Supervisor

In standardized testing, the Test Supervisor provides the continuity and administrative uniformity necessary to ensure that the examinees are tested under the same conditions and ensures the security of the examinations. Specific responsibilities include:

- Read this Manual and comply with the policies and procedures it describes.
- Arrange for students to personally complete non-test portions of their answer documents in a supervised session at school **before** test day (allow approximately 30 minutes).
- Arrange for application of bar-code labels on the answer documents.
- Select and train qualified Room Supervisors and Proctors before test day.
- Select, reserve, and prepare test rooms prior to test day.
- Plan seating arrangements.
- Receive, count, and secure test materials.
- Arrange for a phone for calling PEM on test day.
- Create a roster of students for each test room.
- Conduct a pre-test briefing session for testing staff on each test day.
- Ensure that testing begins no later than 9:00 a.m. on test day.
- Document any irregularities that occur during testing and, as required, void examinees' tests.
- Distribute to staff, collect, and account for all materials.
- Ensure completeness and accuracy of all test date documentation, including rosters, Seating Diagrams, forms, and reports.
- Prepare for material return by packing and sealing all required reports, forms, Seating Diagrams, and answer documents **immediately after testing**.
- Order makeup testing materials immediately after the initial test day.
- Return all used and unused test booklets when testing is completed.
- Cooperate with OEAA, ACT, and PEM in resolving irregularities.

### Back-up Test Supervisor

As previously noted, the name of a Back-up Test Supervisor must be on file with ACT prior to the test date to take on the Test Supervisor's responsibilities if needed. Naming a qualified Back-up before an emergency occurs helps to ensure that the tests can be properly administered even if a Test Supervisor becomes ill or is otherwise unable to be present on test day. The Back-up Test Supervisor is encouraged to actively assist the Test Supervisor on test day.

### Room Supervisor

Each room is required to have a Room Supervisor who must serve for the entire session. The Test Supervisor may serve as Room Supervisor if only one room is used. Again, please note "certificated teacher or legally qualified substitute teacher" must be with the pupils if the time is to be counted as instruction.

**Specific responsibilities include:**

- Read this Manual and comply with the policies and procedures it describes.
  - Attend both the training and briefing sessions conducted locally by the Test Supervisor.
  - Be responsible for the test room and provide an environment conducive to testing.
  - Check ID or personally recognize and admit students.\*
  - Mark attendance/ID on the roster.\*
  - Direct students to seats.\*
  - Count test booklets upon receipt from Test Supervisor.
  - Distribute test materials, keeping test booklets in numerical order.\*
  - Read verbal instructions to examinees verbatim.
  - Properly time tests and record the **START, FIVE MINUTES REMAINING,** and **STOP** times in the Manual using two timepieces; complete the Testing Time Verification Form.
  - Complete all information on the Seating Diagram and Test Booklet Count Form.
  - Be attentive to examinees and materials at all times.\*
  - Walk around the test room during testing to be sure examinees are working on the correct sections of the test booklet and answer document.\*
  - Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.\*
  - Collect and account for all answer documents and test booklets before dismissing examinees.\*
  - Complete detailed documentation of any irregularities and, as required, void examinees' tests.
  - Return all test materials and forms to the Test Supervisor immediately after testing.
- \*Proctor may assist with these activities.

**Proctor**

A Proctor *may* be used to assist a Room Supervisor or the Test Supervisor if fewer than 25 examinees are testing. A Proctor is **required** (*in addition to the Room Supervisor*) for every 25 examinees (or portion thereof) after the first 25 in the room. Use the following scale to determine the **minimum** number of Proctors required in each room:

Number of							each additional 25
Examinees per room:	1-25	26-50	51-75	76-100	101-125	(or portion thereof)	
Required Number of							
Proctors per room:	0	1	2	3	4	+1	

**A Proctor’s responsibilities include:**

- Read this Manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the Test Supervisor.
- Help admit examinees and mark attendance/ID on the roster.
- Direct examinees to seats.
- Help distribute test materials, keeping test booklets in numerical order.
- Verify the timing of the tests using a different timepiece than the Room Supervisor.
- Be attentive to examinees and materials at all times.
- Walk around the room during testing to replace defective materials, to be sure all examinees are working on the correct test, and to observe examinee behavior.
- Report any irregularities to the Room Supervisor immediately.
- Accompany examinees to the rest room if more than one is allowed to leave during the timed tests.
- Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.
- Help collect and account for all answer documents and test booklets.

### **Roving Proctor**

Schools that use four or more rooms are encouraged to appoint a roving Proctor to assist the Test Supervisor. This Proctor may be used to:

- Serve as a hall monitor.
- Assist with check-in and/or directing examinees to rooms and seats.
- Assist the Supervisor with preparing the test materials for rooms.
- Give Room Supervisors a break during testing.
- Keep the hallways quiet during breaks if other rooms are testing.
- At the conclusion of testing, assist the Test Supervisor with counting and preparing all test materials for return.

### **Rotating Proctors**

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

## **Training Testing Staff**

For standardized testing to occur successfully, staff members must understand their responsibilities. It is critical that the same procedures are followed at every test center.

Test Supervisors are expected to hold a training session before the test day to prepare staff for test-day activities and to stimulate discussion. On test-day morning, Supervisors are required to hold a briefing session to discuss any last-minute issues that arise or concerns staff members may have.

### ***Test Administration Manual***

MDE, ACT, and PEM provide this manual, which every staff member participating in the MME test administration is expected to read. The manual is proprietary information and is copyrighted by MDE, ACT, and PEM. It is to be used only for the purpose of administering the MME Day 2 and Day 3 standard time test administration, and training MME testing staff. It is not intended to be used for any other purpose.

Each testing staff member is to be provided with a complete copy of this manual before the training session. It is especially important that Room Supervisors read and understand the policies, procedures, and directions.

### **Supplements**

Updated supplements or notices may be included with test materials shipments or sent to the Test Supervisor and posted to the MME website, [www.michigan.gov/mme](http://www.michigan.gov/mme), before the test. These supplements contain the most up-to-date information on policies and procedures. They should be distributed to all staff and are intended to augment and improve the policies and procedures contained in this manual.

### **Training Session**

It is critical that all testing personnel understand the OEAA, ACT, and PEM policies and procedures. Therefore, Test Supervisors are required to train their Room Supervisors and Proctors how to administer a standardized test at their institution.

Policy, procedural, and logistical issues can be discussed and potential problems avoided with a thorough training session. This session must be attended by all testing personnel, both new and experienced, so that everyone involved has a common understanding of what is to take place on test day. A Training Session Outline and Topics for Discussion are provided on pages 13–14 in this manual.

## Training Session Outline and Topics for Discussion

Test Supervisors are expected to discuss the following topics with their staff during their training sessions:

- I. Security of Test Materials
  - A. 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 Test Supervisors will distribute materials to the test rooms, and how Room Supervisors are to distribute materials inside the test rooms.
  - C. Room Supervisors are to count test booklets when they receive them from the Test Supervisor, and again before examinees are dismissed. Review the use of the Test Book Count Form.
  - D. No unauthorized persons are allowed in the test rooms. This includes friends, relatives, and members of the media. Observers from OEAA, ACT, or PEM must be asked for a letter of introduction or identification.
  - E. Staff members must NEVER leave a test room or test materials unattended.
- II. Room Preparation
  - A. Demonstrate proper seating arrangements and test room preparation. Discuss arrangements for potential multiple-level seating, fixed seating, left-handed examinees, ease of staff movement, and inappropriate posted materials.
  - B. Describe any items that will be supplied by the school (e.g., pencils, timepieces, tissues) and how they will be distributed and returned.
- III. Test Day Activities
  - A. Staff members are to report to the test center by \_\_\_\_\_ A.M. Check-in of examinees must begin no later than \_\_\_\_\_ A.M.
  - B. Review acceptable forms of identification. Emphasize the importance of comparing the photo ID or the description to each person.
  - C. Review a roster and explain the information it contains and how it is used on test day. Staff members who admit examinees based upon personal recognition must initial the roster appropriately.
  - D. Review the conditions for admission. These relate **not** only to identification, but also to the test center roster and roster additions.
  - E. Examinees must report to the test center no later than \_\_\_\_\_ A.M. Room Supervisors should **not** wait for examinees who arrive late or who are attempting to produce an acceptable form of identification.
  - F. Cell phones, pagers, iPods, and other electronic devices 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 have a supply of envelopes that can be labeled for each student, or another process for storage as determined by the school.
  - G. Examinees must **not** be allowed to select their own seats. **Instead, direct them to specific, assigned seats**, with particular attention paid to separating obvious friends. Testing may begin as soon as all those present have been seated.
  - H. **Testing must begin by 9 A.M.**
- IV. During the Test
  - A. Staff members are encouraged to wear soft-soled shoes. They should avoid crinkly clothing, jewelry, coins in pockets, perfumes, or other items that may distract examinees.
  - B. Information concerning potential examinee dress and behavior issues should be discussed. These might include school rules regarding the wearing of hats, the use of restrooms during testing, cell phone collection procedures, how to handle a prohibited behavior, etc.
  - C. **Verbal instructions must be read verbatim.**
  - D. 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. Only examinees may break the seals on test booklets. Testing staff are **not** authorized to open any test booklets.
  - F. Accurate timing of each section of the test is critical. Room Supervisors must record the start, five-minute warning, and stop times in their manuals. Discuss the consequences of a mistimed section.
  - G. Room Supervisors must complete a Seating Diagram showing where examinees were seated and how test booklets were distributed. They must also complete and initial a Test Book Count Form before and after testing. Stress the importance of providing complete and accurate information for every item on these forms, which assist in keeping tests secure. Number of test booklets handed out (used) and number of examinees in the room (Xs on Seating Diagram) must be the same.
  - H. Staff members must **not** read (other than this manual), correct papers, use a computer, or do anything **not** related to administering the test. They must **not** eat, drink, smoke in the test room, or use a cell phone unless calling PEM.
  - I. Conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to examinees.
  - J. During the test, staff members are to 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. Room Supervisors must verify the count of test booklets on the Test Book Count Form, then return test materials, reports, and Seating Diagrams to the Test Supervisor.
  - B. The number of used test booklets (seals broken) must match the number of examinees tested in each room.
  - C. Review the required testing documentation forms to be completed by the Room Supervisor. Form masters are available in the back of this manual or at [www.michigan.gov/mme](http://www.michigan.gov/mme) in the Spring 2008 box.
  - D. Review the Room Supervisor responsibilities after testing (page 55).
  - E. Discuss criteria for a student to test on the Makeup date (see page 57). The Test Supervisor must order standard time test booklets on the OEAA Secure Site after the Initial Testing is completed, but no later than March 19. There is no Makeup Test for students testing with accommodations. They must take each test section in the sequence during the two-week accommodated testing window.

## Shipments from PEM

MME Day 2 and Day 3 test materials will be sent to the MME Test Supervisor at the mailing address listed in the Profile on the OEAA Secure Site. The Check-in and Security procedures outlines below apply to **all** test materials shipments, (Initial, Accommodated, Additional Orders, and Makeup Testing).

