



MEAP Coordinator and Test Administrator

Manual for the

**English Language Arts
Stand Alone Field Tests**

Grades

3, 5, 6, 8



**Winter 2005
MEAP Field Test Administration
Important Dates**

Materials Due in Schools January 10, 2005
Testing Dates January 24 – February 11, 2005
Field Test Materials Packaged by Districts..... January 31 – February 17, 2005
Deadline for Return of all Testing Materials February 18, 2005

**STATE OF MICHIGAN
STATE BOARD OF EDUCATION**

John C. Austin
Elizabeth W. Bauer
Carolyn L. Curtin
Nancy Danhof
Marianne Yared McGuire
Kathleen N. Straus
Reginald M. Turner
Eileen Lappin Weiser

EX-OFFICIO

Jennifer M. Granholm - Governor
Thomas D. Watkins, Jr. - Superintendent of Public Instruction

**STATE BOARD OF EDUCATION
STRATEGIC GOAL FOR 2003–2004**

Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.



608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
www.michigan.gov/meap
517-373-8393
877-560-8378

**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.

Table of Contents

Introduction.....	1
Items of Special Interest.....	1
Contact Information	1
School MEAP Coordinator Responsibilities	2
Test Administrator and Proctor Responsibilities	2
Scheduling MEAP Test Administration	3
Students to Be Tested.....	3
Test Administration Materials	3
Quantities of Materials.....	4
Final Arrangements Before Testing.....	4
Announcing the Tests	4
Test Administration Guidelines	4
Leaving the Room During Testing.....	4
Monitoring Test Administration	5
Completing Answer Document Student Identification Fields	5
Ethnicity.....	6
Testing Accommodations	6
Policy on Standard and Nonstandard Accommodations.....	7
Standard Accommodations	7
Nonstandard Accommodations.....	10
Audio Versions of the Tests.....	11
Scribes, Tape Recorders, and Brailers	12
Word Processors	12
Rapid Onset of a Medical Disability.....	12
Directions to Students: Completing Student Identification Information	13
Test Administrator Directions: English Language Arts.....	15
Materials	15
Test Length and Administration	15
Ending a Testing Session	20
Test Administrator Responsibilities After Testing	21
School MEAP Coordinator Responsibilities After Testing.....	22
District MEAP Coordinator Responsibilities	24
Organizing Answer Documents for Return	24
Instructions for Returning Materials.....	25
Requesting a Pickup for the <i>Package Returns Program</i>	26
Table of Test Materials to be Returned.....	26
Additional Materials Request Form.....	27

Introduction

Your school is participating in the MEAP English Language Arts Field Test for the ongoing test development of the MEAP English Language Arts test. The purpose of the MEAP English Language Arts Field Test is to evaluate new items developed in 2003–2004 for possible use on future operational tests. **Therefore, it is critical that test security is maintained and that all materials are returned. MEAP field test booklets and student answer documents are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after testing. No person other than students to be tested shall be allowed to review or take the test.**

Each test administrator should be provided a MEAP English Language Arts Field Test Coordinator and Test Administrator Manual. A supply was shipped with the test materials.

Our development and scoring contractor, Measurement Incorporated, of Durham, North Carolina, is conducting all activities for this field test.

Items of Special Interest

- **No Additional Sheets**
Students are provided ample space within all answer documents for extended written responses. **No additional sheets may be used with this MEAP field test.**
- **No Answer Documents in Grade 3**
The grade 3 field tests are being administered with scannable test booklets. **Student answers are to be marked in the test booklet**, and the test booklets should then be returned for scanning by the scoring contractor. In other words, the Grade 3 Test Booklets are also the Grade 3 Answer Documents.

Contact Information

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

- **Office of Educational Assessment and Accountability**—for information about MEAP test administration procedures, content, scheduling, information about students with disabilities and appropriate assessment or accommodations, and information about the English Language Learner (ELL) program
Phone: 1-877-560-TEST (8378)
Fax: 517-335-1186
Web site: www.michigan.gov/meap (test results, released items)
E-mail: MEAP@michigan.gov
- **MEAP Scoring Services**—for information about ordering, receiving, packaging, or returning testing materials
Phone: 877-683-6883
Fax: 919-425-7733
E-mail: michigan@measinc.com

School MEAP Coordinator Responsibilities

Each field test school has one person designated as the School MEAP Coordinator.

The MEAP Coordinator is responsible for:

- reading and becoming familiar with the information in this manual prior to the testing window;
- serving as the contact person between the school and the MEAP office or MEAP Scoring Services;
- coordinating the distribution, collection, and security of testing materials;
- directing the accurate completion of student identification information on answer documents; and
- disseminating testing information contained in correspondence to school staff (including school administrators, curriculum directors, teachers, and counselors).
- organizing testing materials after testing and providing them to the District MEAP Coordinator for return.

Test Administrator and Proctor Responsibilities

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

- reading and becoming familiar with the information in this manual prior to the testing window;
- reading directions *exactly as they appear* in this manual to students, and answering questions about test directions;
- verifying that no unauthorized materials are being used during testing; and
- ensuring that students are in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer documents.

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

Scheduling MEAP Test Administration

Winter 2005 MEAP English Language Arts field testing will occur during the period from Monday, January 24, 2005, through Friday, February 11, 2005. All testing must be completed on or before the last day of the testing window. All testing materials, including test booklets and answer documents, must be given to District MEAP Coordinators as soon as possible after field testing is complete. District MEAP Coordinators must then prepare completed materials so that they are picked up for return to Measurement Incorporated no later than **Friday, February 18, 2005**. It is the responsibility of the District MEAP Coordinator to call FedEx for pickup of testing materials. (See page 26 for details.)

Approximately ten minutes should be scheduled prior to testing for students to complete the student identification information in their answer documents. The MEAP English Language Arts field tests are untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each test.

