3rd
4th
5th
6th
7th
8th
9th

Grade 9

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Michigan Educational Assessment Program

TEST ADMINISTRATOR MANUAL FALL 2013

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Michigan Educational Assessment Program

Fall 2013

Test Administrator Manual

Grade 9

MICHIGAN Department of Education

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IMPORTANT MEAP DATES FOR FALL 2013

Task/Activity	Start Date	End Date
MEAP/Pre-ID Students for spray-on barcode labels	05/13/13	07/25/13
MEAP Initial Orders Window	05/13/13	07/25/13
MEAP Late Pre-ID with Pre-Printed Barcode Labels Window	08/05/13	09/12/13
MEAP Fall Coordinator Web-Cast	09/09/13	
MEAP Initial test materials arrive in District	09/18/13	09/23/13
MEAP Additional Orders Window	09/24/13	10/22/13
MEAP request for off-site testing site for seat-time waiver students	05/13/13	09/30/13
MEAP Assessment Window	**10/08/13 – 10/25/13**	
MEAP Reading–Day 1 Test (grades 3–8)	10/08/13	
MEAP Reading–Day 2 Test (grades 3–8)	10/09/13	
MEAP Writing–Day 1 Test (grades 4 and 7)	10/10/13	
MEAP Mathematics Test (grades 3–8)	10/15/13	
MEAP Writing–Day 2 Test (grades 4 and 7)	10/16/13	
MEAP Science Test (grades 5 and 8)	10/16/13	
MEAP Social Studies Test (grades 6 and 9)	10/16/13	
MEAP Online Test: Social Studies (grades 6 and 9) and Science (grades 5 and 8)	10/16/13	11/05/13
MEAP Make-up	**See *MEAP Assessment Schedule for Fall 2013* on page *iv*.**	
The final date to enter an emergency test order	10/22/13	
MEAP Last Day to Ship Without Penalties	10/30/13	
MEAP Ship with $250 Late Fee Window	10/31/13	11/06/13
MEAP Ship with $250 Late Fee and $25 Processing Fee Per Answer Document Window	11/07/13	11/13/13
MEAP No Further Shipments Accepted for Scoring	11/14/13	
Other Important Dates		
MEAP Tested Roster Window* **[TBD]**	mid-November	±5 bus days
MEAP Student Data File posted to Secure Website **[TBD]**	late December	
MEAP Not Tested Roster Window* **[TBD]**	late December	early January
MEAP PDF Reports Posted to BAA Secure Website **[TBD]**	January	
MEAP Paper Reports Sent to Schools and Districts **[TBD]**	February	
Michigan School Testing Conference **[TBD]**	February	

**These tasks will fall under the "Accountable Students and Test Verification" process in the new BAA Secure Site.*

MEAP ASSESSMENT SCHEDULE FOR FALL 2013

OCTOBER 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7	8 **Reading–Day 1 only**	9 **Reading–Day 2 only**	10 **Writing–Day 1 and** *Make-up* ***Reading–Day 1 or 2***	11 *Make-up* ***Reading–Day 1 or 2 or Writing–Day 1***
14 *Make-up* ***Reading–Day 1 or 2 or Writing–Day 1***	15 **Mathematics**	16 **Writing–Day 2, Science, Social Studies**	17 *Make-up any subject, as needed*	18 *Make-up any subject, as needed*
21 *Make-up any subject, as needed*	22 *Make-up any subject, as needed*	23 *Make-up any subject, as needed*	24 *Make-up any subject, as needed*	25 *Make-up any subject, as needed...but* ***NO TESTING AFTER TODAY!***
28	29	30 **LAST DAY TO SHIP**	***Late fees and other penalties may be assessed if you ship after October 30.***	

If you SHIP your materials...

On or before Oct. 30	Between Oct. 31 and Nov. 6 (inclusive)	Between Nov. 7 and Nov. 13 (inclusive)	After Nov. 13
No late fee…no processing fee. Results will be included in the data files AND paper and PDF reports. Results will be included for accountability purposes.	Scoring contractor may charge school a **$250 late fee**.	Scoring contractor may charge a **$250 late fee** PLUS a **$25 processing fee** for EACH answer document scored.	Answer documents will **NOT** be scored. Results will **NOT** be included in data files, paper or PDF reports, or for accountability. No late fee or processing fee will be charged, but ALL materials MUST be returned. Failure to return materials may result in a **substantial fine** levied against the school by the Michigan Department of Education.
	Results will be included in data files, AND paper and PDF reports. Results will be included for accountability purposes.		

These are **SHIP** dates, not dates the scoring contractor *receives* your materials.

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

ESTIMATED LENGTH OF FALL 2013 MEAP TESTS

Content Area	Grade(s)	Part(s)	Recommended Time (in minutes)
Reading – Day 1 (Initial test date: 10/08/13)	3-8	1	60
		2	40
Reading – Day 2 (Initial test date: 10/09/13)	3-8	1	80
Writing – Day 1 (Initial test date: 10/10/13)	4 and 7	1	60
		2 & 3	75
Writing – Day 2 (Initial test date: 10/16/13)	4 and 7	1	60
		2	20
		3	50-60
Mathematics (Initial test date: 10/15/13) **3rd Grade** Calculators **not** allowed **4th – 8th Grades** Calculators **not** allowed on Part 1 Calculators **allowed** on Part 2	3	1	45
		2	50
	4	1	50
		2	35
	5	1	50
		2	25
	6	1	45
		2	40
	7	1	50
		2	40
	8	1	25
		2	50
Science* (Initial test date: 10/16/13)	5	1	50
		2	50
Science* (Initial test date: 10/16/13)	8	1	50
		2	50
Social Studies* (Initial test date: 10/16/13)	6	1	40
		2	40
Social Studies* (Initial test date: 10/16/13)	9	1	50
		2	40

**Online window only, extended to 11/05/13.*

MEAP CALL CENTER:
1-877-560-8378, option 2
(M–F, 8:00 am–5:00 pm)

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What's New for 2013

Materials Shipments

Please note that because of a change in our vendor contracts, schools will receive materials from two different contractors. Data Recognition Corporation (DRC) will prepare and ship materials to schools. Measurement Incorporated (MI) will continue to score assessments, and will send schools the necessary return materials.