A Packing List will be included with each shipment of materials. The Packing List will account for test booklets and other secure materials by serial number. **Retain your packing list to verify that you have returned all secure materials after testing.**

Secure Materials include:

- WorkKeys and Michigan Mathematics Test Booklets
- Michigan Science and Social Studies Test Booklets
- Accommodated test materials

Non-secure materials will be included in the same shipment and include:

- MME Administration Manuals
- WorkKeys and Michigan Mathematics answer documents
- Michigan Science and Social Studies answer documents
- Preprinted barcode labels
- Blank labels
- Return kit including instructions, School Header Sheets, shipping labels, and scorable and non-scorable labels. (Make sure you have one shipping label per box and the appropriate number of scorable and non-scorable labels.)

Extra standard time test booklets will be included in your shipment. If additional materials are needed, they must be ordered from the OEAA Secure Site and a supplemental shipment will be sent via an express method. The deadline for ordering additional test materials for MME Day 2 and Day 3 is March 5, 2008.

### Accommodations Packages

If you ordered MME Day 2 and Day 3 accommodated materials and/or extended time test booklets for students testing with accommodations based on their IEP, 504 Plan, or ELL instruction, your shipment will include the accommodated materials kits and *MME Administration Manuals for Students Testing with Accommodations*. These materials should be delivered to the Test Accommodations Coordinator and stored in a secure environment.

## Security of Test Materials

### Check-in

When a shipment arrives, **immediately** open the container(s) and count the test booklets. Test booklets must be counted individually and serial numbers compared to those on the Packing List. Check the entire shipment against the Packing List to make sure it is complete. Examine the container for signs of tampering.

Sort the test booklets for distribution to individual test rooms, allowing at least one extra in each room to allow for defective materials.

Immediately call PEM at 800/204-4109:

- if you do **not** receive your entire shipment (see Delayed Deliveries below first),
- if items are missing,
- if test booklet seals have been broken, and/or
- if the cartons appear to have been tampered with in any way.

### Delayed Deliveries

Shipments of multiple cartons may **not** arrive on the same day. Please wait 24 hours before calling to report missing materials. Occasionally, a shipment of materials will arrive after the test date. If this happens, check the contents against the Packing List, reseal the cartons, and immediately return the shipment to PEM.

### Storage

After you have checked in your test materials, reseal the cartons with the provided tape and **write your name across the seal**. Be sure to save some tape for return shipping.

Lock the materials in a secure place to which you and possibly a few specifically authorized individuals have access. Protect the materials 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 the cartons of materials.

If a test booklet is lost, stolen, or otherwise missing, immediately call PEM Call Center. **Even if the test booklet is missing only temporarily, do not attempt to begin an administration without first calling PEM at 800/204-4109.**

### Removal from Storage and Assignment to Rooms

Do **not** remove the checked-in materials from the storage area until the morning of the examination. If you are administering the Michigan Science and Social Studies following lunch on Day 2, do **not** remove these materials from storage until the Day 2 testing has begun. Day 3 materials **cannot** be distributed to the Room Supervisors until the Day 2 testing materials have been returned to the Test Supervisor.

Under no circumstances is a test booklet seal to be broken by **anyone** other than the examinee on the day of the test.

Test booklets must be personally handed to Room Supervisors by the Test Supervisor. The Room Supervisor must count and write down the number and sequence of test booklets received on the Test Booklet Count Form (page 69). After the test, test booklet counts must again be reconciled and documented on the same form when the Room Supervisor returns the test booklets (both used and unused) to the Test Supervisor.

Be sure to keep the carton(s) in which the test materials were shipped. The cartons have reversible address flaps. They are to be used to return both used and unused test booklets. Test materials must **not** be transferred to any other test center without authorization from PEM.

### Test Roster

Create one test roster for Day 2 testing and one for Day 3 testing, prior to the test dates. You may copy the Day 2 roster, if seating is the same for the examinees. A blank form is provided on page 63.

Print on the roster the name of each student **scheduled** to test. This is the documentation of those students who were absent on test day as well as those who were present. You will need to **use this roster to order Makeup test booklets** for students who were absent on the Initial Test Day.

If your school provides a readable list of all students scheduled to test, by test room, you may use it in lieu of the roster as long as attendance and the type of ID accepted are marked on that list on test day and you return the marked original to PEM at the same time as the answer documents to be scored.

### Calculators

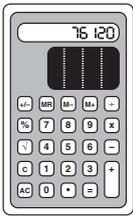
You must check for prohibited calculators during **WorkKeys Applied Mathematics** and **Michigan Mathematics**. Check periodically to make sure examinees did **not** switch calculators after the first check. If you discover an examinee using a prohibited calculator, follow the procedures on page 36 to dismiss the examinee. Document this dismissal on the MME Irregularity Report (see page 65).

**Examples of Permitted Calculators**

Scientific or graphing

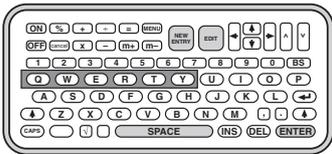


Four-function



**Examples of Prohibited Calculators**

QWERTY keyboard



Paper tape

**Permitted Calculators**

Calculators are permitted on the WorkKeys Applied Mathematics and Michigan Mathematics, but **not** on any of the other tests. Use of a calculator is optional. All problems can be solved without using one. Any four-function, scientific, or graphing calculator may be used, unless it is specifically prohibited. Any additions to the prohibited list of calculators will be posted at [www.michigan.gov/mme](http://www.michigan.gov/mme) and should be checked prior to testing.

**Prohibited Calculators**

These types of calculators are prohibited (may be updated):

- Texas Instruments: All model numbers that begin with **TI-89** or **TI-92**
- Hewlett-Packard: **hp 48GII** and all model numbers that begin with **hp 49G** or **hp50G**
- Casio: **Algebra fx 2.0**, **ClassPad 300**, and all model numbers that begin with **CFX-9970G**
- Calculators with built-in computer algebra systems
- pocket organizers
- handheld or laptop computers
- electronic writing pads or pen-input devices—The Sharp EL 9600 is permitted.
- calculators built into cell phones or other electronic communication devices
- calculators with a typewriter keypad (keys in QWERTY format)—Calculators with 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 that can communicate wirelessly with other calculators—Completely cover the infrared data port with heavy opaque material, such as duct tape or electrician’s tape (includes Hewlett-Packard hp 38G series and hp 48G)
- calculators that have power cords—Remove all power/electrical cords.

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

Examinees are responsible for ensuring their calculators meet ACT standards. They are informed of ACT standards for permitted calculators in the booklet *Taking the ACT Plus Writing for State Testing*, which advises them to check [www.actstudent.org](http://www.actstudent.org) or call toll free **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 but may **not** use more than one calculator at a time.

When the examinee is **not** working on the mathematics tests, 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 of the calculator may be used.

Calculators are **NOT TO BE CLEARED** by staff before or during the test. You may clear calculators after the test 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 the Irregularity Report.

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

### Formula Sheet

A formula sheet that includes all formulas required for the Applied Mathematics test is provided in the Applied Mathematics section of the student test booklet. **The formula sheets must be collected at the end of the Applied Mathematics test and will not be used for the Michigan Mathematics test.**

### Instructions to Students Before Test Day

Schools should inform examinees that they must bring the following:

- Two soft-lead No. 2 pencils with erasers
- A watch if they wish to pace themselves (They must **not** set the alarm on the watch during the assessment.)
- An approved calculator, if they wish to use one, for the *Applied Mathematics* and *Michigan Mathematics* assessments
- Proper ID
- No cell phones, iPods, or electronic devices (If a student brings any of these devices to the test room, the device must be turned off and placed in an envelope with the student's name on it, to be retained by the Room Supervisor until testing is completed for the day.)
- No food or drink will be allowed in the test rooms unless preauthorized due to a medical necessity.

An MME Student Reminders template is located on page 19 in this manual. An electronic version is available on the MME website at [www.michigan.gov/mme](http://www.michigan.gov/mme).

## MME Spring 2008 Student Reminders

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

### Test Schedule:

(Insert your school testing schedule here for all three test sessions, including dates, start and end times, 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 Day 1 and Day 2 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 assessments.
- 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, 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.** All electronic devices must be turned off from the time you check in 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 are allowed in the testing room.

## **Pretest Session: Planning for the Pretest Session**

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

The demographic and pretest sections on all three answer documents must be completed **prior** to test day. During this separate in-school session, the Test Supervisor is responsible to ensure all eligible students complete the pretest sections on all three answer documents. It is **important** that all testing personnel be familiar with the instructions on completing the pretest sections.

**Use the directions received from ACT to complete the Day 1 (ACT) answer document pretest session.**

Use the directions in this manual to complete the pretest session for the Day 2 and Day 3 answer documents.

Note: Use of Class/Group Number and Research Codes is **optional**, and requires planning and a local district decision before scheduling the pretest session with students. Additional information about the Class/Group Number is located on the Class/Group ID Sheet (see sample on page 76).

**Research Codes** – Use of this field is a local district option. The following important points should be considered before deciding 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 the pre-test demographic gridding if students are to code their own answer documents.
3. Districts may elect to use one or both of the Research Code columns in any or all of the content areas.
4. Content of the Research columns will be reported in the student data file exactly as gridded. It will **not** appear on any MME report.
5. This data can be entered via the mass demographic update on the OEAA Secure Site.

**Class/Group Number** can be gridded by the students in **Box 13** on the Michigan Science and Social Studies Answer Document or an authorized user can enter the Class/Group Number on the OEAA Secure Site by using the **Mass Demographic Update** feature.

**Research Codes** can be gridded by the students in **Box 14** on Michigan Science and Social Studies Answer Document or an authorized user can enter the Research Codes on the OEAA Secure Site using the **Mass Demographic Update** feature.

**Avoiding Common Errors in Completing Answer Documents**

Room Supervisors and Proctors should be alert to the types of errors examinees commonly make when completing their answer documents. When reading the instructions, test personnel should emphasize the correct procedures to avoid these errors and walk around the test room to observe examinees as they complete these steps.

When completing the demographic information during the pretest session:

- grid only one oval per column.
- start with the first box and first column of ovals in the block.
- grid name and address in addition to writing them in the spaces.

**Verbal Instructions for Completing Demographics on Answer Documents**

Read and become familiar with these instructions prior to having students complete demographics. Read aloud all instructions in the shaded boxes. Where a series of dots appears, pause to let examinees follow instructions. Text in parentheses, for example “I/We,” is intended as an option for the testing staff to select and should **not** be read aloud.

**ACT WorkKeys  
and Michigan  
Mathematics  
Answer  
Documents:**

Distribute the answer documents after all students are seated. Blank answer documents may be counted and given to the first student in each row to pass back.

When everyone is 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 to accurately grid the information. I (we) will now distribute the WorkKeys and Michigan Mathematics answer documents. . .