The **School MEAP Coordinator**, in consultation with the ELA test administrators, will decide the schedule for testing. All of the test administrators in the designated school must use the same test schedule. **See page 15 for test scheduling time periods.**

Students to Be Tested

This field test should be administered to every general education student in the grade you are testing. The Individual Education Program (IEP) Team is to determine how students with disabilities are assessed in each of the core content areas. No alternate assessment is available for this field test. Thus, if the student's IEP indicates that a student requires an alternate assessment, he or she may be excused from taking this field test.

Note to test coordinators and administrators: This test is to be given only to students who are in the third, fifth, sixth, or eighth grades at the time of the field test window.

Test Administration Materials

Measurement Incorporated will ship the Winter 2005 field testing materials to arrive on or before January 10, 2005. Packages will be marked with pink labels that read "MEAP WINTER 2005 FIELD TEST." ***Save these packages for return shipping*** after testing is completed. Field Test materials are being shipped to either the District MEAP Coordinator or to the schools, depending on the method chosen to ship the Winter Operational Test materials.

- **Packing List:** Each shipment of materials will contain a packing list showing the materials being shipped and the quantity of each type of material.
- **MEAP English Language Arts Field Test Coordinator and Test Administrator Manuals:** One manual will be provided for each test administrator and each District MEAP Coordinator.
- **Test Booklets:** One test booklet per student is supplied for the MEAP English Language Arts field test. Test booklets are secure materials that must be carefully monitored and kept in ***locked*** storage before and after the testing window and between testing sessions.
- **Answer Documents:** There is a separate answer document for each student. (**NOTE:** The grade 3 field tests are being administered with scannable test booklets. Student answers are to be marked in the test booklet, and the test booklets then returned for scanning by the scoring contractor.)

- **School/Grade Header Sheets:** School/Grade Header Sheets are supplied to the School MEAP Coordinator. One header sheet should be used with each grade being tested.
- **Winter 2005 Mathematics Field Test Feedback Form:** A Form is provided for each Test Administrator and should be completed and returned with the test materials.

District MEAP Coordinators will receive a separate shipment that contains the following materials:

- **ELA Winter 2005 Field Test Coordinator and Test Administrator Manual:** Each District MEAP Coordinator will receive one manual.
- **List of Field Test Schools:** Each District MEAP Coordinator will receive a list of participating schools within their district, including the Form number being tested in each school.
- **Mailing Labels for Return of Materials:** The District MEAP Coordinator must use FedEx Ground mailing labels for returning test materials. These labels are included in a Return of Materials Kit that is supplied to the District MEAP Coordinator in a separate shipment. All test materials must be returned, whether used or unused. **No test materials may be duplicated, retained, or destroyed by anyone at the designated school.**

Quantities of Materials

You should receive testing materials by **January 10, 2005**. Materials that have not been received by that date should be reported immediately to MEAP Scoring Services at our toll-free number (877) 683-6883. Material counts shipped to your school are based upon the number of participating students as identified in the MEAP Office's SRSD data. We have automatically added 10% overage to that count for every participating school. Extra materials may be requested by using the Additional Materials Request Form on Page 27.

Final Arrangements Before Testing

Announcing the Tests

All teachers should be made aware of the Michigan Educational Assessment Program field tests and the testing that will occur. An announcement at a staff meeting would serve this purpose.

Students should be informed about the field test before the testing dates.

If your school has a newsletter to parents, you may wish to include an announcement of the testing dates.

Test Administration Guidelines

Leaving the Room During Testing

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

Test administrators must NOT leave a testing room unsupervised at any time.

Monitoring Test Administration

The School MEAP Coordinator should monitor testing sessions to verify that instructions are carried out properly. The School MEAP Coordinator should also consider the following:

- Are students being allowed to work at their own pace?
- Are student questions about the directions being answered before a testing session begins?
- Are test administrators only answering questions about test directions and **not** about any specific items?

Test administrators and proctors (if needed) are responsible for monitoring student activities during testing to make sure students are progressing through the tests and are not confused about directions. Consider the following:

- Are students marking their responses in the correct document (answer document vs. test booklet)?
- Are students marking their responses in the correct section of the answer document?
- Are there a large number of erasures? Are students confused about the directions or having other problems?
- Are students doodling or marking randomly? Do they appear to be racing through the test? Remind them of the importance of the test results.
- Are any students distracting others? If so, they should be moved to a separate testing room.
- Are students working in the correct section of the test booklet?

Completing Answer Document Student Identification Fields

To maximize the usefulness and validity of the test results, required student identification fields must be completed accurately and completely. The test administrator or proctor should verify that the student information is accurate before returning answer documents to the School MEAP Coordinator. **Emphasis should be placed on having students fill in the appropriate Form number on their answer document. This Form number is located on the front cover of the student's test booklet.**

An answer document must be returned for **every** student who takes the field test. (**NOTE:** There is no answer document for grade 3 field tests. Grade 3 students mark their answers in their test booklet. The test booklets are then returned to the scoring contractor for scanning.)

Fields to be completed by each student for identification information are: student's last name, first name, middle initial, birth date, gender, ethnicity, test form, teacher name, school name, building code, and district name. Fields to be completed by the test administrator are: testing accommodations.

Ethnicity

The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any federal program." (OMB Directive No. 15) The student should fill out the classifications since they reflect the individual's recognition of his or her community. Classifications will be used only for the purpose of reporting and to determine the fairness of questions in test items.

1. ***American Indian or Alaskan Native*** – a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition
2. ***Asian or Pacific Islander*** – a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa
3. ***Black, not of Hispanic Origin*** – a person having origins in any of the black racial groups of Africa
4. ***Hispanic*** – a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
5. ***White, not of Hispanic Origin*** – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East
6. ***Multiracial*** – a person of mixed racial and/or ethnic origins

Testing Accommodations

The Office of Educational Assessment and Accountability provides a list of standard and nonstandard MEAP testing accommodations for students with disabilities or for students with limited English proficiency.