Writing Reader Script Available for Fall 2013 MEAP and MEAP-Access

English reader scripts for writing (grades 4 and 7) will be available in fall of 2013 for the Michigan Educational Assessment Program (MEAP) and MEAP-Access assessments. The new reader scripts were developed to provide a read aloud accommodation for as much of the writing test as possible. Please remember that a reader script accommodation is available only for students who have "reading aloud" identified as an appropriate assessment accommodation as part of their Individualized Education Program (IEP), Section 504 Plan, or English learner instruction. CDs and DVDs will not be available. Translations may be made using the reader scripts.

Online Social Studies (Grades 6 and 9) and Science (Grades 5 and 8)

Online assessments will be available for schools approved for this option. The assessment window for online testing will begin October 16, 2013 and may continue for **online only** through November 5, 2013

Photographing MEAP Materials

Although it is not a new topic, 2012 MEAP testing presented some new challenges with photographs and use of social media. Please remind students and all school personnel that no photographs may be taken of MEAP materials.

Accommodations Summary Table

Items #20, 21, 26, and 29 have been revised in The Accommodations Summary Table to reflect the allowable use of a reader script for writing in grades 4 and 7, and signing of the MI-Access reading assessment.

NOTE: BAA Secure Site Functions Are Under Construction...

The BAA Secure Site was under construction when this *Test Administration Manual* went to press. Please keep checking for current updates regarding new processes for material ordering during the Additional Orders window, including Braille and enlarged print test materials, incident reporting, emergency orders, and "Tested Roster" ("Accountable Students and Test Verification"). Information will be posted online and in the new *BAA Secure Site User Manual*, as it becomes available.

Introduction

MEAP: A Process, Not an Event

The **Michigan Educational Assessment Program (MEAP)** is Michigan's general assessment for students in grades 3 through 9. It is based on Michigan's Grade Level Content Expectations in reading, writing, mathematics, science, and social studies.

- Students are assessed in the fall of each year on the **prior** year's expectations.
- All students in grades 3 through 8 are tested in reading and mathematics.
- Grades 4 and 7 are tested in writing.
- Grades 5 and 8 are tested in science.
- Grades 6 and 9 are tested in social studies.

All Office of Standards and Assessment (OSA) tests and associated reports are developed within federal *No Child Left Behind* (NCLB) legislation, United States Department of Education (USED) guidelines, Michigan legislation, and Michigan Department of Education guidelines. For example, content area assessment and participation rates are required by NCLB and MEAP provides a Demographic Report of achievement. While subgroups, such as Students with Disabilities, are required under federal legislation, gender achievement is required under Michigan law.

MEAP, like other state tests, is embedded within the broader framework of accountability. MEAP testing is best conceptualized within this framework. For example, **the "Accountable Students and Test Verification" period is critical**. During this period, corrections to student information and to testing issues may occur. These **corrections directly link to accountability calculations**. While MEAP seems like an event, it is a process within a broader context.

How to Use This Manual

A table listing **IMPORTANT MEAP DATES** for the testing cycle is located at the front of this manual on page *iii*. It will be necessary for Test Coordinators and Administrators to refer to this page as they review this manual and plan for test administration.

Advice from Colleagues

A MEAP Fall 2010 survey asked respondents to give advice to colleagues. Quotes throughout this manual in bold italics are taken from the survey. The quotes are preceded by the words "Advice from Your Colleagues."

Resolving Questions and Concerns Via the Call Center

- District MEAP coordinators are the designated contacts who may call with school/district questions and concerns.
- School administrators and school MEAP coordinators should call the district MEAP coordinator first when questions or concerns arise.
- When questions or concerns cannot be resolved at the district level, the **district** MEAP coordinator should always contact the **Call Center** first. This is the fastest, most immediate method for getting a response. The Call Center will forward complex questions or major concerns to OSA staff members for a response.

MEAP CALL CENTER:
1-877-560-8378, option 2
(M–F, 8:00 am–5:00 pm)

- The email address for **nonemergency** situations is ***BAA@michigan.gov***.
- For questions about **accountability**, call 1-877-560-8378, option 6, or email *MDE-accountability@michigan.gov*.

Advice from Your Colleagues:
Don't be afraid to call and ask for help.

How OSA Communicates with Schools and Districts

Keeping educators up to date regarding changes in assessment and accountability is critical. The OSA communicates using a variety of communication modes including:

- E-mail using Educational Entity Master (EEM).
- MEAP listserv email (Sign up at www.michigan.gov/meap.)
- A fall web-cast for District Coordinators through www.mistreamnet.org. *(See the IMPORTANT MEAP DATES table on page* iii *of this manual for the web-cast date.)*
- Documents posted to the BAA and MEAP web sites: www.michigan.gov/baa and www.michigan.gov/meap.
- Information posted to the Announcement page on the **BAA Secure Site**.
- Presentations at state conferences including the Michigan School Testing Conference in February.

Please make sure you are referencing these sources of information regularly, in order to stay current on all assessment and accountability information.

Advice from Your Colleagues:

Be sure to pay attention to all of the last minute emails and pass those along to affected staff.