Use only a Number 2 soft-lead pencil. Do **not** use a ballpoint pen or colored pencil. If you do **not** have a Number 2 pencil, please raise your hand. . . Make all marks heavy and dark. Fill in each oval completely, but do **not** extend your pencil marks outside the ovals. Do **not** make marks anywhere on your answer document except as directed. Turn your answer document so that page 1 faces you.

In block **1** fill in the oval 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 ovals. The century has been pre-gridded for you.

Look at block **2**. 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 the corresponding oval beneath each letter and the blank oval beneath each empty box. . .

In block **3**, enter your Social Security number and fill in the corresponding oval in each column. Leave the last two shaded columns blank. (If a student does **not** want to provide his or her Social Security number, this field can be left blank and an ID number will be assigned when the answer document is processed.)

Block **4**. Fill in the oval for the grade you are enrolled in.

In block **5**, fill in the oval for your gender.

Moving on to block **6**, fill in the oval beside the phrase that best describes your racial group as generally recognized by your family and friends.

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

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

In block **9**, 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.

**Michigan Science  
and Social Studies  
Answer  
Documents:**

Once students have completed filling out their demographic information for the WorkKeys and Michigan Mathematics answer document, collect all answer documents. The answer documents should be placed in a separate box before handing out the next set of answer documents.

Distribute the Michigan Science and Social Studies answer documents as directed below. Blank answer documents may be counted and given to the first student in each row to pass back.

When you have everyone's attention, say:

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

I (we) will now distribute the Michigan Science and Social Studies answer documents. . .

Remember, use only a Number 2 soft-lead pencil. Do **not** use a ballpoint pen or colored pencil. Turn your answer document so that page 1 faces you.

In block **1** fill in the oval 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 ovals. The century has been pre-gridded for you.

Look at block **2**. 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 the corresponding oval beneath each letter and the blank oval beneath each empty box. . .

In block **3**, enter your Social Security number and fill in the corresponding oval in each column. Leave the last two shaded columns blank. (If a student does **not** want to provide his or her Social Security number, this field can be left blank and an ID number will be assigned when the answer document is processed.)

Block **4**. Fill in the oval for the grade you are enrolled in.

In block **5**, fill in the oval for your gender.

Moving on to block **6**, fill in the oval beside the phrase that best describes your racial group as generally recognized by your family and friends.

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

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

In block **9**, 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.

Use of Class/Group Number (Block 13) and/or Research Codes (Block 14) is a local district **option**. Follow the directions for Block 13 and/or Block 14 only if applicable.

If your students will **not** be gridding the Class/Group Numbers or Research Codes on their answer document, they only need to complete page 1, and you should skip the directions for Block 13 and Block 14.

**Block 13** – 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 MME Test Supervisor. Read the following directions to your students.

Now turn your answer document over to the back page (page 12). Find Block 13. In this block, you will mark the Class/Group Number for each subject area. Follow my instructions carefully.

Use directions provided by your MME Test Supervisor to assist the students in completing Block 13 for each subject area.

**Block 14** – If your students will be gridding Research Codes on their answer document, provide the students with the information that they will need to complete the Research Codes in Block 14. If your students need to grid the research questions and response options on their answer documents, it will be provided by your MME Test Supervisor.

Now find Block 14 at the top right of page 12. Follow my instructions carefully to complete this section.

## End of Pretest Session

Once students have completed filling out their demographic information for the Michigan Science and Social Studies answer document, collect all answer documents. The Michigan Science and Social Studies answer documents should be placed in a separate box from the WorkKeys and Michigan Mathematics answer documents. This completes the student portion of the pre-test gridding on the answer documents.

The Test Supervisor, Back-up Supervisor, and Test Accommodations Coordinator can begin the process of applying the correct student barcode labels to the answer documents prior to test day.

Begin with the MME WorkKeys and Michigan Mathematics Answer Documents. Compare the answer documents to the student labels. Once an EXACT match of the answer document to the student label 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. Once all MME WorkKeys and Michigan Mathematics Answer Documents have student gridded data and labels applied, organize the answer documents in preparation for test day. Once completed, place them back in a box to store until test day.

Next, gather the MME Michigan Science and Social Studies Answer Documents and labels. Compare the answer documents to the student labels. Once an EXACT match of the answer document to the student label 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. Once all the MME Michigan Science and Social Studies Answer Documents have student gridded data and labels applied, organize the answer documents in preparation for test day. Once completed, place them back in a box to store until test day.

Note: **If a barcode label cannot be found for a student’s answer document, or if the information on the barcode label is not correct, the Test Supervisor should use the OEAA Secure Site to print a barcode label.**

### **Box 7 – School Use Only**

Between now and test day, complete the information in Box 7 – School Use Only Report Codes, on both answer documents, WorkKeys and Michigan Mathematics (Day 2), and Michigan Science and Social Studies (Day 3).

**Report Codes** – Schools must make the decision as to whether these ovals should be gridded, using the following guidelines. Fill in ovals for all that apply.

- **Home Schooled**—If a student is home schooled, fill in the Home Schooled oval. 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 Michigan Merit Examination, but may test at their local public high school. 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 the MME Spring 2008. 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.
- **Formerly Limited English Proficient (LEP)**—A student is designated as formerly LEP when he or she is no longer designated as an English Language Learner (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.)
- **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.
- **Native Language for English Language Learners (ELL) and Formerly LEP students**
  - Spanish
  - Arabic
  - Chaldean
  - Other Language

## Test Day Activities

The directions in this section are designed to help ensure a smooth administration of the MME (WorkKeys and Michigan Components). If you have problems, many of the solutions are listed in this section, and PEM is always available to help on test days.

As noted in our policies, testing personnel must administer the tests in a nondiscriminatory manner and in accordance with all applicable laws. Slight differences in your perceived behavior can be magnified by examinees under stress.

**Be sure every Room Supervisor has a complete *MME Administration Manual*** in order to verify procedures for any situation that may occur.

### Authorized Dates and Times

The tests must be administered only on the scheduled day at the scheduled time. The tests may **not**, for any reason, be administered before or after the scheduled test date.

Administration of the WorkKeys and Michigan Mathematics must be the first activity of the morning on Day 2 and begin by 9:00 A.M. Michigan Science and Social Studies must be administered in **one session either in the afternoon of Day 2 or the morning of Day 3. but not both.** Verbal instructions must begin by 9:00 A.M. ~~for morning sessions.~~

Individual test rooms may begin as soon as they are filled. However, you must **not** start administering the test in the **last** room before the scheduled examinee arrival time, unless all examinees registered for your center are present.

**Tests administered on any other date or time, without prior approval, will not be scored.**

### Breakfast/Snacks/Lunch

You may **not** serve breakfast to students ~~unless it is a regularly scheduled occurrence in your school.~~ You may provide a snack before testing, during the scheduled breaks, or after testing is completed. You may provide lunch after testing is completed, but do **not** permit students to take a lunch break in between test sessions.

**Exception:** ~~If you are administering Michigan Science and Social Studies on Day 2, you should schedule a lunch break at the completion of Michigan Mathematics, prior to beginning the Day 3 test administration.~~

### Authorized Observers

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

### Unauthorized Observers and Media

To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, recruiters, employers, and members of the media—must **not** be allowed to enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after the administration. Under **no** circumstances are cameras of any type allowed in the test rooms.

Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms.

Please inform PEM (800/204-4109) of any media requests to report on a test administration. PEM will contact ACT and/or MDE. This will help to ensure each request or question is answered uniformly.

**Test Day Schedule:**

**Sample Day 2 Schedule**

Approximate Time—Activity

- 7:00 A.M. (at the latest)—Test center staff arrive
- 7:00–7:30 A.M.—Security inspection of testing materials
- 7:30–7:45 A.M.—Staff briefing
- 7:45–8:00 A.M.—Prepare rooms, post signs, set up check-in area
- 8:00 A.M. (at the latest)—Examinees arrive
- 8:00–8:15 A.M.—Identify, admit, and, seat examinees
- 8:15–8:30 A.M.—Begin verbal instructions, distribute Day 2 test booklets and answer documents as directed in the verbal instructions in the administration manual
- 8:30–9:15 A.M.—Administer WorkKeys Reading for Information (timed)
- 9:15–9:20 A.M.—Verbal instructions WorkKeys Applied Mathematics
- 9:20–10:05 A.M.—Administer WorkKeys Applied Mathematics (timed)
- 10:05–10:15 A.M.—Break (collect formula sheets)
- 10:15–10:20 A.M.—Verbal instructions Michigan Mathematics
- 10:20–10:55 A.M.—Administer Michigan Mathematics (timed)
- 10:55–11:10 A.M.—Collect and verify test booklets and answer documents
- 11:10–11:40 A.M.—Dismiss examinees for lunch break

- 11:40 A.M.—Examinees arrive after lunch break
  - 11:40–11:55 A.M.—Identify, admit, and seat examinees
  - 11:55–12:10 P.M.—Begin verbal instructions, distribute Day 3 test booklets and answer documents as directed in the verbal instructions in the administration manual
  - 12:10–12:55 P.M.—Administer Michigan Science (timed)
  - 12:55–1:00 P.M.—Verbal instructions Social Studies - Part 1
  - 1:00–1:40 P.M.—Administer Michigan Social Studies - Part 1 (timed)
  - 1:40–1:50 P.M.—Break
  - 1:50–1:55 P.M.—Verbal instructions Social Studies - Part 2
  - 1:55–2:35 P.M.—Administer Michigan Social Studies - Part 2 (timed)
  - 2:35–2:50 P.M.—Collect and verify test booklets and answer documents
  - 2:50 P.M.—Dismiss examinees

**Sample Day 3 Schedule**

Approximate Time—Activity

- 7:00 A.M. (at the latest)—Test center staff arrive
- 7:00–7:30 A.M.—Security inspection of testing materials
- 7:30–7:45 A.M.—Staff briefing
- 7:45–8:00 A.M.—Prepare rooms, post signs, set up check-in area
- 8:00 A.M. (at the latest)—Examinees arrive
- 8:00–8:15 A.M.—Identify, admit, and seat examinees
- 8:15–8:30 A.M.—Begin verbal instructions, distribute Day 3 test booklets and answer documents as directed in the verbal instructions in the administration manual
- 8:30–9:15 A.M.—Administer Michigan Science (timed)
- 9:15–9:20 A.M.—Verbal instructions Michigan Social Studies - Part 1
- 9:20–10:00 A.M.—Administer Michigan Social Studies - Part 1 (timed)
- 10:00–10:10 A.M.—Break
- 10:10–10:15 A.M.—Verbal instructions Michigan Social Studies - Part 2
- 10:15–10:55 A.M.—Administer Michigan Social Studies - Part 2 (timed)
- 10:55–11:10 A.M.—Collect and verify test booklets and answer documents
- 11:10 A.M.—Dismiss examinees

**Breaks**

Breaks may only be scheduled between tests where indicated in the sample schedules, as stated in the verbal instructions in the administration manual. The time allowed for the break should be based on your facilities and number of students testing, but may **not** exceed 15 minutes.