In general, the determination for the use of standard or nonstandard testing accommodation must be documented in the student's school records. For students with disabilities, documentation usually consists of a Section 504 Plan or an Individualized Education Plan. The documentation must be specific for *each* content area administered.

In addition, expanded accommodations have been approved for students with limited English proficiency. The expanded accommodations were developed in consultation with districts, schools, and practitioners in the education of children with limited English skills. A district administrator, in consultation with the classroom teacher, usually makes the decision about appropriate accommodations for students with limited English proficiency. Districts with large LEP populations may have a coordinator or specialist at the administrative level assigned this responsibility. In districts with small populations the decision is often the responsibility of the classroom teacher and the district MEAP coordinator. The decision is not whether or not to test a child; it is which accommodation is most appropriate for the child.

During Winter 2005 MEAP testing, the English language arts, mathematics, science and social studies tests will have more than one form administered in order to maximize the number of embedded pilot items administered across the state. Please note that all of the accommodated versions of these tests (Braille, large-print, and audio) will be produced using Form 1 for each content area. Each student taking an accommodated version of a test must also have a print (Braille) copy of Form 1 test booklet to use while testing. Accommodated versions of the tests will be shipped with a Form 1 test booklet. For the content area being assessed.

NOTE: Standard assessment accommodations are ones that do not change the construct that the assessment is measuring and do provide a valid score. Nonstandard accommodations do change the construct that the assessment is measuring, rendering scores that are not valid and ineligible for the Michigan Merit Award. In addition, students who use nonstandard assessment accommodations are will NOT count as being assessed for the calculation of the No Child Left Behind participation rates.

Policy on Standard and Nonstandard Accommodations

Resolution 2001–02 establishes standard assessment accommodations for purposes of the Michigan Merit Award. The complete resolution is available on the Michigan Merit Award Web site (www.michigan.gov/meritaward), by clicking on “About Michigan Merit Award,” select “Board Resolutions,” and click on “Resolution 2002-02.”

Standard Accommodations

The following test accommodations will be considered “standard accommodations” for Michigan Merit Award purposes:

Accommodations appropriate for LEP students (as well as students with a disability) are noted with a diamond (♦). Items marked with a bullet (•) are only available to students with disabilities.

Scheduling

- ♦ Provision of additional testing time
- ♦ Allowance of frequent or extended supervised breaks
- ♦ Administration of the test at a time most beneficial to the student, with appropriate supervision by a school district professional

Location

- Provision for test administration at home or in a care facility with appropriate supervision by a school district professional
- Provision for distraction-free space or alternate location (e.g., study carrel, front of classroom)
- Placement of student where he/she is most comfortable (e.g., front of room, back of room)
- ♦ Administration of test in an ESL or special education classroom
- Provision for individual test administration (supervised)
- Provision for special lighting
- Provision of adaptive or special furniture
- Provision for freedom to move, stand or pace during an individualized test administration

- Provision of special acoustics
- ◆ Provisions for test administration in a small group setting
- Provision of soft, calming music to minimize distractions

Assistance with Test Directions

- ◆ Reading all directions to the student in English or in the student's native language, provided that the student is receiving native language instruction at least part of the time
- Rereading of directions for each subtask, as required
- Use of directions that have been highlighted
- Simplification of language in directions (paraphrase)
- Emphasis on verbs in directions
- ◆ Provision for student restatement of directions in his or her own words
- Use of sign language or oral interpreters for directions and sample items
- ◆ Clarification of directions by asking students to restate them

Assistance during Assessment

- ◆ Administration of test by ESL staff, special education teacher or similarly qualified person
- ◆ Reading of mathematics, social studies, science and writing assessment content and questions to the student in English or in the student's native language, provided that the student is receiving native language instruction, at least part of the time (Note: Reading aloud to a student any portion(s) of the ELA test that measures reading ability is a nonstandard accommodation, since these tests are measures of reading in English. Students who use nonstandard assessment accommodations will NOT count as being assessed for the calculation of the No Child Left Behind participation rates.)
- Signing of assessment content and questions to student except for the reading test (Note: Reading aloud to a student any portion(s) of the ELA test that measures reading ability is a nonstandard accommodation.)
- Use of page-turner
- Recording of student responses (writing or audiotape)
- Placement of teacher/proctor near student

Equipment and Assistive Technology

- Use of talking calculator (mathematics test only)
- User of sign language to indicate student response, except for constructed-response items
- Use of text-talk converter except for the reading and listening tests (Note: Reading aloud to a student any portion(s) of the ELA test that measures reading ability is a nonstandard accommodation.)
- Use of visual magnification devices
- Use of auditory amplification devices

- Use of masks, overlays or markers to maintain place
- Use of compact disc player with a CD version of tests except for the reading test (Note: Reading aloud to a student, any portion(s) of the ELA test that measures reading ability is a nonstandard accommodation.)
- Use of Braille writer for recording responses
- Use of communications device to indicate responses
- Use of calculator (mathematics assessments only)
- Use of rulers as provided by Michigan Educational Assessment Program
- Use of pencils adapted in size or grip
- Use of list of formulae as provided by Michigan Educational Assessment Program
- Use of noise buffers
- Use of computer or word processing equipment (spell check, thesaurus and grammar check must be disabled)
- ◆ Use of bilingual word-for-word translation dictionary for LEP students (no dictionaries that define or explain words or terms)
- Use of Braille ruler
- Use of acetate colored shield to reduce glare and increase contrast
- Use of voice-activated word processor (except for writing assessment)
- Use of devices or equipment to secure paper to desk