Resources for Schools and Districts

School and district leaders create the context within which student learning occurs. The descriptions below describe the resources available through the OSA. These publications are updated periodically, so be sure to use the most recent versions.

Staff can find important publications and documents on the MEAP website at www.michigan.gov/meap.

- ***MEAP Test Administration Manuals:*** Information by grade level for the fall MEAP test administration.
- ***Assessment Accommodation Summary Table:*** Updated periodically, this table summarizes the accommodations permitted for students with an IEP, Section 504 Plan, and English Learners (ELs), as well as universal accommodations for all students.
- ***Assessment Integrity Guide:*** Michigan standards for professional and ethical conduct in assessment administration and reporting including qualifications for test administrators and proctors and acceptable test preparation practices.
- ***MEAP Guide to Reports:*** Revised yearly, this guide describes each MEAP report format and aids educators in interpreting results.
- ***BAA Secure Site User Manual:*** Updated often, this manual provides directions for Secure Site use and is accessed by clicking on the "User Guide" link in the navigation header bar at the top of the Secure Site home page at https://baa.state.mi.us/BAASecure.
- ***Administration Aids:*** There are various documents posted that provide helpful information for completing forms and addressing common questions.

Valid, Equitable, and Ethical Assessment

Assessment and Accountability Practices/Assessment Integrity Guide

In September 2009, the State Board of Education approved the *Assessment Integrity Guide*. This document is available on the MEAP website at www.michigan.gov/meap. This guide establishes the "ground rules" for how each assessment is to be administered and includes: roles and responsibilities, test preparation, administration irregularities, and security.

It is recommended that the *Assessment Integrity Guide* be downloaded from the website and read in its entirety prior to the assessment cycle, as it contains

specific information and directions for individuals based on assessment responsibilities. By following the test guidelines in the *Assessment Integrity Guide* you ensure that:

- Security Compliance Forms are maintained in the district for one year.
- Students' test results are valid.
- The testing context is equitable for all students.
- All practices are ethical.
- All staff involved in the administration of MEAP tests read and sign the *OSA Security Compliance Form* asserting that they have read all required assessment materials related to their role in the administration of MEAP tests and that they understand their role and responsibilities.
- *OSA Security Compliance Forms* are sent to schools and districts in their initial materials order shipment. (Additional copies may be reproduced from this manual's Appendix or downloaded from the MEAP website.)

Valid Test Results

The OSA focuses on helping schools and school districts achieve valid test results. If a student's test score is invalid, it cannot be included in accountability calculations. This manual and our Call Center will help schools achieve valid scores through proper administration procedures.

Here are some ***examples*** of circumstances that lead to invalid test results: *(Note: This is not intended to be an all inclusive list.)*

— A student takes tests for a grade level that is not the grade level in which he or she is enrolled in the Michigan Student Data System (MSDS).

— A student takes a test with nonstandard accommodations.

— A student's answer document is incorrectly marked as Nonstandard Accommodations.

— A general education student takes a test using an accommodation reserved for students with an IEP, Section 504 Plan, EL instruction plan and students with a rapid onset of a medical disability.

— A student engages in a Prohibited Behavior.

— A student's answer document is incorrectly marked as Prohibited Behavior.

— Tests are administered in the wrong order or on the wrong day.

— A student takes a Day 1 and Day 2 test in either reading or writing, using two different forms of the test.

— A student takes Part 1 and Part 2 of a test, using two different forms of the test.

— A student uses two different answer documents for Day 1 and Day 2 of a test or in a subject area.

— A student is allowed a break, including recess, lunch, special classes, or extracurricular activities, and allowed to complete the same part of the test.

— A student takes the same subject area test twice.

— A student is not permitted enough time to complete a test.

— A student uses an accommodation that requires the use of Form 1 and is administered the test using another Form of the test.

— A student is administered a test (for example MI-Access or MEAP-Access) for which they are not eligible.

— A test administrator omits reading verbatim all of the test administration directions to students.

— A test administrator provides assistance to students beyond understanding the directions.

In many, but not all cases, the OSA and the Call Center can help schools who experience problems. Emergency tests are available. **Contact the Call Center as quickly as possible when a concern arises.**

MEAP CALL CENTER:
1-877-560-8378, option 2
(M–F, 8:00 am–5:00 pm)

Equitable Test Results

Standardized tests, such as the MEAP tests, require that schools administer tests within state and federal guidelines. These guidelines sometimes appear restrictive; however, these guidelines ensure equitability between all schools and all students.

Resources, such as writing posters, maps, multiplication tables, and other content information on the wall that might provide students with clues to answers of test questions, must be removed from classrooms. If students can view these resources during testing, they will have an advantage over students who cannot use these resources.

The OSA provides guidance for equitable test results through the following *(list is not inclusive)*:

- The *Assessment Integrity Guide* at www.michigan.gov/meap, which provides additional direction for schools and school districts and clear professional qualification guidelines for school staff who administer tests to students.
- Standardized test directions read by test administrators and proctors.
- Defined classroom materials, such as calculators, that might be available to students during testing.
- Accommodated versions of the tests that support students with IEPs, Section 504 Plans, and EL instruction plans.
- The revised *Assessment Accommodation Summary Table* at www.michigan.gov/meap, which ensures that students with IEPs, Section 504 Plans, and EL instruction plans are assessed fairly when compared with their general education peers.

School personnel are models for students. Often, adults remark about a special teacher that made a difference in their learning and in their lives. Parents hold school personnel to a higher standard than other adults and are aware of how meaningful schools are in their children's lives. The OSA expects all school staff to be models of ethical conduct.