**Briefing Session**

Test Supervisors are to hold a briefing session **each** test day morning, even with experienced staff. Be sure to discuss any test-center specific information (e.g., policies on the wearing of hats) and the topics in any supplement. The topics listed in the Training Session Outline on pages 13–14 should also be reviewed. Confirm that everyone understands the policies and procedures in this manual and answer any staff questions.

**Testing Staff List**

A complete MME Testing Staff List is **required** for each test administration. A blank form is included in this manual (see page 75). Instructions for completion are printed on the form. (A separate form is included in the *MME Administration Manual for Students Testing with Accommodations*.) List **all** personnel involved in administering the tests, including anyone assisting with materials or security. If you have any questions, contact PEM.

**Admitting Examinees to the Test Room**

Control who enters and leaves the test room at all times. Do **not** allow examinees to enter the test room until the room is properly prepared, the test materials are secure in a location where examinees cannot have access to them, and the Room Supervisor is ready to admit examinees. 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 and documented this on the roster. If an examinee cannot present acceptable ID at the door, do **not** admit him or her to the room. After ID is checked, admitted students must stay in the test room. If it is necessary for an examinee to leave, recheck ID upon his or her return.

Do **not** allow students or staff to bring food or drink, including water, into the test room unless pre-authorized due to a medical necessity.

Ensure that all cell phones, pagers, iPods, and other electronic devices, including those of 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 the device is turned off, place the device in an envelope with the student's name on it, and return to the student when testing is completed for the day.

**Identification of Examinees**

All examinees are required to present an acceptable form of identification (see pages 29 and 30) 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, the answer document *will not be scored*—even if acceptable ID is presented later. You must mark the roster to indicate type of ID accepted.

Indicate the form of identification accepted for admitting each examinee:

P = Photo ID

L = ID Letter (School or Notarized)

R and initials = Personal Recognition by Testing/School Staff

— = Absent (Absence must be indicated to verify an examinee was **not** present.)

Collect all of the following items you accept as identification and send them to PEM with the roster after testing. Collect and send the actual item presented, **not** a photocopy (see page 29).

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

\**Must be signed by the examinee on test day, in the presence of a staff member.*

**Acceptable Identification**

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

<p><u>Current Official Photo ID</u> <b>Roster Notation = P</b></p>	<ul style="list-style-type: none"> <li>• Current (<b>not</b> expired); AND</li> <li>• Issued by a school, employer, or city/state/federal government agency; AND</li> <li>• Show the examinee’s first and last names; AND</li> <li>• Current photo clearly recognizable as the examinee.</li> <li>• Signature <b>not</b> required.</li> <li>• <i>Examples: driver’s license, passport, school ID</i></li> </ul>
<p><u>Recent Published Individual Photo</u> <b>Roster Notation = P</b></p>	<ul style="list-style-type: none"> <li>• Must be original, <b>not</b> a photocopy or reproduction; AND</li> <li>• Published within the last two years; AND</li> <li>• An individual (<b>not</b> a group) photo, clearly recognizable as the examinee; AND</li> <li>• Examinee’s first and last names in the caption.</li> <li>• Signature <b>not</b> required.</li> <li>• <i>Examples: newspaper, school yearbook</i></li> </ul>
<p><u>Identification Letter</u> <b>Roster Notation = L</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Individually completed and signed, in ink, by a school counselor or other school official—who may <b>not</b> be a relative; AND</li> <li>• Signed by the examinee, in ink, in the presence of that school official; AND</li> <li>• Examinee’s name and a full description including age, gender, height, weight, race, hair and eye color, OR</li> <li>• Attached, recent (within two years), recognizable photograph with a school seal or the school official’s ink signature across a portion of the photo.</li> </ul>
<p><u>Notarized Statement with Photo</u> <b>Roster Notation = L</b></p>	<ul style="list-style-type: none"> <li>• Sworn statement by a notary public—who may <b>not</b> be a relative—identifying the examinee by name; AND</li> <li>• Attached, recent (within two years), recognizable photograph with the notary seal or stamp across a portion of the photo; AND</li> <li>• Signed by the examinee, in ink, in the presence of the notary public.</li> </ul>
<p><u>Transcript with Photo</u> <b>Roster Notation = L</b></p>	<ul style="list-style-type: none"> <li>• Signed in ink by a school counselor or other school official—who may <b>not</b> be a relative; AND</li> <li>• Attached, recent (within two years), recognizable photograph with the school official’s signature or school seal across a portion of the photo; AND</li> <li>• Signed by the examinee, in ink, in the presence of that school official.</li> </ul>
<p><u>Staff Recognition</u> <b>Roster Notation = R plus staff initials</b></p>	<ul style="list-style-type: none"> <li>• 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 <b>not</b> a relative of the examinee; AND</li> <li>• That staff member’s initials <i>must</i> be printed legibly beside the examinee’s name on the roster (without staff initials, personal recognition is invalid).</li> </ul>

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 \_\_\_\_\_”).

**Examples of Unacceptable Identification**

- Birth certificate
- ChildFind ID card
- Credit, charge, bank, or check cashing cards, even with a photo
- Diploma
- Family portrait or graduation picture, even if the name is imprinted on the photo
- Fishing or hunting license
- Learner’s driving permit, temporary or replacement driver’s license, if it does **not** include a photograph

- Organization membership card
- Passport or other photo so old that the person presenting it cannot be identified
- Personal recognition by anyone **not** working as a member of the test day staff, including classmates, parents, counselors, and teachers
- Photo with examinee's name embossed or printed on it by a photographer
- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police report of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Report card
- Social Security card
- Traffic ticket, even with a physical description and signature
- Web page 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** delay testing waiting for a student to bring identification or allow testing of late examinees.

Under **no** circumstances may an examinee be admitted after test booklets have been distributed. Dismiss examinees without ID.

### **Left-handed Examinees**

You must 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 for proper seating assignments.

### **Directing Examinees to Seats**

After an examinee has been identified and the roster marked, direct the examinee to a seat. **Do not allow examinees to choose their own seats.** Direct left-handed examinees to appropriate seats (see page 9).

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, and so on.

Proctors can direct the examinees by standing beside the desks to be used or at the front of rows 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 starts. **Be sure all examinees face the same direction.**

### **Unauthorized Testing Aids**

The use of scratch paper, notes, or any foreign language or other dictionary (unless used as an approved accommodated condition) is **not** permitted. Examinees should do any scratch work in the test booklets.

### Test Monitoring Responsibilities

All testing staff, Room Supervisors, and Proctors are to **remain attentive** to their testing responsibilities throughout the entire administration. Examinees must feel that the staff are doing all they can to provide an irregularity-free administration. To protect the validity of individual test scores and maintain the security of the test materials, the following must be observed:

- Walk around the room during testing to be sure examinees are working on the correct test and to help prevent prohibited behaviors.
- During the test, do **not** read, correct papers, or engage in any tasks **not** related to the administration of the test.
- Do **not** engage in conversation during the testing or allow unauthorized personnel in the test room.
- Do **not** leave a test room unattended at any time.
- Complete detailed documentation of any irregularities of which you are aware.

### Timing

WorkKeys	Reading for Information	45 minutes
	Applied Mathematics	45 minutes
Michigan Components	Mathematics	35 minutes
	Science	45 minutes
	Social Studies - Part 1	40 minutes
	Social Studies - Part 2	40 minutes

### Announcement of Time Remaining

A verbal announcement of time remaining should be read five minutes before the end of each assessment. If a chalkboard or write-on board is available, write the starting and end-of-test time on it at the start of the assessment along with the announcements.

### Guessing

Instructions about guessing are printed in the test booklets. If examinees ask you about guessing, refer them to the directions in their test booklet. **Do not comment on or add in any way to the printed directions.**

### Examinee Questions about Test Items

If an examinee has a question or concern about a particular test item, instruct the examinee to “just do the best you can.” Do **not** comment on or add in any way to the assessment. Avoid discussing examinee concerns during the assessment because this 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 (page 65) 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

It is critical that any incident involving an injury to one or more examinees, or damage to the test center, be clearly and completely documented.

### Irregularity Report

Complete an Irregularity Report (page 65) for each room in which an individual or group irregularity is observed, and return it with your answer documents. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of examinees who were dismissed from, or who left, the test center without completing the tests. Copies of all completed Irregularity Reports should be kept in the school. **If there are no irregularities in any rooms at your test center, it is not necessary to return a report.**

### Group Irregularities

A group irregularity is one that affects a group of examinees (e.g., one room or the entire center). If this occurs, follow the instructions below and call PEM as soon as possible. Remember to safeguard the security of the test materials at all times.

#### 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, immediately call PEM. Do **not** dismiss examinees until you have received instructions. 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 call PEM.

Report all disturbances and distractions, however minor (including examinee illness), on your Irregularity Report. Remember that examinees who are **not** familiar with your facility may be distracted by sounds or movements that do **not** seem distracting to you.

#### Emergency Evacuation

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

Collect the test booklets only if time permits. Instruct the examinees and staff to leave the building. If it is safe to do so, lock the test room. Call PEM as soon as you can safely reach a telephone.

#### Inclement Weather

If the weather in your area is threatening, **wait** to cancel an administration until the decision to do so is absolutely clear, preferably on the morning of the test day. It is best to test, if it is possible to do so safely. If severe weather poses a danger to your center's testing staff or examinees, do **not** open your center.

Proceed with testing all examinees who are able to get to your test center by the designated start time. Examinees who could **not** attend should test on the scheduled make up date.

You must notify PEM—by fax or by phone—as soon as the decision is made to close the center. On the test date, call PEM at 800/204-4109.

If you do test, document any inclement weather in your area on your Irregularity Report, even if only a small percentage of examinees were unable to travel.

#### Missing or Stolen Test Materials

A missing or stolen test booklet is the most serious irregularity that can occur at a test center, excluding those affecting the health or safety of your examinees or staff.

If—at any time—a test booklet is unaccounted for, you must immediately call PEM at 800/204-4109.

### Mistiming

Tests that are mistimed constitute a serious irregularity that is difficult to resolve. **MISTIMINGS CAN BE PREVENTED BY CAREFUL SUPERVISION.** Scores cannot be adjusted to compensate for a mistiming. If a retest is necessary, a retest of **all scored** tests in that booklet is required, **not** just the test that was mistimed.

Extreme care must be taken to ensure the exact time is allowed. It is required that two timepieces be used in each room, and that one of these be an interval timer or a stopwatch.

If a mistiming does occur, allow examinees to make up a shortage **before leaving the room.** If a shortage on a previous test is discovered after examinees have begun work on their next test, do **not** interrupt their work. Wait until that test has been completed, then make up the additional time on the previous test. Document the problem and its resolution on the Irregularity Report.