Test Format

- Use of lined or grid paper for recording answers
- Provision of Braille or large-print editions of the assessments
- Permission to mark answers in test booklet, to be transferred to answer folder by teacher or proctor
- Use of computer for task presentation
- Communication of test questions by CD except for the reading test (Note: Reading aloud to a student any portion(s) of the ELA test that measures reading ability is a nonstandard accommodation.)
- Use of scribe for constructed-response items (student must indicate punctuation and spell all key words)
- Permission to accomplish subtests in different order

Nonstandard Accommodations

Accommodations not listed above are considered “nonstandard,” and MEAP test scores accomplished by use of nonstandard accommodations will not be considered eligible scores for Michigan Merit Award purposes. Examples of such nonstandard accommodations would include the following:

- Any accommodation not listed as a standard accommodation that violates the Michigan Merit Award Board’s MEAP Testing Practices
- Use of a calculator on any MEAP assessment other than mathematics assessments
- Use of electronic spell checker, thesaurus or grammar check
- Use of a dictionary, thesaurus or spelling book for mathematics, science, social studies or reading assessments
- The reading or translation of any portion of Part 2A, 2B, or 3 of the ELA test in English or a student’s native language
- Any test administration not directly supervised by a school district professional

Accommodations not included on the Standard Accommodations list, which in the opinion of school officials, parents, teachers or other interested parties do not violate the OEAA *Assessment and Accountability Practices for Educators* policy and do not interfere with the intent of the assessments, may be approved by the Michigan Merit Award executive director, pending review by the Michigan Merit Award Board.

NOTE: During the 2003/2004 school year a student using a nonstandard assessment accommodation counted as being assessed, but the score would count as not proficient when calculating Adequate Yearly Progress (AYP). Starting with the 2004/2005 school year the U.S. Department of Education has indicated to states that if a student uses a nonstandard assessment accommodation, the student’s score will NOT count as assessed when calculating the No Child Left Behind (NCLB) participation rates.

A school cannot make AYP if it does not have at a minimum participation rate of 95% for the entire school and each subgroup. Therefore, it is highly recommended that districts may want to check to see how many IEPs indicate that a student is to use a nonstandard assessment accommodation. In light of the new consequence of using nonstandard assessment accommodations, the IEP Team may need to review using them. Remember, this is an IEP Team decision and if there needs to be a change in what is stated in the IEP the IEP Team will need to reconvene to make that determination

♦ Accommodation may be used as appropriate for LEP students.

Audio Versions of the Tests

Only students whose physical, sensory, or perceptual disabilities prevent them from accessing printed materials may use audio versions (compact discs or audiotapes) of the mathematics, science, and social studies MEAP tests. There is no audio version of Part 1: Writing of the English language arts (ELA) test, as the directions and writing prompts are read aloud to all students. There is no audio version for the reading portion of the ELA tests.

If additional audio versions of the tests are needed, the district MEAP coordinator must use the Additional Materials Request Form on page 27 to order audio versions of the tests.

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

- The tests must be administered to each student individually, using equipment with a headset and counter, if available.
- Students using the audio versions must have a printed copy of a form 1 test booklet (regular print, Braille, or large-print) while they are taking the test, unless the student has a total loss of vision.
Note: Make sure students indicate the form number on their answer folders as noted in the test directions.
- Students may be assisted in playing the audio version, if necessary, but may not be given any help with test items.
- Students who use the audio versions must use standard Winter 2005 answer folders, but may be given one of the following options:
 - a) gridding their own answer folders,
 - b) marking answers in their test booklets and having a school staff member transcribe the answers into the answer folders,
 - c) indicating their responses to a school staff member who will grid the answer folders,
 - d) Braille their responses and have a qualified school staff member transcribe the answers into the answer folders.
- The test administrator must read the test directions from this *MEAP Test Administrator Manual* to the student. Test directions are also included at the beginning of each audio version, but should be presented by the test administrator first so any questions the student has can be addressed.
- Students should set their audio equipment counters to “0” at the start of each test and should be encouraged to write the counter number in their test booklet whenever there is a question they wish to reconsider later in the testing session.
- The CD Audio Test contains item-by-item CD tracking. Any instructions or test item scenario information is included on the track for the subsequent item. For example, Track 1 contains all test information leading up to and including item 1. Track 2 contains item 2, Track 3 contains item 3, and so on.
- Answer folders for students who used the audio versions of the tests must be packaged and returned with the rest of the answer folders.
- Audio versions of the tests are secure materials that must be returned at the end of the testing window. No copies of these materials should be made, downloaded or retained.

Scribes, Tape Recorders, and Braillers

Dictating responses to a scribe or into a tape recorder is acceptable. Students using one of these accommodations are to include specific instructions about punctuation for the writing test. Also, the use of a Braille writer is acceptable.

If a student uses a tape recorder, scribe, or Braille as an accommodation, a member of the school staff must transcribe his or her response into an answer folder. Spelling, punctuation, indentation, etc., must be transcribed *exactly* as it was in the student's original response. For students using the Braille version, it is important to grid the "Spec. Ed. – Braille" circle on their answer folder(s). Grid the "Other" circle on the student answer folder(s) to indicate the student used a tape recorder or scribe as an accommodation. Print the accommodation used on the line provided.

Word Processors

The use of word processors is only permitted for students with disabilities who need that accommodation as defined in the IEP, Section 504 Plan, or when needed due to the rapid onset of a medical disability. Because the English language arts test assesses use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Other" circle on the student answer folder(s) to indicate the student used a word processor as an accommodation. Print the accommodation used on the line provided.

Word-processed answers do **not** need to be transcribed into an answer folder by school staff. Each word-processed page must be printed and identified with student and test identification information (student name and birth date; student MEAP Internal Tracking (MIT) number; school and district codes and names; testing window, grade, and subject), and inserted into an answer folder that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer folder.