High Stakes Uses for Assessment Data

The MEAP test results are used for many purposes, including informing instructional practice through reporting as well as tracking performance. MEAP is also used for a number of high-stakes accountability measures, such as Accountability Scorecards, school rankings, and educator evaluations.

As the uses of the test results expand, the importance of ensuring high-quality, fair, and standardized test administration increases. Schools and districts are strongly encouraged to work closely with all staff to ensure that everyone is trained on appropriate assessment practices and can ensure the equity and validity of the test results.

District and School MEAP Coordinator Information

Roles for all school/district staff are detailed in the *Assessment Integrity Guide*. These roles are briefly summarized in this manual. Refer to the *Assessment Integrity Guide* (www.michigan.gov/meap) for a comprehensive list of responsibilities by role.

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

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

Advice from Your Colleagues:

Read everything – create a day by day plan of who is testing whom and where in your building. Find a mentor.

District MEAP Coordinator Responsibilities Summary

Each public school district or public school academy (PSA) must designate a district MEAP coordinator. PSAs, private, and nonpublic schools may designate the school MEAP coordinator as the district MEAP coordinator.

The district MEAP coordinator will be responsible for the overall integrity of the assessment program. He or she oversees all assessment procedures and ensures the district is in compliance with required standardized procedures, reports irregularities to the OSA as soon as possible, and assists the OSA in resolving the irregularities. The district MEAP coordinator sets the tone of high integrity for the entire district and has specific responsibilities that include, but are not limited to, the following:

- Serve as the contact person between the district and the OSA.
- Read and know where to find information in OSA resources.
- Coordinate the pre-identification, ordering, distribution, collection, return, and security of test materials.
- Ensure all student information is accurate in MSDS and on answer documents.
- Disseminate all correspondence to the district, schools, staff members, and parents where and when appropriate.
- Lead the professional development activities of staff members for state testing purposes.
- Investigate and inform the OSA of any testing irregularities including Prohibited Behavior, Nonstandard Accommodations, and security breaches.

School MEAP Coordinator Responsibilities Summary

Each school building that is involved in the assessment (including alternative education programs, SEEs, and S2E2s) should have a **school MEAP coordinator**. This staff member may be the school principal. **The school MEAP coordinator is responsible for the overall integrity of the assessment in the assigned building(s).** The school MEAP coordinator responsibilities include, but are not limited to, the following:

- Serve as the building contact person between the school and the district MEAP coordinator.
- Read and become familiar with the information in the MEAP Test Administrator Manual for the specific test cycle prior to testing.
- Carry out building-level duties involved in the distribution, security, and collection of test materials.
- Return materials as directed after testing is complete.
- Ensure student data in MSDS is completed.
- Complete Accountable Students and Test Verification activities as directed.
- Manage building test security.
- Manage the test administration plan and schedule and establish testing times.
- Ensure any room used for testing does not contain any visual materials that would provide students with clues or answers to questions.

Advice from Your Colleagues:

Double-check everything and keep records.

MEAP Assessment Materials Overview

Introduction

You will receive materials from two different vendors this year. *(See "What New for 2013" on page 1.)*

MEAP tests are produced by grade level and subject area. The basic materials provided to each school are listed below:

- Grade-level specific test administration manuals.
- Answer document/test booklets for 3rd grade students. (The answer document and test booklet are combined for 3rd grade students, and must be handled as secure material.)
- Test booklets with separate answer documents (4th-9th grade students).
- Accommodated versions of the tests.
- Ancillary materials for the return of testing materials.

Answer documents are specific to the current testing year for each grade level, and to each subject area. An answer document from a previous year may not be used in the current year. The answer document is not coded to scan properly for anything other than the current year. In addition, answer documents cannot be shared across grade levels. Using incorrect answer documents may have an adverse effect on test results.

Test Administration Manuals

Grade-level specific test administration manuals will be sent to schools before testing.

- OSA advises that all staff members involved with MEAP testing read and study the manual(s).
- Extra manuals may be ordered during the Additional Materials Order period.
- Extra manuals may also be downloaded and printed from www.michigan.gov/meap.

Test Booklets and Answer Documents

Third Grade Test Booklets and Answer Documents

- 3rd grade students use a consumable, combination test booklet and answer document.
- All 3rd grade materials are considered secure materials.
- Third graders have only three answer choices for each test question.
- **All references in this manual to test booklets and answer documents for 4th-9th grade students refer to the combined 3rd grade materials also.**

General Test Booklet and Answer Document Information

- **The number of test booklets and answer documents is not the same for all grade levels and subject areas. See TABLE 1 (following page) for specific grade/subject booklet and answer document information.**
- Test materials, including test administration manuals, will be delivered about two weeks before the test cycle begins.
- Test booklets are shrink-wrapped in sets of 10.
- Pre-printed answer documents will be shipped with the initial materials order and sorted according to grade, subject, class/group ID (if provided by the school), student last name, first name, and middle initial.
- An overage of blank answer documents and test materials will be shipped to districts. Pre-printed answer documents will be shipped to the schools that provided pre-ID information for students by the end of the initial order window.