If a mistiming is discovered after the examinees have left the room, call PEM immediately on the test day. This irregularity must be resolved before answer documents are scored, and early notification is critical. Please record only the affected answer documents on your Irregularity Report so the situation can be resolved as expeditiously as possible.

### 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 PEM immediately to determine what to do next.

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

## Individual Irregularities

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (e.g., communicating answers to each other). Follow the directions for each type of individual irregularity as described below.

Note: Any time you observe behavior that requires dismissal, **be sure you inform the examinee the answer document will not be scored and the reasons for your action.** Each instance must also be documented on the MME Irregularity Report. Keep a copy of all Irregularity Reports in your school. **Note: Once a student is dismissed for Prohibitive Behavior, the student is not allowed to participate in any other MME testing during the Spring 2008 test cycle.**

### Defective Test Materials

Replace a defective test booklet or answer document as quickly as possible so the examinee does **not** lose time.

- Be sure the replacement booklet is the **same test form** as the defective booklet.
- If it is **not** possible to give the same test form, give the student another test booklet. (Attach the answer document to the Irregularity Report at the end of the test session.)
- If a change in a test form occurs during the WorkKeys test administration, call PEM immediately for further directions.
- Print “Defective Material Void” on the cover of the test booklet or across the front of the answer document and attach it to the Irregularity Report. Explain the circumstances on the Irregularity Report.
- If an answer document is defective, the examinee must transfer, under your supervision, all information exactly as originally noted to a new one **after the test session.**
- Call PEM for further directions if you do **not** have sufficient materials to replace those that are defective.

### Duplicating Test Materials

Testing personnel and examinees are **not** permitted to duplicate or record any part of the MME assessments by copying, taking notes, photographing, scanning, or using any other

means. All answer documents and test booklets must be returned to test center personnel. No portion of these materials may be retained by examinees.

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 Dismissal for Prohibited Behavior or Refusal to Turn In Test Materials (see page 36).

In all cases, examinees observed using photographic, scanning, or recording devices, or observed removing pages from a test booklet, are to be dismissed, the device confiscated or cleared, and the answer document marked **Prohibited Behavior** in Box 7 - School Use Only on page 1 of the answer document. Inform the examinee the answer document will **not** be scored and include all necessary information on the Irregularity Report. Call PEM (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.

- **Unauthorized Marking of Responses in Test Booklet Instead of on Answer Document.** Unless the examinee has an accommodation that allows the examinee to mark their answers in the test booklet or on a large-type worksheet, only responses marked on the answer document **during the time allowed for the test** will be scored. If an examinee without an approved accommodation has mistakenly marked responses in the test booklet and has **not** transferred them to the answer document, instruct the examinee to:
  1. Immediately transfer responses for the current test from the test booklet to the answer document.
  2. Continue testing by marking answers only on the answer document.
  3. Only responses 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.
  4. Document the situation on the MME Irregularity Report.

PEM will **NOT** transfer responses from the test booklet to an answer document. Unless the examinee requests the answer document be marked VOID, it will be scored as received.

- **Marking Responses in a Future Section of Answer Document** (e.g., marking responses in the section for Test 2 during administration of Test 1). As soon as this error in marking is detected, give the examinee a new, blank answer document and:
  1. If time remains on the current test, instruct the examinee to begin marking responses in the correct section of the answer document, beginning with the next item.
  2. If time has been called on that test, instruct the examinee to begin marking responses in the correct section of the new answer document, beginning with the next test.
  3. After testing is completed, supervise the examinee as he/she transfers the information on side 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.)**
  4. Mark the first answer document “REPLACED,” document the situation in detail on the MME Irregularity Report, and attach the replaced answer document to the report. Return the new answer document for scoring.
- **Marking Responses in a Previous Section of Answer Document** (e.g., marking responses in the section for Test 1 during administration of Test 2) or **Working on Wrong Test** (e.g., working on Test 2 during time allowed for Test 1). Both of these situations are considered prohibited behavior (working ahead or behind). Follow the procedures in Dismissal for Prohibited Behavior on page 36.

### Examinees Who Become Ill

Collect the test booklet and answer document from an examinee who becomes ill and asks to leave the test room. If the examinee returns and continues testing, lost time may **not** be made up. Record the time lost on the MME Irregularity Report.

If a student indicates that they will not finish the test because of illness, the Test Supervisor and student should determine whether the answer document should be scored or the student should be scheduled for the Makeup Test. Indicate the student's response on the MME Irregularity Report. If the answer document is to be scored, all tests attempted will be scored. It is not possible to score only certain tests. If the answer document is not to be scored, mark the answer document VOID and attach it to the MME Irregularity Report, unless the student has opted to take the Makeup Test.

Students who start a test session, are unable to finish due to illness, and are scheduled to take the Makeup Test, will need to complete the pretest session on a new answer document prior to the Makeup Test date.

### Irrational Behavior

If an examinee acts in an irrational or violent manner, proceed as follows:

- 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.
- If necessary, call security or police to protect staff and other examinees' safety.
- Inform the examinee that the answer document will **not** be scored.
- Give a detailed explanation on the Irregularity Report, mark the answer document void, and attach the examinee's test materials to the report.

### Prohibited Behavior

If an examinee is engaging in prohibited behavior, proceed in a way that does **not** cause unnecessary further disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in Dismissal for Prohibited Behavior exactly and 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 test other than the *Applied Mathematics* and *Michigan Mathematics* tests
- using any device to share or exchange information at any time during the tests or during break (all electronic devices, including cellular phones and pagers, must be turned off from the time the examinee is admitted to test until dismissed after testing concludes)
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, notes, dictionaries, or other 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
- filling in ovals after time has been called

Have a colleague verify your observation if possible. However, if you are **certain** an examinee is engaging in prohibited behavior and are supervising a room without assistance, dismiss the examinee based upon your own observation. The Test Supervisor does **not** have to be called to the room to verify the activity.

If you **suspect** an examinee is engaged in prohibited behavior, discreetly warn him/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 ovals after time was called, warn the individual immediately. Document your suspicions and actions on the Irregularity Report.

**You do not need to observe prohibited behavior if you are certain it occurred.** For example, if you are certain that five ovals left unfilled at the end of a test section were filled in after time was called, you may dismiss the examinee. **You must inform the examinee that the answer document will not be scored.**

### **Dismissal for Prohibited Behavior**

If you decide to dismiss an examinee, follow these procedures exactly:

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.
3. Tell the examinee:
  - a. You observed or are certain of the prohibited behavior.
  - b. He/she is being dismissed because of the behavior.
  - c. The answer document will **not** be scored.
4. Fill in the **Prohibited Behavior** bubble in **Box 7 - School Use Only**, on page 1 of the student's answer document. Do this in the presence of the student if possible.
5. Complete a detailed Irregularity Report that includes:
  - a. The time of the incident and the name(s) of the examinee(s).
  - b. The test room of the examinees.
  - c. The details of what you observed.
  - d. The statements you and the examinee(s) made.
  - e. The names of the staff who observed or were certain of the irregularity.
6. Return the answer document to the Test Supervisor with the answer documents to be scanned. Do **not** attach it to the MME Irregularity Report.

PEM 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, the answer document will be scored.

### **Voiding Answer Documents**

Mark an answer document VOID and staple it to the MME Irregularity Report for the following reasons **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 Irregularity Report. 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 PEM immediately and describe the situation in detail, including the examinee's name and Social Security or ID number (from your roster) and the test booklet number. Do **not** place yourself in a position of physical danger, and do **not** leave other test materials or examinees unattended.

## MME Day 2 Testing: WorkKeys and Michigan Mathematics Tests

### Test Day

Follow directions for **Admitting Examinees to the Test Room, Identification of Examinees, and Directing Examinees to Seats** on pages 28 to 30 in this manual.

### Required Forms

Completed Rosters, Seating Diagrams, Test Booklet Count Forms, and Testing Time Verification Forms are required for each test room used. Blank form masters are included in this manual on pages 63 through 77. They are also available on the MME website at [www.michigan.gov/mme](http://www.michigan.gov/mme). Instructions for completion are printed on the forms. If you have any questions, contact PEM.

### Starting Time

Testing may begin as soon as all examinees have been identified and seated. **Testing must begin no later than 9:00 A.M.** If any room starts later than 9:00 A.M., document the time and reason on the Irregularity Report. Starting the timed tests after 9:00 A.M. may result in the cancellation of scores for all students in that room. (**Not** applicable if you are administrating Michigan Science and Social Studies immediately after lunch on Day 2.)

**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 students admitted late will **not** be scored.

### Avoiding Common Errors in Completing Answer Documents

Room Supervisors and Proctors should be alert to the types of errors examinees commonly make when completing their answer documents. When reading the instructions, test personnel should emphasize the correct procedures to avoid these errors and walk around the test room to observe examinees as they complete these steps.

When completing each assessment section:

- grid the appropriate test form code in addition to writing the code in the boxes and the name in the space provided.
- emphasize that examinees must 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.

### Verbal Instructions

**The Michigan Merit Exam must always be administered under supervised, timed, secure, standardized testing conditions. No test room may be left unattended by testing personnel at any time. Do not leave the room even if only one examinee is testing. To ensure security of test materials, distribute answer documents and test booklets only when directed by the verbal instructions, not prior to the arrival of examinees.**

To ensure standardized conditions, it is important that Room Supervisors read the following verbal instructions loudly, clearly, and as they are written. **These instructions are for standard time administrations.** Verbal instructions for students testing with accommodations are printed in the *Administration Manual for Students Testing with Accommodations*.

Practice reading these instructions before test day. On test day, read aloud verbatim all the instructions in the shaded boxes. **Do not depart from this text.**

When reading the instructions, pause after each series of dots (. . .) **and look at the examinees to be sure they are following instructions.**

**Verbal  
Instructions for  
Administering  
Reading for  
Information**

This morning, you will be taking part 2 of the Michigan Merit Exam, which includes the WorkKeys Reading for Information, WorkKeys Applied Mathematics, and Michigan Mathematics assessments.

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 them to the front of the room now. Make sure that each device is turned off. I will give you an envelope to place your items in. Please write your name on the envelope. I will keep the envelope until we have completed all testing for today. **Please be sure that each device is turned off before you place it in the envelope. If your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.** If you brought a calculator, put it away now; you may use it only during the mathematics tests. . .

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 examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, or has the wrong barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does **not** appear in Box 2, please raise your hand. . .

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. . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval 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 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 that is 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 Seating Diagram.

Look at your answer document. Turn to page 2 and find Box 10 at the top of the page. Fill in the bubble next to (*Initial, Makeup, or Emergency*) form type.

If any students have form number 0812, they should be testing in a room where directions are being read from the Spring 2008 MME *Administration Manual for Students Testing with Accommodations*.

Now find Box 11 – Form Number. Now look at the front cover of your test booklet. A four-digit Test Form Number is printed in the lower-right corner. Print that number in Box 11 on your answer document. Then fill in the corresponding oval in each column. . . If you do **not** fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form Number. The Test Form Type and Test Form Number indicate which answer key will be used in scoring the assessment. Therefore, **if a Test Form Type or Test Form Number is not entered correctly, the answer document may not be scored correctly.** Then continue by saying:

Now 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 12 on your answer document. Fill in the corresponding oval in each column. . .