*All answer folders containing word-processed inserts **must** be shipped in an envelope or box using the bright orange label that is marked "Special Handling/Word Processed." This label is provided to the district MEAP coordinators with their Return of Materials Kit. This envelope is to be placed on the top of the first of the school's answer folders.*

Rapid Onset of a Medical Disability

Prior to MEAP testing, a student may have rapid onset of a medical disability that warrants a MEAP test accommodation. For example,

- A few days prior to testing, a student has broken his or her arm. He or she may need an accommodation, either a word-processor or a scribe.
- A student has recently undergone surgery and is homebound or in the hospital. The student may need to take the test at home or in the hospital with appropriate supervision of a school district professional.

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

Directions to Students: Completing Student Identification Information

Passages printed in boldface and preceded by the word **SAY** are directions to students and are to be read aloud *exactly as they are written*. Instructions to the test administrators are not in boldface and are not to be read aloud. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Prior to the first testing period, print the following information on the chalkboard: your name, your school name, your building code, your school district name, and the form number of the test booklets being tested. Make sure that you have an ample supply of number 2 pencils on hand. Do not use abbreviations for District or School Names.

Distribute one answer document (except in grade 3), one test booklet, and one number 2 pencil to each student. As you read the directions aloud, pause periodically to make sure students understand the directions, and answer their questions as necessary.

SAY: Today we are going to take the English Language Arts Field Test. Make sure you have a number 2 pencil before we begin. Do not open your Field Test booklet until you are instructed to do so.

Please raise your hand at any time if you do not understand the test directions.

Under the words “LAST NAME,” there are 14 boxes. Start with the box on the left and print your LAST name. Print only one letter in each box. If your last name has more than 14 letters, print only the first 14 letters.

Under the words “FIRST NAME,” there are nine boxes. In these nine boxes, starting with the box on the left, print the first nine letters of your FIRST name.

In the box under the letters “MI,” print your middle initial if you have one.

Now you must “grid” your name. To do this, go to the “LAST NAME” columns, which are lettered from A to Z. Find the circle containing the same letter as the one you printed and fill in that circle. For example, if your last name begins with “R,” you have printed “R” in the first box. Go down the first column of circles until you find an “R” inside the circle. Fill in that circle.

Now do the same thing for each column that has a letter of your name printed above it. When you have finished your LAST name, move on to your FIRST name and fill in the circles, then do the middle initial.

Next, locate the box labeled “BIRTH DATE.” Under the words “BIRTH DATE,” and then under the word “MONTH,” the twelve months are shown, each with a circle to the left of the month. With your pencil, fill in the circle that is to the left of the month in which you were born. Under the word “DAY” are two boxes. In these two boxes, print the number of the day of the month on which you were born. If you were born on the first through the ninth day of the month, your first number will be zero. Under the word “YEAR” are two boxes. In these two boxes, print the last two numbers of the year in which you were born (for example, 1989 would be 89).

Now you must “grid” these boxes in which you printed letters or numbers. To do this, go to the two “DAY” numbers you printed at the top of the column. Find the circle in the first column that contains the same number you printed in the box, and fill in the circle with your pencil. Do the same for the second number under “DAY,” and then repeat the process for the two columns under “YEAR.”

Locate the “GENDER” box and fill in the correct circle for Male or Female.

Then go to the box labeled “STUDENT ETHNICITY,” located below the “BIRTH DATE” box. Fill in the circle that corresponds to the ethnic group with which you identify the most. You do not have to provide this information if you choose not to do so. It has been requested for the purpose of educational research, and your response will be kept confidential.

NOTE: See page 6 of this manual for complete ethnicity classification definitions.

Next, print your teacher name, school name, and district name on the lines provided. The teacher name, school name, and district name are printed on the chalkboard. This is how they should appear on your answer document.

NOTE: The “FORM NUMBER” is already bubbled on the Grade 3 Answer Document/Test Booklet so Grade 3 testers should skip the following directions.

Locate the “FORM NUMBER” box. This is located on the right side of the answer document. Now locate the form number that is shown on the cover of the test booklet. The “FORM NUMBER” is also printed on the chalkboard. Write the form number in the box and fill in the circle next to the correct number.

Now go to the box labeled “BUILDING CODE,” located next to the “FORM NUMBER” box. The building code is printed on the chalkboard. Write the building code for your school in the box and fill in the circles that correspond to the building code you have written.

After students have filled in the identification information portion of the answer documents, turn to the directions for the English Language Arts Field Test.

Test Administrator Directions: English Language Arts

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

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

Materials

Test Administrator

- ELA Test Booklet
- ELA Answer Document (except Grade 3)
- MEAP ELA Field Test Administrator Manual

Student

- ELA Test Booklet
- ELA Answer Document (except Grade 3)
- Number 2 Pencil
- Pen with blue or black ink (*optional*)

Test booklets are secure materials that must be carefully monitored and kept in ***locked*** storage while in schools. Students may ***not*** use dictionaries or other reference materials for ***any*** part of the English Language Arts Field Tests. Students may not use scratch paper or other devices not listed above unless specified for student accommodations. Students may underline, highlight or write notes in their test booklets only.

Test Length and Administration

NOTE: The School MEAP Coordinator shall determine test scheduling, and all tests within the same school must be administered during the same time periods. This test is untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of this test. The following are ***estimated*** times needed for each test session:

Part 1: Reading for Understanding Within Independent Texts	45 minutes (approximately)
Part 2A: Reading for Understanding: Within and Across Paired Texts ..	45 minutes (approximately)
Part 2B: Response to the Paired Reading Selections	45 minutes (approximately)
Part 3: Writing: Revising and Editing	40 minutes (approximately)
Part 4: Writing from Knowledge and Experience	40 minutes (approximately)

Additional time is necessary to distribute materials and read directions.