TABLE 1: Number of Test Booklets and Answer Documents per Subject and Grade		
Grade / Subject	**Number of Test Booklets**	**Number of Answer Docs.**
3rd / Reading	**2** (There is no separate answer document for this grade. Students answer the questions using the answer bubbles in their test booklets.)	
3rd / Math	**1** (There is no separate answer document for this grade. Students answer the questions using the answer bubbles in their test booklets.)	
4th-8th / Reading	**2**	**1**
All Writing	**2**	**1**
4th-8th / Mathematics	**1**	**1**
All Science	**1**	**1**
All Social Studies	**1**	**1**

The Importance of Test Forms

Some important facts about test forms:

- There are five (5) regular forms of each subject area and grade-level test. In addition, emergency tests and Braille tests are available.
- Test booklets are clearly marked with the grade and Form number.
- 4th–9th grade **answer documents** for each subject area are marked with the grade level and may be used across all Form numbers within each grade level.
- Schools are assigned one test Form number for all tests but different schools within large school districts may be assigned varying Form numbers.
- About 20% of all schools are assigned Form 1 as their regular Form number.
- Form 1 is also used as the basis for producing the accommodated versions of the test.
- **Form 1 must be used with the accommodated kits.** In certain circumstances, extra Form 1 test booklets must be ordered when reader scripts or video DVDs are used with a small group of students. Forms 2-5 may **not** be used with audio CDs, video DVDs, enlarged print, or reader scripts.
- Form 88 is the Braille version of each test.
- Form 99 is the emergency version of each test.

Cautions about Test Forms

The same test Form **must** be used for **all parts of a subject area test and for both days of the two-day reading and writing tests** in order for a student to achieve a valid test score. When accommodated test materials **(Form 1 or Form 88)** or emergency tests **(Form 99)** are ordered for reading and writing tests, make sure to administer both Day 1 and Day 2 **using the same test Form** so students earn a valid test score. TABLE 2 (below) shows an example, using Reading–Day 1 and 2:

TABLE 2: How Test Forms Must be Administered		
Day 1 Form	**Day 2 Form**	**Valid Test?**
5	**5**	Yes
99	**99**	Yes
5	**1**	No
5	**99**	No

- For mathematics, science, and social studies, all parts of a test must be administered using the same Form.
- Mistakes in administering the forms may lead to an invalid test or an emergency test.
- Staff administering tests using accommodations must be careful about Form numbers.

Emergency Tests (Form 99)

Emergency tests include an entirely new set of test questions for each grade level and subject area. These provide an opportunity for a school to recover from situations that may affect its accountability statistics. Emergency tests are most commonly used in the following situations:

- When resumed testing is inappropriate.
- When a new student enrolls who has completed a portion (but not all) of a subject area test at their previous school.
- When tests are misadministered or unethical practices occur. (There is $50 fee per processed answer document if the problem is not self-reported).

Reader scripts are available for the emergency tests.

Barcode Labels

- All answer documents, including emergency tests, word processed documents, and transcribed versions, must have a barcode that accurately identifies the student.
- Barcode labels must be adhered in the correct location.
- School districts and schools that provided pre-ID information for students by the end of the initial order window will receive pre-printed answer documents in the initial materials order. *(See the IMPORTANT MEAP DATES table on page* iii *of this manual.)* Schools will also receive barcode labels for students pre-identified between the end of the initial order window and the late Pre-id Window. *(See the IMPORTANT MEAP DATES table.)*
- Schools may also print their own barcode labels from the **BAA Secure Site** anytime prior to the return of materials.
- Although a few extra blank sheets of barcode labels of the correct size are provided, it may be necessary to print additional barcodes on Avery 5161 or Avery 5961 labels (1" x 4" labels).
- **The barcode label must match the student information at the top of the answer document.** If an answer document pre-printed with student information is used by another student, a correct barcode label must be placed over the incorrect pre-printed barcode.
- **Test results cannot be generated for any student when a barcode label is missing** from an answer document. When a barcode label is missing, the MEAP scoring contractor will attempt to identify the student and create a barcode label. **A $10 fee per missing barcode label will be charged for this service.**

Student Information at the Top of the Answer Document

Take care that information at the top of the answer document matches the barcode label. This information is used when there is a question about a student's UIC or school enrollment.

- Each answer document with a barcode label, **including the 3rd grade combined test booklet/answer document**, requires that the student information at the top (student name, teacher, school, and school district) be correctly completed.
- Additional information, such as a student's birth date, must also be filled in on the front of the answer document.

Accommodations

A summary of accommodations can be found in the *Assessment Accommodations Summary Table* at www.michigan.gov/meap. The table is to be used as a reference and is not a checklist for determining which accommodation(s) a student should have. Students should only use accommodations on state assessments if:

- The accommodation is documented in the IEP, Section 504 Plan, or in records for the EL services provided to the student.

TABLE 3: Available Accommodated Materials					
Accommodation	**Math**	**Science**	**Social Studies**	**Reading**	**Writing**
Reader Script	√	√	√		√
Audio CD	√	√	√		
Video DVD	√	√	√		
Enlarged Print	√	√	√	√	√
Braille	√	√	√	√	√

- The accommodation is used routinely as part of the student's daily instruction.
- The student is proficient with the accommodation.
- The effectiveness of the accommodation(s) has been proven prior to use on an assessment.

Accommodated Materials

Accommodated materials are either ordered during the Initial Orders period or when the Additional Materials Order period opens. *(See the IMPORTANT MEAP DATES table on page* iii *of this manual.)*

Accommodated materials are available for:

- Students with IEPs
- Students with Section 504 Plans
- EL students who meet eligibility requirements

TABLE 3 (above) defines available accommodated materials for each subject.

More information on Accommodated Materials can be found in later sections of this manual.

Ancillary Materials

Supplies of most ancillary materials may be ordered in the **BAA Secure Site**. Ancillary materials include items such as:

- School/Grade Header Sheets
- Class/Group ID Sheets
- Special Handling Envelopes
- FedEx Airbills
- Scorable and Non-Scorable stickers for return boxes

If it is necessary to print barcodes in excess of what is provided, use Avery 5161 labels or Avery 5961, which is a 1" x 4" label, 20 to a page, two columns wide.