Walk around the room to be sure examinees are entering the Form Type, Form Number, and Booklet Number correctly on their answer documents.

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 place on 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 are:

- looking back at a test on which time has already been called
- looking ahead in the test booklet in a different section of the test
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using an unauthorized calculator
- using any device to share or exchange information at any time during testing or during breaks
- sharing a calculator with another examinee
- using a calculator on any test other than the Mathematics Test
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- **not** following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **Prohibited Behavior** and will **not** be scored. If we notice that a test has **not** been completed 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.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may **not** read or engage in any other activity that could distract others still testing.

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

Break the outer seal of your test booklet. . . Break the seal of the Reading for Information section. . .

Open to the directions page and read the directions silently as I read them aloud.

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will **not** count toward your score.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. **DO NOT USE A PEN.**

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

On this test, you will **not** be penalized for guessing, so you should try to answer every question. If you do **not** know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

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

Are there any questions? . . .

Set your stopwatch or interval timer to **exactly 45 minutes** and say:

We are now ready to begin the test. You will have 45 minutes to work on this test. Do **not** mark beyond item 33 in Section A. I will announce when you have five minutes left to work. Go to the next page and begin working. . .

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the Proctor if one is in the room.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do **not** disturb examinees during the test session with additional oral or written announcements of time remaining. Do **NOT** post the time remaining.

When your watch or timer indicates **exactly 40 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 45 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up. . .



<b>45 Minutes</b>
START _____
5 minutes remaining _____
STOP _____

Transfer to Testing Time Verification Form on page 71.

**Verbal Instructions  
for Administering  
Applied  
Mathematics**

When you have everyone's attention, continue:

Turn your test booklet so the front cover faces up. There should be no talking.

We will now take the WorkKeys *Applied Mathematics* test. Look at your answer document. Turn again to page 2 and find Section B, the *Applied Mathematics* section.

Go to Section B - Applied Mathematics in your test booklet. Break the seal of your *Applied Mathematics* section now.

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

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will **not** count toward your score.

The test measures mathematics skills related to workplace success.

Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. **DO NOT USE A PEN.**

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure that you mark your answer in the row of ovals with the same number as the question.

On this test, you will **not** be penalized for guessing, so you should try to answer every question. If you do **not** know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

You may use a calculator and a formula sheet for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this section. You may tear this sheet out of your booklet now.

**Note:** Unless the problem indicates otherwise, you should assume all of the following.

1. Diagrams are **not** necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi ( $\pi$ ), use the number 3.14 for that value. If you have a  $\pi$  key on your calculator and you use that key, your answers may **not** match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows:  $(2 + 6 + 7) \div 3$ .

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

9 x 53 = ? (you should get 477)  
477 ÷ 15 = ? (you should get 31.8)

If you did **not** get the answers shown in parentheses, please tell the person who is administering the test.

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

Are there any questions? . . .

Set your stopwatch or interval timer to **exactly 45 minutes** and say:

We are now ready to begin the test. You will have 45 minutes to work on this test. Mark your answers in Section B only. I will announce when you have five minutes left to work. Go to the next page and begin working. . .

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at left. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the Proctor if one is in the room.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do **not** disturb examinees during the test session with additional oral or written announcements of time remaining. Do **NOT** post the time remaining.



When your watch or timer indicates **exactly 40 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 45 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, place your answer document inside your test booklet, close your test booklet and look up. . .

When you have everyone's attention, continue:

If you tore your formula sheet from the front of your test booklet, I will collect them now. You will **not** need them for any other parts of this test.

You will have a 10-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.

<b>45 Minutes</b>
START _____
5 minutes remaining _____
STOP _____

Transfer to Testing Time Verification Form on page 71.

Give general directions and locations of restrooms and drinking fountains, if appropriate. 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 10 minutes. Do **not** delay the start of Section C waiting for examinees who return late from the break. They may be readmitted but cannot make up lost time. Keep conversation with late arrivals to a minimum. If an examinee does not return, do not mark the answer document VOID until you determine whether to schedule the student for Makeup Testing (see page 35).

### Verbal Instructions for Administering *Michigan Mathematics*

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 page 1 to be sure your name appears in **Box 2**. . .

When everyone is ready, say:

Look at your answer document. Turn to page 2 and find Section C - Michigan Mathematics. Break the seal on Section C of your test booklet now.

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

In this section you will continue to demonstrate your understanding of mathematics. You will have 35 minutes to finish this part of the test.

Read each question carefully and mark your answers in Section C of your **Answer Document**. 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.

Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the circle. If you change an answer, be sure to completely erase the first mark.

There are 42 questions in this section of the test. Choose the best answer for each question. If you skip a question, be sure to skip the corresponding number in your **Answer Document**. Mark only one answer for each question using a No. 2 pencil. Make sure the number of the question corresponds to the number in the **Answer Document**.

When you reach the end of Section C, you may check your work for Section C only. Do **not** work on any other section of this test.

Once you have finished, close your booklet and put down your pencil. Turn your Answer Document over so that your answers are face down.

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 35 minutes** and say:

We are now ready to begin the test. I will announce when you have 5 minutes left to work. Go to the next page and begin working. . .

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do **not** disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 30 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 35 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up. . .

Verify everyone has stopped, then say:

Close your test booklet. Turn your answer document so that page 1 faces you and look up. . .

I will now collect the answer documents and test booklets. They will be picked 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:**

1. Collect and count the answer documents. Turn them all one way and make certain you have one answer document for each examinee.
2. Collect the test booklets **individually** from each examinee and count them. Do **not** allow the booklets to be passed in. 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 count of the answer documents and test booklets has been verified, dismiss students using Option 1 or Option 2 below. (as specified by your Test Supervisor).**



<b>35 Minutes</b>	
START	_____
5 minutes remaining	_____
STOP	_____

Transfer to Testing Time Verification Form on page 71.

**Option 1:** Before dismissing your students, advise them when to report for the final portion of the Michigan Merit Exam (Michigan Science and Social Studies). Then give them directions about the school schedule for the remainder of the day.

OR

**Option 2:** Dismiss students for a 30-minute lunch. Stress the importance of returning promptly from lunch and being ready to test.

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.

After examinees are dismissed, double-check your counts and complete items D, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

## MME Day 3 Testing: Michigan Science and Social Studies Tests

### Verbal Instructions for Administering Michigan Science

Read and follow all Test Day Instructions on page 37 before beginning the Michigan Science and Social Studies test administration.

This morning (~~afternoon~~), you will be taking the final portion of the Michigan Merit Exam, which includes Michigan Science and Social Studies.

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 them to the front of the room now. Make sure that each device is turned off. I will give you an envelope to place your items in. Please write your name on the envelope. I will keep the envelope until we have completed all testing for today. **Please be sure that each device is turned off before you place it in the envelope, if your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.** If you brought a calculator, put it away now; you may **not** use it for any part of the science or social studies test. . .

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 examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, or has the wrong barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does **not** appear in Box 2, please raise your hand. . .

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. . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval 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 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 that is 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 Seating Diagram.

Look at your answer document. Turn to page 3. This is Section A – Michigan Science. Find Box 10 at the top of the page. Fill in the bubble next to **(Initial, Makeup, or Emergency)** form type.

If any students have form number 0812, they should be testing in a room where directions are being read from the *MME Administration Manual for Students Testing with Accommodations*.

Now find Box 11 – Form Number.

Now look at the front cover of your test booklet. A four-digit Test Form Number is printed in the lower-right corner. Print that number in Box 11 on your answer document. Then fill in the corresponding oval in each column. . . If you do **not** fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form Number. Then continue by saying:

Now 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 12 on your answer document. Fill in the corresponding oval 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 place on 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 are:

- looking back at a test on which time has already been called
- looking ahead in the test booklet in a different section of the test
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using a calculator
- using any device to share or exchange information at any time during testing or during breaks
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- **not** following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, or continuing to write the essay after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **Prohibited Behavior** and will **not** be scored. If we notice that a test has **not** been completed 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.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may **not** read or engage in any other activity that could distract others still testing.

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

Break the outer seal of your test booklet. . . Break the seal of Section A — Michigan Science section. . . Turn to page 1 and read the directions silently as I read them aloud. . .

In this section you will continue to demonstrate your understanding of science. You will have 45 minutes to complete Section A.

Section A contains 60 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 A early, you may check your work for Section A 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 45 minutes** and say:

We are now ready to begin the test. You will have 45 minutes to work on this test. Mark your answers in Section A only. I will announce when you have 5 minutes left to work. Go to the next page and begin working. . .

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 40 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 45 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up. . .

When you have all students' attention, continue:

Look at your answer document. Turn to page 4 and find Section B, Michigan Social Studies Part 1. Break the seal for Section B on your test booklet now.

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

Section B of this test contains 25 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 B of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

The last item in Section B is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public

<b>45 Minutes</b>	
START	_____
5 minutes remaining	_____
STOP	_____

Transfer to Testing Time Verification Form on page 73.

**Verbal Instructions for Administering Michigan Social Studies - Part 1**

policy issue, take a position for or against the policy, and give reasons supporting your position.

Your written response will be scored on both a 5 point Social Studies rubric and a 6 point Writing rubric. Both rubrics are provided at the end of this Section.

Scores based on the 5 point rubric will be doubled for a maximum of ten points towards your MME Social Studies score.

Scores based on the 6 point rubric will be doubled for a maximum of twelve points towards your MME Writing score.

You must write your answer in the space provided in Section B of your **Answer Document**. No additional sheets may be used.

You will have 40 minutes to complete Section B. If you finish Section B early, you may check your work for Section B only.

Please raise your hand if you have any questions.

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

Are there any questions? . . .

Set your stopwatch or interval timer to **exactly 40 minutes** and say:

We are now ready to begin the test. You will have 40 minutes to work on this test. Mark in Section B of your answer document only. I will announce when you have 5 minutes left to work. Go to the next page and begin working. . .



You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do **not** disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 35 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 40 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up. . .

You will have a 10-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 appropriate. 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.

<b>40 Minutes</b>
START _____
5 minutes remaining _____
STOP _____

Transfer to Testing Time Verification Form on page 73.

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 10 minutes. Do **not** delay the start of Section C waiting for examinees who return late from the break. They may be readmitted, 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 page 1 to be sure your name appears in **Box 2**. . .

### Verbal Instructions for Administering *Michigan Social Studies - Part 2*

When you have all students' attention, continue:

Look at your answer document. Turn to page 8 and find Section C, Michigan Social Studies Part 2. Break the seal for Section C on your test booklet now.

Turn to page 19 and read the directions silently as I read them aloud.

Section C of this test contains 30 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 in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

The last item in Section C is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, take a position for or against the policy, and give reasons supporting your position. Your written response will be scored on both a 5 point Social Studies rubric and a 6 point Writing rubric. Both rubrics are provided at the end of this Section.