Directions

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

Before continuing, make sure that each student has completed the identification information portions of the answer document according to the instructions on pages 13 and 14 of this manual. **The students are not permitted to have any resource materials while taking this test.**

Part 1: Reading for Understanding: Within Independent Texts

Distribute all test materials to students.

SAY: During MEAP testing, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for testing. You may not use any resource materials such as dictionaries, grammar books, or spelling books for either session of this reading test.

Make sure you have the Winter 2005 student test booklet for the English Language Arts Field Test. Write your name on the cover of the test booklet in the upper right-hand corner using a number 2 pencil.

Now, listen carefully as I read the directions to you.

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

Open the English Language Arts Reading Field Test booklet to page 3. Read the directions silently while I read them aloud.

Please be sure you have bubbled in the correct form number on the front of your answer document. [Note: Grade 3 Field Test Booklets already have the form number bubbled in.]

Now read page 3 aloud from a student test booklet.

SAY: Please raise your hand if you do not understand the directions for this part of the test.

You may now begin.

After approximately 45 minutes, or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down and close your test booklets and answer folders. Remain quietly in your seats until all materials are collected.

If you are not going to administer another section of this test at this time, follow the instructions under “Ending a Testing Session” on page 20.

Please complete the corresponding section of the Winter 2005 English Language Arts Field Test Feedback Form for this part of the test.

Part 2A: Reading for Understanding: Within and Across Paired Texts

Redistribute test booklets and answer documents to students if you are administering Part 2A of the test in a separate session.

SAY: Make sure you have your own test booklet, answer document, and a number 2 pencil or pen.

Turn to page 15 in your test booklet. It is titled “Reading for Understanding: Within and Across Paired Texts.” Read the directions silently as I read them aloud.

Read aloud all of page 15 from a student test booklet.

SAY: Please raise your hand if you do not understand the directions for this part of the test.

You may now begin.

After approximately 45 minutes, or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer documents. Remain quietly in your seats until all materials are collected.

If you are not going to administer another section of this test at this time, follow the instructions under “Ending a Testing Session” on page 20. [Note: You should schedule Part 2B: Response to the Paired Reading Selections as soon as possible so students will remember the Reading selections and be able to make connections.]

Please complete the corresponding section of the Winter 2005 ELA Field Test Feedback Form for this part of the test.

Part 2B: Response to the Paired Reading Selections

Redistribute test booklets and answer documents to students if you are administering Part 2B of the test in a separate session.

SAY: Make sure you have your own test booklet, answer document, and a number 2 pencil or pen.

Turn to page 29 in your test booklet. It is titled “Response to the Paired Reading Selections.” Read the directions silently as I read them aloud.

Read aloud all of page 29 from a student test booklet.

SAY: Please raise your hand if you do not understand the directions for this part of the test.

You may now begin.

After approximately 45 minutes, or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer documents. Remain quietly in your seats until all materials are collected.

If you are not going to administer another section of this test at this time, follow the instructions under “Ending a Testing Session” on page 20.

Please complete the corresponding section of the Winter 2005 ELA Field Test Feedback Form for this part of the test.

Part 3: Writing: Revising and Editing

Redistribute test booklets and answer documents to students if you are administering Part 3 of the test in a separate session.

SAY: Make sure you have your own test booklet, answer document, and a number 2 pencil or pen.

Turn to page 33 in your test booklet. It is titled “Response to the Paired Reading Selections.” Read the directions silently as I read them aloud.

Read aloud all of page 33 from a student test booklet.

SAY: Please raise your hand if you do not understand the directions for this part of the test.

You may now begin.

After approximately 40 minutes, or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer documents. Remain quietly in your seats until all materials are collected.

If you are not going to administer another section of this test at this time, follow the instructions under “Ending a Testing Session” on page 20.

Please complete the corresponding section of the Winter 2005 ELA Field Test Feedback Form for this part of the test.

Part 4: Writing From Knowledge and Experience

Redistribute test booklets and answer documents to students if you are administering Part 4 of the test in a separate session.

SAY: Make sure you have your own test booklet, answer document, and a number 2 pencil or pen.

Turn to page 39 in your test booklet. It is titled “Writing From Knowledge and Experience.” Read the directions silently as I read them aloud.

Read aloud all of pages 39 and 40 from a student test booklet.

SAY: Please raise your hand if you do not understand the directions for this part of the test.

You may now begin.

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer documents. Remain quietly in your seats until all materials are collected.

After approximately 40 minutes, or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer documents. Remain quietly in your seats until all materials are collected.

If you are not going to administer another section of this test at this time, follow the instructions under “Ending a Testing Session” on the next page.

Please complete the corresponding section of the Winter 2005 ELA Field Test Feedback Form for this part of the test.

Ending a Testing Session

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

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

Test booklets and answer documents are secure materials that must be carefully monitored and kept in ***locked*** storage before and after the testing window, and between testing sessions.

If there is another session of the test to administer, return to the directions for that test when ready to begin the next session. If all sessions of the test have been administered, follow the instructions below.

Test Administrator Responsibilities After Testing

Each test administrator is to follow these steps *as soon as possible after testing*, prior to returning *all* test materials to the School MEAP Coordinator:

1. Sort the testing materials into these three groups.

a. <i>used</i> Student Answer Documents	b. <i>unused</i> Student Answer Documents	c. Field Test Booklets (<i>used and unused</i>)
---	---	---

(NOTE: The grade 3 field tests are being administered with scannable test booklets. Student answers are to be marked in the test booklet, and the test booklets then returned for scanning by the scoring contractor. In other words, the Grade 3 Test Booklets are also the Grade 3 Answer Documents.)