Extra *OSA Security Compliance Forms* and *Return Verification Forms* can be downloaded from www.michigan.gov/meap.

MDE Applications You Will Use

Educational Entity Master (EEM)

While educators and the general public can enroll to receive listserv emails, the OSA uses the Michigan Educational Entity Master (EEM) contact information to ensure that schools and districts get timely information via email and to send all MEAP materials to schools and school districts.

Each district is required to update EEM when changes occur at the district or school level to the following roles:

- Principal
- Superintendent
- All assessment coordinators
- Technology Director

Use of EEM

- The EEM website is www.michigan.gov/eem.
- One or more staff members in each district and public school academy have the authority to make updates in this system.
- **It is the district's responsibility to keep EEM contacts up to date.** If districts do not ensure that accurate and current contact information is provided for key staff members, the district may miss important communications from the OSA. It is important that both district and school MEAP coordinators are assigned in EEM with current and accurate contact information.
- Nonpublic schools must email *nonpublicschools@michigan.gov* or call 517-373-1833 for changes to the EEM.
- MEAP coordinators should make sure EEM lists them specifically as the district or school MEAP coordinator in addition to their current role. For example, if the district MEAP coordinator is also the district superintendent, then his or her information should be placed in both the EEM district MEAP coordinator and the Superintendent location. If a school principal is the school MEAP coordinator, then add the principal to this location in EEM. This will ensure that email messages are sent to **all** staff who carry out testing and accountability roles.
- All MEAP materials and score reports are sent to schools and districts using the addresses listed on EEM. When this information is incorrect, secure MEAP materials may be delivered to closed school buildings and test results may not arrive at the proper locations. **It is critical that authorized EEM users promptly update EEM as personnel and building changes are made.**

Michigan Student Data System (MSDS)

The OSA has made a transition from using the student demographics recorded in the **BAA Secure Site** to using **MSDS** for all student demographic information, including information used for reporting and accountability. This reduces the work for schools of maintaining two sets of demographic records. The OSA and the Center for Educational Performance and Information (CEPI) are working together to make the use of MSDS more efficient for schools. **It is critically important to make sure all student information and demographics are correct in MSDS.** Schools and districts will no longer have the opportunity to report or correct this information in the **BAA Secure Site**.

BAA Secure Site
https://baa.state.mi.us/BAASecure

The **BAA Secure Site** is intended for use by school administrators and MEAP coordinators. This is the spot where many testing functions take place including:

- Pre-Identification or registering students for the MEAP
- Ordering of test materials
- Printing of barcode labels
- Reporting test incidents
- Reviewing "Accountable Students and Test Verification," which includes the functions formerly known as:
  - "Students Expected to Test"
  - "Tested Roster," and
  - "Students Not Tested"

A separate *Secure Site User Manual* can be found by clicking on the **"User Guide" link in the navigation header bar at the top of the Secure Site home page**.

This is a secure website so access to this site **should be limited** to staff members who must complete functions required by their MEAP testing roles. A district administrative user is responsible for adding users, deleting users, or changing access levels for other users within the district. Many Secure Site tasks have strict time limits so access should be requested as soon as the need is determined.

NOTE: BAA Secure Site Functions Are Under Construction...

The BAA Secure Site was under construction when this *Test Administration Manual* went to press. Please keep checking for current updates regarding new processes for material ordering during the Additional Orders window, including Braille and enlarged print test materials, incident reporting, emergency orders, and "Tested Roster" ("Accountable Students and Test Verification"). Information will be posted online and in the new *BAA Secure Site User Manual*, as it becomes available.

Who Is Tested?

- All students enrolled in public schools **must** participate in the state assessment system, according to Michigan State Board of Education policy, as well as federal accountability requirements.
- Nonpublic schools can choose to participate in state testing.
- While MEAP and MEAP with accommodations are appropriate for most students, the state offers MEAP-Access and MI-Access for students whose IEP teams have determined that MEAP tests are not appropriate, even with accommodations.
- EL students who have recently arrived and enrolled in a U.S. school for the first time within the previous 12 months may take WIDA in place of the reading and writing tests but must take the MEAP, MEAP-Access, or MI-Access after the initial year. EL students must take other subject area tests but may use accommodated versions if they meet eligibility requirements.
- **TABLE 4 (below) shows which subject areas are tested, in which grades.**

Unique Identification Code (UIC)

- Each Michigan student is assigned a unique identification code (UIC) when he or she enrolls in a Michigan public school.
- Home school, private, and nonpublic students are not required to have a UIC.
- The UIC is a critically important component of tracking a student and ensuring that all information and scores for a student are correctly recorded and reported. Mistakes in UICs can have serious consequences for schools and districts.
- When a student moves from one Michigan school to another Michigan school, the UIC follows the student. The OSA uses the state-assigned UIC to conduct its work. When new students move into a school, schools must take care to associate the new student to the correct UIC in the **MSDS** and in the **BAA Secure Site**.
- For more information on how to ensure that student UICs are correctly assigned and reported, please see CEPI's documentation on UICs and UIC resolution at https://cepi.state.mi.us/msds/ in addition to the *BAA Secure Site User Manual*.

Students with IEPs and Section 504 Plans

Special education students must have their accommodations **specified by subject area** in their Individualized Education Program. A model IEP can be found at www.michigan.gov/ose-eis. Section 504 students must have accommodations identified in their Section 504 Plan.