Scores based on the 5 point rubric will be doubled for a maximum of ten points towards your MME Social Studies score.

Scores based on the 6 point rubric will be doubled for a maximum of twelve points towards your MME Writing score.

You must write your answer in the space provided in Section C of your **Answer Document**. No additional sheets may be used.

You will have 40 minutes to complete Section C. If you finish Section C early, you may check your work for Section C only.

Please raise your hand if you have any questions.

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

Are there any questions? . . .



Set your stopwatch or interval timer to **exactly 40 minutes** and say:

We are now ready to begin the test. You will have 40 minutes to work on this test. Mark your answers in Section C only. I will announce when you have 5 minutes left to work. Go to the next page and begin working. . .

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on the test. Do **not** disturb examinees during the test session with additional oral or written announcements of time remaining.

<b>40 Minutes</b>
START _____
5 minutes remaining _____
STOP _____

When your watch or timer indicates **exactly 35 minutes** have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **exactly 40 minutes** have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up. . .

Verify everyone has stopped, then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces you and look up. . .

I will now collect the answer documents and test booklets. They will be picked 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:**

1. Collect and count the answer documents. Turn them all one way and make certain you have one answer document for each examinee.
2. Collect the test booklets **individually** from each examinee and count them. Do **not** allow the booklets to be passed in. 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.

Transfer to Testing Time Verification Form on page 73.

**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 count of the answer documents and test booklets has 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.

After examinees are dismissed, double-check your counts and complete items E, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

## Return of Answer Documents and Test Materials

All materials, including unused test materials and materials to be scored, must be returned to the Test Supervisor at the completion of the test session. Do **not** keep any testing materials and do **not** leave any test booklets or answer documents unattended.

### Room Supervisor Responsibilities After Testing

To ensure that each student's test results are reported as accurately and quickly as possible, you should assemble and check the answer documents carefully at the completion of the test session.

- Make sure there is an answer document for each student who took a test.** (The number of answer documents should match the number of used test booklets, the number of students on the MME Seating Diagram, and the number of admitted students on the MME Testing Roster.)
- Explain any discrepancies on the MME Irregularity Report (page 65).
- Make sure the answer document has a barcode label in Box 8** that matches the gridded student name.
- Keep the following answer documents separate for additional processing by the Test Supervisor:
  - Answer documents requiring a new **student barcode label**
  - Answer documents for student(s) dismissed for prohibitive behavior
    - Fill in the **Prohibited Behavior** bubble in Box 7 on the front of the student answer document
    - Document the Prohibited Behavior on the MME Irregularity Report
- Turn all answer documents the same way; they do **not** need to be alphabetized.
- Check each answer document for the following:
  - Is the name printed and gridded properly?
  - Is all other required School Use Only information complete and accurate?
  - Has each student completed the form type, test booklet number, and test form number? **This information is required for scoring.**
    - WorkKeys and Michigan Mathematics – Boxes 10 – 12 on page 2
    - Michigan Science and Social Studies – Boxes 10 – 12 on page 3
  - Use the MME Irregularity Report form on page 65 to describe any irregularities which could affect the student's scores.
- Return all Test materials to your Test Supervisor as soon as the test session is completed. Separate as follows:**
  - Irregularity reports with supporting documentation
  - Answer documents for students dismissed for Prohibited Behavior
  - Answer documents requiring a new barcode label
  - Used test booklets and answer documents
  - Unused test booklets and answer documents
  - Seating Diagram and *MME Testing Roster*

### Test Supervisor Responsibilities After Testing

- Do not keep any test booklets and do not leave any test booklets or answer documents unattended.**
- A FedEx pickup has been scheduled for March 14, 2008, ~~between 12:30 and 4:30 pm.~~ Return all Standard Time testing materials for Day 2 and Day 3 except for **unused** answer documents and your MME Administration Manuals (needed for Makeup testing). Keep the blank answer documents, pre-gridded answer documents for students

who were absent, and the MME Standard Administration Manuals to use for Makeup testing. All other MME Day 2 and Day 3 materials, including materials to be scored, test administration documentation, used and unused test materials must be returned to PEM in that shipment. The only exception is the testing materials retained by the Test Accommodations Coordinator (TAC) until the completion of MME accommodated testing.

Note: ~~Your Day 1 materials return to ACT and your Day 2 materials return to PEM must be returned in this scheduled pickup. If you complete your Day 3 administration in the afternoon of Day 2, you must also return your Day 3 materials in this scheduled pickup.~~

~~If you administer Day 3 on the morning of March 13, it is possible that the scheduled pickup will occur before you have the Day 3 materials return completed. If this situation occurs in your school, finish your return packaging, then call FedEx to schedule a pickup of your Day 3 materials. Follow steps 3 - 6 on page 58.~~

Day 2 and Day 3 materials should be returned in separate boxes. Pack all Day 2 materials (WorkKeys and Michigan Mathematics) first, then use the same process for packing Day 3 (Michigan Science and Social Studies) materials. If your school has completed all accommodated testing before the March 14 ~~afternoon~~ pickup, those materials should be included in this Return Shipment. If your school is still testing accommodated students, then all test materials for accommodated testing will be returned in a separate shipment.

At the end of the Day 2 test session, complete the steps below. Repeat the process at the conclusion of the Day 3 test session.

1. Collect all testing materials, used and unused, from each Room Supervisor for return to PEM. Do **not** shred any materials.
2. Complete the **Returned After Testing** section of the MME Test Booklet Count Form with the Room Supervisor, 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 Prohibited Behavior bubble is gridded in Box 7 on the front of the answer document, and that the Prohibited Behavior is documented on the MME Irregularity Report (see page 65).
4. If any students tested with **accommodations**, verify that the Timing Codes and School Use Only boxes have been completed on the back page of the answer document for each applicable subject.
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 to print a barcode label and affix in Box 8.
6. Verify that the **Report codes** in Box 7 have been gridded for all applicable students.
7. Verify that you have received the completed **MME Testing Roster**, Seating Diagram, Testing Time Verification Form, and MME Irregularity Report (if applicable) from each Room Supervisor.
8. Keep the following materials for the Makeup Test Administration.
  - pre-gridded answer documents for students who were absent
  - blank answer documents
  - MME Administration Manuals
  - blank MME School Header Sheets
  - blank MME Class/Group ID Sheets
9. Pack all other testing materials for return shipment using the **MME Return Instructions** below.

## Ordering Makeup Test Materials

10. Order standard time test booklets for Makeup Testing for the following students:
- students who were absent on the initial test date
  - students who became ill on the initial test date and were unable to complete the test session
  - students who enrolled in your school too late to be included in the initial test window
  - Home-schooled students who requested to participate in the MME at your school too late to be included in the initial test window

Your order for Day 1 materials must be faxed to ACT (see the ACT *Supervisor's Manual of Instructions*). **Makeup materials for Day 2 and Day 3 must be ordered on the OEAA Secure Site by March 14, 2008.**

Note: There is no Makeup test for students testing with accommodations. They take each test in sequence within the two-week accommodations testing window.

## Records Retention

In order to maintain test security and assure valid scores, it may be necessary for OEAA, ACT, or PEM to verify testing conditions some months after the actual test date. Schools must keep a record of all MME testing documentation by test cycle for one year beyond the students' graduation. This record should include a test roster for each test administration. The roster should indicate all examinees who actually took the test.

## Return Instructions

**Day 2 and Day 3 materials for the Initial test dates will be picked up by FedEx on March 14, 2008, between 12:30 — 4:30 pm. This is a scheduled pickup. Do not call FedEx.**

~~Note: Your Day 1 materials return to ACT and your Day 2 materials return to PEM must be returned in this scheduled pickup. If you complete your Day 3 administration in the afternoon of Day 2, you must also return your Day 3 materials in this scheduled pickup.~~

~~If you administer Day 3 on the morning of March 13, it is possible that the scheduled pickup will occur before you have the Day 3 materials return completed. If this situation occurs in your return packaging, then call FedEx to schedule a pickup of your Day 3 materials. Follow steps 3–6 on page 58.~~

You will need your Return Materials Kit, the Packing List that came with your secure test materials, and the boxes that your test materials were shipped in, to package your test materials for return shipment.

Your Return Materials Kit includes packing instructions, School Header Sheets, Class/Group ID Sheets, shipping labels, scorable and non-scorable labels, paper bands, yellow envelopes for MME Irregularity Reports, and green envelopes for test administration forms.

One FedEx label and one scorable or non-scorable label is required for each box to be returned. If you do **not** have enough FedEx labels or scorable/non-scorable labels, place an additional order online using the OEAA Secure Site or call 1-800-204-4109. Do **not** photocopy the labels. FedEx will **not** accept packages with photocopied labels.

The FedEx tracking number is scanned at the time of pickup. Do **not** make any alterations to the label. FedEx will **not** accept packages with altered labels. To track your return shipments, please remove and save the little tab at the bottom left corner of the FedEx label. Each label will have its own unique tracking number.

### Scorable Material

1. Place **answer documents** to be scored in the box using cushioning materials to keep them secure. Paper bands were provided in your Return Kit to wrap around the answer documents. Use the same boxes that the materials originally came in to ship the materials to the MME Scoring Services. If these boxes are **not** available, use sturdy boxes to return the materials. (Do **not** use copier paper boxes.)

Note: Do not return the unused or pre-gridded answer documents until after Makeup and Accommodated Testing is completed.

2. Complete an **MME School Header** Sheet for each answer document type (*Initial, Makeup, Accommodated, or Emergency*) per instructions printed on the sheet. This is a scannable form. Do **not** photocopy. Place the completed School Header sheet on top of the answer documents to be scored, before securing with the paper band.
3. Place the completed **Class/Group ID** sheets (optional form) on top of the completed School Header sheet.
4. Separate the **MME Irregularity Reports** 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 Class/Group ID (or the School Header Sheet if no Class/Group ID sheets were used).
5. Place the **MME Test administration forms** in the green *Administration Forms envelope* after making a copy for your files. Use the checklist on the front of the envelope to verify that you have included all required test administration forms for each testing 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 **orange Scorable** label on the outside of the box. Make sure no other labels are visible or that they have been blacked out.
8. On the orange Scorable Material label, indicate the number of boxes by completing the Box \_\_\_\_ of \_\_\_\_\_. (Example box 1 of 2, box 2 of 2) The total number of scorable boxes should be indicated. Do **not** include white labeled non-scorable boxes in this count.