2. Verify that you have *one answer document for each student*. Please note that an answer document is considered used if a student has taken all or part of the test.
3. Check and review *each answer document* for the following:
 - a. All student fields on the first page have been completed and bubbled accurately:
 - Student Last Name, First Name, Middle Initial
 - Student Birth Date
 - Gender
 - Form Number (**must be correct or test will not be scored**)
 - Student Ethnicity (optional—not required by student)
 - Teacher Name, School Name, Building Code, District Name (Do not use abbreviations for School or District Names)
 - Testing Accommodations (filled in by the Test Administrator)
 - b. Only answer documents dated **Winter 2005 Field Test** have been used.
 - c. No correction fluid, crayons, markers, highlighters, or colored pencils have been used on student answer documents.
 - d. No staples, glue, rubber bands, or paper clips have been used on answer documents.
 - e. No extra paper is attached.
 - f. No answer documents have been disassembled or damaged.
4. After completing the review, return *all* the materials to the School MEAP Coordinator no later than the designated due date and time established by the School MEAP Coordinator.
5. Complete the Winter 2005 ELA Field Test Feedback Form and return it with the other materials to the School MEAP Coordinator.

School MEAP Coordinator Responsibilities After Testing

Each time a test is administered, you, as the School MEAP Coordinator, have the responsibility to make sure that ***all*** test materials are returned from each Test Administrator to whom the materials were initially issued and to keep them in a secure, **locked** storage area between testing periods.

Establish specific dates by which the Test Administrators are expected to return the test materials to you. It would be best if this were the same day as the last testing session. When the materials are received, do the following:

1. Verify that ***all*** test booklets and answer documents have been returned from each Test Administrator. **These test materials are secure and must be kept in locked storage.** Please refer to the Table on page 26 for a list of which testing materials may be kept and which must be destroyed. **All other test materials, including all test booklets and all used answer documents, must be given to your District MEAP Coordinator so that they may be returned to the scoring contractor, Measurement Incorporated.**
2. Verify that you are returning ***one*** answer document (and only one) for each student who took the test. (NOTE: The grade 3 field tests are being administered with scannable test booklets. Student answers are to be marked in the test booklet, and the test booklets then returned for scanning by the scoring contractor. In other words, the Grade 3 Test Booklets are also the Grade 3 Answer Documents.)
3. Review answer documents to determine if they have been damaged, or if they contain markings by writing utensils that are not allowed. In these cases, it is the responsibility of the School MEAP Coordinator to determine whether the problem warrants copying the student's responses into a new answer document.

In general, a new answer document should be used if the damage to the original document would prevent it from moving properly through a computerized scanner. Multiple-choice items and student identification fields are scanned by a computer that can only read markings made with a number 2 pencil. If any of these fields that will be scanned are obscured by other markings, the item might not be read properly. A new answer document should be used in these cases. If it is decided that a new answer document will be used, a member of the school staff must transcribe all spelling, punctuation, indentation, etc. ***exactly*** as it was in the student's original response. **The original answer document must be voided and returned to Measurement Incorporated with a note describing the situation.**

4. Sort materials received from the Test Administrators into the following three groups:

a. <i>used</i> Student Answer Documents	b. <i>unused</i> Student Answer Documents	c. Field Test Booklets (<i>used and unused</i>)
--	--	--

(NOTE: The grade 3 field tests are being administered with scannable test booklets. Student answers are to be marked in the test booklet, and the test booklets then returned for scanning by the scoring contractor. In other words, the Grade 3 Test Booklets are also the Grade 3 Answer Documents.)

5. Sort the ***used*** Student Answer Documents into a separate group for each grade tested in your school.

6. Student answer documents must be returned using the MEAP School/Grade Header Sheet. Please fill in the information requested on the Header Sheet. Place one Header Sheet on the top of each group of answer documents you have assembled. There should be one Header Sheet for each Grade tested.
7. Return *all field test booklets* and *all used answer documents* to the district MEAP coordinator immediately after testing.

All testing materials must be picked up for return to the MEAP Scoring Contractor, Measurement Incorporated, in one shipment according to the timeline specified in the MEAP English Language Arts Field Test Coordinator and Test Administrator Manual.

MEAP field test booklets and student answer documents are secure documents and may no longer be copied or retained in schools.

8. Make sure that all Winter 2005 ELA Field Test Feedback Forms are returned to the District MEAP Coordinator.

District MEAP Coordinator Responsibilities

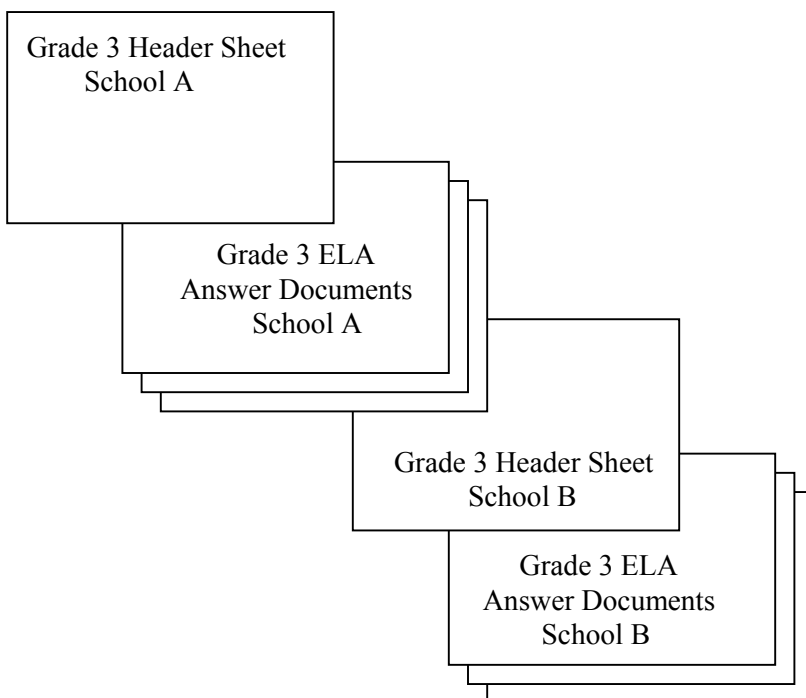
It is each School MEAP Coordinator's responsibility to organize the field test materials and provide them to the District MEAP Coordinator. It is the District MEAP Coordinator's responsibility to package the field test materials for shipment and arrange pickup for delivery to the scoring contractor, Measurement Incorporated.