TABLE 4: MEAP Subjects Tested, by Grade

Subject Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Reading	√	√	√	√	√	√	
Mathematics	√	√	√	√	√	√	
Writing		√			√		
Science			√			√	
Social Studies				√			√

English Learners (ELs)

Specific guidelines for which EL students may use specific accommodations are included in the *Assessment Accommodation Summary Table* at www.michigan.gov/meap. **Review this table carefully.**

- English Learners (ELs), also known as Limited English Proficiency (LEP) students, **must** participate in the state assessment programs.
- ELs may be provided with assessment accommodations that are customarily used during normal classroom activities and assessments for which they meet eligibility requirements.
- Specific information regarding EL assessment accommodations is provided in the *Assessment Accommodation Summary Table* at www.michigan.gov/meap.
- The U.S. Department of Education allows flexibility in the test participation of ELs who are in their first year in U.S. public schools. "First year" is defined as the first twelve calendar months that the student is enrolled in any U.S. public school. The flexibility applies to **only one test cycle** and specifies that during the student's first twelve months of enrollment in a U.S. public school, the school has the option of not administering the reading and writing portions of the state assessment provided that the WIDA-Access Placement Test (WAPT) or WIDA-Access for ELs has been given to the student. WIDA (World Class Instructional Design) participation counts toward the 95% participation rate required for accountability for EL students in their first year in a U.S. school. The student must take the mathematics, science (if in grades 5 or 8), and social studies (if in grades 6 or 9) portion of the state assessment. The score will not be included in proficiency calculations for the first year of enrollment, but will count towards the 95% participation rate.
- To ensure accurate calculations for accountability, an EL student must have a date entered in the **"First Entered USA School"** field of the student record on the **BAA Secure Site** if the student has entered a U.S. school within the past 12 months (one test cycle). See the *BAA Secure Site User Manual* for more information.

During the "Accountable Students and Test Verification" window, a "Not Tested Reason" must be entered for these EL students. Select **EL Student Exempt** on the "Not Tested Students" screen if the student has been in a U.S. school for one year or less. The date the student first entered a USA school must be entered in the date box. Students must be in their first year of USA school and have taken the most recent spring WIDA or WAPT to be considered as a valid reason for not being assessed in reading and/or writing. This does not exempt the students from taking the WIDA test but only from taking the reading and writing portions of the MEAP, MEAP-Access or MI-Access.

Directions for entering this information are in the sections titled "Student Search and Student Record Updates" and "Accountable Students and Test Verification" in the *BAA Secure Site User Manual*.

Students Who Repeat a Grade Level or Are in Advanced Classes

Students must take MEAP tests for the grade level in which they are enrolled in the Michigan Student Data System (MSDS).

- A student repeating a grade level should take the grade-level tests for the grade level in which the student is enrolled even if this is the second year this student has taken these tests.
- If a student is taking an advanced class in a grade level higher than the enrolled grade, then the student must take the tests for the grade level in which he or she is enrolled.
- If a student takes tests intended for a grade level in which he or she is not enrolled in MSDS, then this is considered "Out of Level" or "Not Tested," for accountability purposes. Schools and districts cannot appeal the "Out of Level" designation; the only course of action is to correct the student's grade in the MSDS during the window of time in which student record maintenance is allowed.
- When high school freshmen do not advance to sophomore status (10th grade) based upon completion of district requirements, these students must take the 9th grade social studies test. **All students enrolled in grade 9 must take the 9th grade social studies test.**

Ungraded Students

School district policy determines grade level assignments for students. **When a school district identifies a student as ungraded in the Michigan Student Data System (MSDS), use TABLE 5 (below) to determine which grade level assessments should be administered.** All subject area assessments for each grade level must be administered.

TABLE 5: Required Assessments for Ungraded Students

Student Age*	Required Assessments (for all the grade-level subject areas)
9	Grade 3
10	Grade 4
11	Grade 5
12	Grade 6
13	Grade 7
14	Grade 8
15	Grade 9

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

Home-schooled Students

- Home-schooled students may request that their public school district of residence provide MEAP testing.
- The school district of residence **must** provide this testing. **Make sure to print a barcode label for the student's answer documents.**
- **Students must have the correct residency code in MSDS** if they are home-schooled (HS) yet attend one or two nonacademic classes at the public school. To ensure the student is accounted for correctly in the BAA Secure Site for the "Verification of Enrollment for Accountability Purposes" process, and in accountability calculations, **the student's UIC must be entered on the Secure Site and must match the MSDS UIC for the student**.
- For students who are home-schooled, do not attend classes in the district, and who want to test with a public school, it is sufficient to bubble "Home-Schooled" on the answer document or mark "Home-Schooled" on the **BAA Secure Site**.
- If a student is submitted in the MSDS, the residency code will take precedence over the answer document.
- Student results are not included in the school and school district's test results or in accountability statistics as long as the student is properly flagged on the answer document **and in MSDS** if applicable.
- Schools may not charge a fee for testing but may request from the parent/guardian a stamped, self-addressed envelope in order to return test results. Schools should ensure that home-schooled students requesting testing in their district of residence are not enrolled in a virtual public school academy.
- Students enrolled in a virtual public school academy program must be tested by the online or virtual program.

Schools should expect students to arrive on time each day and to be picked up promptly after testing. **The school is not required to provide make-up testing for home-schooled students who are absent or late on initial test dates.**

The school district may determine the following:

- School at which the student will participate
- Times at which the student will participate
- Room assignments
- How the school district will return the test results to parents

Homebound and Hospitalized Students

Homebound students may receive instruction within the home due to medical issues. These students must be tested in the home environment by their homebound teacher. Students who are receiving instruction elsewhere due to a medical condition, or hospitalized during the testing window, are required to be assessed and will be considered in participation rate calculations for accountability. **Maintain all records**, such as a letter from a physician, for the "Accountable Students and Test Verification" process.