### Non-scorable Material

1. Pack all used and unused **assessment booklets** for return as soon as the Initial Test Day administration is completed. You will need to order new test booklets for the makeup test administration. Use cushioning materials to keep them secure. Pack all used and unused makeup test materials and all used and unused accommodation materials for return in the March 27 pickup. All Cassettes, VHSs, DVDs, Reader Scripts, Enlarged Print, and/or Braille material must be returned. Use the secure material **Packing List** to ensure that you are returning all secure materials that were shipped to your school. Keep this document for your records. Use the same boxes that the materials originally came in to return ship the materials. If these boxes are **not** available, use sturdy boxes to return the materials. (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 **white non-scorable** label on the outside of the box. Make sure no other labels are visible or that they have been blacked out.
4. On the **white** non-scorable label, indicate the number of boxes by completing the Box \_\_\_\_ of \_\_\_\_\_. (Example box 1 of 2, box 2 of 2) The total number of non-scorable boxes should be indicated. Do **not** include orange labeled scorable boxes in this count.

Scorable and Non-Scorable boxes will be picked up at the same time, but please keep the boxes numbered as two separate shipments.

Each secure test material has been assigned to a specific school and is expected to be returned when your scorable materials are sent back. March 14 all Initial Testing standard time materials must be returned. Makeup and accommodated materials must be returned no later than the March 28 scheduled pickup.

### Accommodated Material Return

If **accommodated testing** is completed prior to March 14, return your accommodated materials in the March 14 pickup. If accommodated testing is **not** completed prior to March 14, follow the instructions below to **schedule a pickup**.

**All accommodated materials must be picked up by March 28, 2008 to be scored.** OEAA will **not** guarantee the scoring of any answer document(s) picked up after the deadline.

1. Package the scorable and non-scorable materials following the preceding directions.
2. Place the boxes where the FedEx driver normally delivers or picks up packages.
3. To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339) and press 9.
4. When prompted, enter **341175062** as the nine-digit FedEx account number. You will be transferred to a specialized Premier Customer Service Representative.
5. Please have the following information available when you call;
  - a. Your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system, otherwise this information will need to be provided)
  - b. The pickup date your materials are ready for return to PEM.
  - c. Your 15-digit FedEx tracking number(s) found on your return labels
  - d. The number of boxes you are returning
  - e. The average package weight (you can use 15 pounds per box). In most cases your pickup will be scheduled for the following business day or date you requested. You will **not** receive a return call.
6. Please allow 24 hours for the driver to show up after you call for a pickup. The delivery time to Iowa is 2 days ground from Michigan.

**Makeup Testing  
Material Return**

Day 2 and Day 3 materials for Makeup Testing will be picked up by FedEx on March 28, 2008. ~~between 12:30—4:30 P.M.~~ This is a scheduled pickup. Do not call FedEx.

1. Follow the return Instructions for scorable and non-scorable materials on pages 58-59. This is the final pickup. You must return all used and unused test materials in this shipment.
2. Verify that you have returned each secure material listed on your packing slip. Keep a copy for your records.

**Note: After all materials for the MME Spring 2008 test cycle have been returned, destroy any remaining shipping labels as these labels are valid for the MME Spring 2008 test cycle only.**





# MME Testing Roster

(This document may be photocopied for Day 2 and Day 3.)

Page \_\_\_\_\_ of \_\_\_\_\_

**Note:** Your school may provide a readable list of students, by test room, in lieu of this roster. Test date, testing staff, and room number/name must appear on the list and the type of ID accepted must be marked on the list on test day.

Name of School \_\_\_\_\_  
Where Students Tested \_\_\_\_\_

**Check the test this roster applies to:**  
 WorkKeys and Michigan Mathematics  
 Michigan Science and Social Studies

City/State \_\_\_\_\_

Room Name \_\_\_\_\_

Room Supervisor's Name \_\_\_\_\_

Room Number \_\_\_\_\_

ACT High School Code 

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 - 

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**TYPE OF ID**

P = Photo ID                      R and initials = Recognized  
 L = ID Letter                      - = Absent

STUDENT'S NAME (please print or type) List all students scheduled to test in this room.	TEST DATE	
	Mark attendance by noting type of ID	
	INITIAL	MAKEUP
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.		

**Test Supervisor: Return one completed form for each test room with your other reports. Retain a copy for your files.**



# MME Irregularity Report

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

Testing School Name \_\_\_\_\_ Room Name/Number \_\_\_\_\_ ACT High School Code \_\_\_\_\_

City/State \_\_\_\_\_ Test Date \_\_\_\_\_

**Circle the test this form applies to:** WorkKeys and Michigan Mathematics Michigan Science and Social Studies

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.**

PLEASE PRINT OR TYPE.

Examinee's Name	Examinee's Social Security Number (optional)	Time/Test Irregularity Occurred	Test Booklet Form/Number	Type of Irregularity								Answer Document Marked Void?					
				Illness	Working Behind/Ahead	Unauthorized Calculator Use	Marking or Altering Ovals After Time	Item Challenged	Timing Questioned	Other (Specify Below)	Materials Damaged, Replaced, Duplicate, Replaced (Specify Below)	Voided by Staff Examinee Informed	Voided by Staff Examinee <b>NOT</b> Informed	No			
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 PEM with a list of examinees affected by this irregularity. Call PEM immediately if a mistiming occurs.

Room Supervisor's Signature \_\_\_\_\_ Test Supervisor's Signature \_\_\_\_\_





# MME Seating Diagram

Blank Forms

ACT High School Code                      Testing School Name \_\_\_\_\_

Test Date (mm/dd/yy)    /    /     Room Supervisor Name \_\_\_\_\_

Number of Testing Staff in Room     Room Name/Number \_\_\_\_\_

- 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 1:  
 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 #: A \_\_\_\_\_ B \_\_\_\_\_

Circle the test this form applies to:    WorkKeys and Michigan Mathematics    Michigan Science and Social Studies

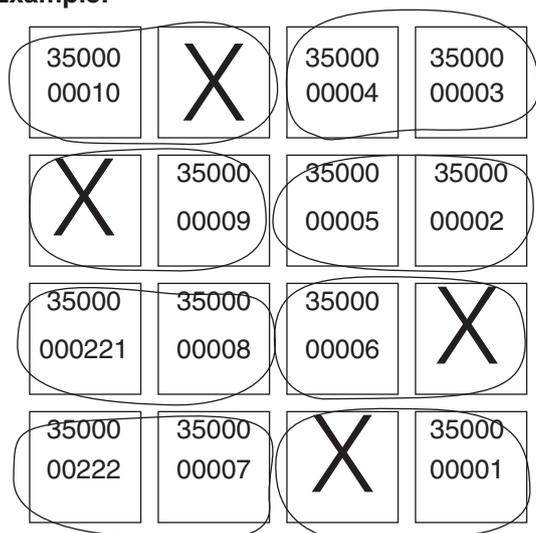

↓ FRONT OF ROOM (the direction examinees are facing)—ALL examinees in the room must face the SAME direction ↓

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

## MME Seating Diagram Instructions

1. During testing, all Room Supervisors must complete this form for their room even if only one examinee is in the room. Complete a separate form for Day 2 and Day 3 test sessions. 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 page 67, draw your own diagram on a separate sheet of paper and attach it to this form.
4. During Test 1:
  - Record the number of examinees in the room.
  - Record the quantity and serial numbers of Day 2 or Day 3 test booklets distributed to examinees.
  - Circle the test session this form applies to: WorkKeys and Michigan Math or Michigan Science and Social Studies.
  - 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 1.
  - 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 Irregularity Report.
6. Crosscheck the booklet numbers and examinee counts you entered on this form with the numbers entered on your Test Booklet Count Form.
7. Test Supervisor: Return this completed form with your rosters.

**Example:**



Test Booklets used:

Sequence A: 3500000001–3500000010

\*Sequence B: 3500000221–3500000222

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



# MME Test Booklet Count Form Instructions

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. Use a separate form for Day 2 and Day 3.

## A and B. Test Booklets Received

1. BEFORE TESTING: Complete Sections A and B 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 further 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.

## C. Examinee Count During Test 1

7. DURING TEST 1, count the examinees in the room.
8. Enter the number of occupied seats you documented on your Seating Diagram (page 63). 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.

## D and E. Test Booklets Returned

9. After Michigan Mathematics on Day 2, collect and count the test booklets. After Social Studies - Part 2 on Day 3, collect and count the test booklets. Do **not** allow any examinee to leave the room until all materials have been accounted for.
10. Be certain the total 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 any discrepancy is resolved.

## F. Answer Documents Returned

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

## After Testing

14. Return all materials and forms to the test Supervisor.
15. Test Supervisor—in the presence of the Room Supervisor, count and verify all materials returned to you after testing. Sign below Section G to signify that you personally counted and verified the returned materials. Keep answer documents that need a new barcode label separate for further processing.
16. Room Supervisor—initial below Section G to acknowledge all materials were returned and accounted for.
17. Return this completed form to PEM with the other test administration forms after testing.

# MME Testing Time Verification Form — Day 2

Completed by Room Supervisor as tests are administered.

Testing School Name: \_\_\_\_\_

Test Date: \_\_\_\_\_

Room Supervisor: \_\_\_\_\_

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

Room Name/Number: \_\_\_\_\_

ACT High School Code

## Reading for Information



**START**

**5 minutes remaining**

**STOP**

Transfer from page 41

## Applied Mathematics



**START**

**5 minutes remaining**

**STOP**

Transfer from page 43

## Michigan Mathematics



**START**

**5 minutes remaining**

**STOP**

Transfer from page 45

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



# MME Testing Time Verification Form — Day 3

Completed by Room Supervisor as tests are administered.

Testing School Name: \_\_\_\_\_

Test Date: \_\_\_\_\_

Room Supervisor: \_\_\_\_\_

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

Room Name/Number: \_\_\_\_\_

ACT High School Code

## Michigan Science



**START**

**5 minutes remaining**

**STOP**

Transfer from page 50

## Michigan Social Studies – Part 1



**START**

**5 minutes remaining**

**STOP**

Transfer from page 51

## Michigan Social Studies – Part 2



**START**

**5 minutes remaining**

**STOP**

Transfer from page 53

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



# MME Testing Staff List

(This document may be photocopied for Day 2 and Day 3.)

**Circle the test this form applies to:**    WorkKeys and Michigan Mathematics    Michigan Science and Social Studies

ACT High School Code 

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Test Date (check one)     INITIAL  
 MAKEUP  
 ACCOMMODATED

Testing School Name \_\_\_\_\_

City/State \_\_\_\_\_

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 the MME. Also list those individuals who assisted with or handled test booklets in any way.

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.			
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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.**



**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**



**1 PLEASE PRINT**

Name of Person Completing this Form \_\_\_\_\_

District Name \_\_\_\_\_

School Name \_\_\_\_\_

**SCHOOL  
HEADER SHEET**

**INSTRUCTIONS – use a separate header for Day 2 and Day 3 answer documents.**

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. If this information is preprinted, make sure the information is correct. If the information is not correct, contact Pearson Educational Measurement (1-800-204-4109).
3. In the boxes under School Code, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact Pearson Educational Measurement (1-800-204-4109).
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 a 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.

**4 FORM TYPE**

- Initial
- Make Up
- Accommodated
- Emergency

**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.









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**MME Day 2 and Day 3  
Standard Administration Manual  
Spring 2008**