The scheduled dates for returning the MEAP English Language Arts Field Test Materials are the same as the scheduled dates for returning the Operational MEAP Winter 2005 Test Materials. However, please return the Field Test materials separately from the Operational MEAP Test materials. There is a separate Material Return Kit for the MEAP Field Test, including a different set of labels.

Organizing Answer Documents for Return

1. Separate each school's used answer documents by grade.
(NOTE: The grade 3 field tests are being administered with scannable test booklets. Student answers are to be marked in the test booklet, and the test booklets then returned for scanning by the scoring contractor. In other words, the Grade 3 Test Booklets are also the Grade 3 Answer Documents.)
2. Verify that each group of answer documents has a MEAP School/Grade Header Sheet. There should be one Header Sheet for each grade tested. The diagram below indicates the proper way to organize your answer documents and header sheets.
3. Repeat the process for each school.

Organizing Header Sheets and Answer Documents



Repeat the above process for each school in each grade that was tested.

Instructions for Returning Materials

Do not split answer documents from one school between packages.

1. Locate the MEAP Winter 2005 Field Test Material Return Kit. This is a different Material Return Kit than the Winter 2005 Operational Test Material Return Kit. It contains separate materials, including a pink “MEAP WINTER 2005 FIELD TEST” label.
2. Pack materials in the boxes using cushioning materials to keep them secure. Please use the boxes imprinted with “Measurement Incorporated.”
3. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape.
4. Affix a pink “MEAP WINTER 2005 FIELD TEST” label to any package containing field test materials.
5. Affix one FedEx Ground return label to each package. These are the red and white return shipping labels provided in the “Return Kit”. If you do not have enough labels, you must request additional labels by faxing the “Additional Materials Request Form” to 919-425-7733. This form can be found on page 27 of this Field Test Administrator Manual. FedEx Ground cannot pick up any package without a label. You must use the mailing labels provided to you in order to guarantee that your packages can be accurately tracked when you ship them to Measurement Inc. (Please do not use any old mailing labels that you have left over from past test administrations.)
6. Print your district’s name, address, and 5-digit district code in the upper portion of each FedEx Ground return label. These need to be applied to each package, envelope, or box. Keep the Consignee Receipt tab (from the top center of the FedEx Ground return label) for your records.
7. **Important:** When all of the packages to be shipped are assembled in one secure place, ready for mailing, count the number of packages. Just above and near the left corner of the FedEx Ground return label on each package, mark the number of the package and the total number of packages being returned. For example, if you have five packages, mark them “1 of 5,” “2 of 5,” “3 of 5,” and so on.
8. **All testing materials (scorable and non-scorable) should be picked up for return to MEAP Scoring Services by Friday, February 18, 2005.**
9. Return of testing materials immediately after testing is strongly encouraged.
10. Be sure to include all Winter 2005 ELA Field Test Feedback Forms in the shipment of materials. The Forms can be placed on top of the used Answer Folders.

Important: Keep a record of all shipping information so that you can easily track your packages. The Consignee Receipt tab number provides tracking information. Packages can be tracked on-line at “FedEx.com” or by calling 1-888-777-6040

Requesting a Pickup for the *Package Returns Program*

1. Contact FedEx Ground to arrange a pickup of the materials.
2. Have your label or consignee receipt handy when you make your request. Request a pickup by any of the following methods:
 - Using www.fedex.com:
Select “Pickup,” then select “FedEx Ground Package Returns Program.”
 - Calling FedEx Customer Service toll free at **1-888-777-6040**:
Inform them that you need a “Package Returns Program” pickup.
 - Or, just giving the packages to your regular FedEx Ground driver.

Table of Test Materials to be Returned

Test Materials	Return to MEAP Scoring Contractor	Schools Keep	Schools Destroy
MEAP Administrator Manual		X	X
Test Booklets	X		
Used Answer Folders	X		
Unused Answer Folders			X

**MEAP Winter 2005 English Language Arts Field Test
Additional Materials Request Form**

School MEAP coordinators should indicate the quantity needed of each item, complete the information at the bottom, and fax this form to Measurement Inc. at (919) 425-7733.

MISCELLANEOUS

- _____ MEAP Coordinator and Test Administrator Manual for the English Language Arts Field Tests
- _____ Return of Materials Kit (District MEAP Coordinators only)
- _____ School/Grade Header Sheet

TEST BOOKLETS AND ANSWER DOCUMENTS

- _____ Grade 3 English Language Arts Test Booklet : Identify Form Number _____
- _____ Grade 5 English Language Arts Test Booklet : Identify Form Number _____
- _____ Grade 5 English Language Arts Answer Document
- _____ Grade 6 English Language Arts Test Booklet : Identify Form Number _____
- _____ Grade 6 English Language Arts Answer Document
- _____ Grade 8 English Language Arts Test Booklet : Identify Form Number _____
- _____ Grade 8 English Language Arts Answer Document

ACCOMMODATED MATERIALS

(All Accommodated Test Materials are Form One)

- _____ Braille : Identify Grade _____
- _____ Large Print : Identify Grade _____

District Code _____ District Name _____

Building Code _____ School Name _____

Phone _____ Requested By _____



**MEAP Coordinator and Test Administration Manual
for the English Language Arts Stand Alone Field Tests
Winter 2005**