Suspended Students

Students who are suspended continue to be enrolled in the school and school district. Schools must test suspended students. Testing may occur in a separate location, such as an administration building or in a school counselor's office, and at a unique time. Tests must be administered and supervised by certified school staff. Schools will be held accountable for the participation of suspended students on state assessments.

Example:

— A student may be administered MEAP tests after normal school hours in the school's conference room by the school's assistant principal.

Expelled Students

Schools are **not** expected to test students who are formally expelled and not receiving services from the school district on the initial day of testing. The school district must **ensure that the appropriate enrollment information is entered into the MSDS**.

All students who are enrolled in the school must be tested.

Students Who Move Into a School

All students moving into a receiving school during the test window must complete MEAP tests for the enrolled grade level. This includes students who move into the school district from out of the state or the country. Students moving from one Michigan school to another Michigan school may have completed one or more of the MEAP tests in their previous school. **Do not** rely on student reports of completed tests.

The following steps will help school administrators ensure that new students who have moved into the school do not affect the school's test results and accountability.

- Contact the new student's former school administrator and confirm the student has completed all of the MEAP tests scheduled prior to the student's arrival in the receiving school. Students do not need to retake subject area tests if the test has been confirmed as completed by the sending school. Keep documentation.
- Verify whether or not the new student has an IEP, Section 504 Plan, or EL instruction documentation that specifies an alternate state assessment or other required accommodations.
- If a new student has **not started** a previously scheduled MEAP test, then administer the missed test(s) using the **school's assigned test Form** on a regularly scheduled make-up day.
- For all MEAP tests scheduled on the day of or after the new student's arrival, administer tests according to the MEAP schedule using the school assigned test forms. This applies to **any new student**, including out-of-state students, previously home-schooled students, or transferring private school students.
- If the new student has started, **but not completed**, a previously scheduled MEAP test, an emergency test must be ordered at no cost to the school and the student must be administered the **entire** test.
- Be sure to generate, print, and affix a barcode label to each subject area answer document.
- **Ensure that the student's MSDS information and entry date into the school is correct.**

For accountability purposes, it is critical that the "Accountable Students and Test Verification" processes on the BAA Secure Site are carefully reviewed for these students. **Ensure MSDS reflects accurate Enrollment and Exit dates.**

Students Who Move Out of a School

Students who move out of a sending school during the test window create record keeping challenges. The following steps will help school administrators ensure that students who move out of the school do not adversely affect the school's test results and accountability.

Directions for the sending school:

- **Do not** send any test materials with the student to the new school. The sending school remains responsible for these materials.
- If the student has **completed one or more** MEAP tests, then **return the answer document(s)** with the rest of the school's **scorable** materials.
- If the student has started, **but not completed**, **one or more subject area** MEAP tests, then write **"DO NOT SCORE"** prominently across the front page of the answer document(s) along with the reason, then return the answer document(s) in the **orange Special Handling Envelope**. See the section that discusses the Special Handling Envelope for additional details.
- Be prepared to accept a call from the student's new school administrator and to provide:
    1. information on which state assessment (MEAP, MEAP-Access, or MI-Access), the student should take;
    2. the status of test completion; and
    3. documented accommodations in the student's IEP, Section 504 Plan, or EL instruction documentation.
- **Ensure that the student is exited from the school on the correct date in MSDS.**

For accountability purposes, it is critical that the "Accountable Students and Test Verification" processes on the BAA Secure Site are carefully reviewed for these students. **Ensure MSDS reflects accurate Enrollment and Exit dates.**

Students in Detention or Juvenile Facilities

It is possible for students to be assigned to detention or juvenile facilities for either short- or long-term placements. Most facilities that house students with long-term placements provide MEAP tests for their students. Short-term facilities may not be able to provide MEAP tests. At times, schools are uncertain when students may return. Schools should attempt to coordinate the test administration with facilities and the courts where possible. **A student's enrollment information in MSDS determines the school responsible for administering MEAP.**

Students Leaving for Extended Vacations

Occasionally during the test window, parents remove students from school for extended vacations. Under certain circumstances, the OSA can work with the school to ensure that a student leaving for an extended vacation completes all required tests. District MEAP coordinators should contact the OSA (*BAA@michigan.gov*) to seek advice. Schools may not test students before the scheduled test date without written permission from the OSA. Schools and districts are held accountable for the participation of these students on all assessments.

Unusual Circumstances

Special student circumstances may raise questions about whether or not a student must participate in MEAP testing. These circumstances are discussed below. **The OSA encourages district MEAP coordinators to contact the Call Center whenever circumstances need clarification.**

Students Enrolled in Unique Programs

Unique programs have developed in Michigan over the past few years. There are virtual schools that enroll students statewide and districts are developing their own online programs. **These students must be tested** by their own virtual school. Other Seat Time Waiver programs have also developed. The unique school program providers should seek guidance from the Michigan Department of Education offices that oversee these programs in order to avoid problems.

Shared Educational Entities (SEEs)/Specialized Shared Educational Entities (S2E2s)

A SEE or an S2E2 is formed when two or more districts cooperate to provide educational services to a group of students, and the member districts agree to participate in the "sending scores back" policy. For more detail, visit www.michigan.gov/baa. All students must be assessed and students are expected to test where enrolled.

All information for students enrolled in SEEs or S2E2s will be drawn from MSDS. No special handling for the return of SEE or S2E2 test materials is required.

Seat Time Waivers

All accountability and assessment rules and guidelines apply to students with seat time waivers.

Schools using a Seat Time Waiver program are responsible for ensuring **all students enrolled in their schools are tested** on initial test dates within the same guidelines as all other students. All security requirements for test materials, as established in the *Assessment Integrity Guide* and rules established for make-up tests must be followed. All test administrators and proctors must meet the qualifications established in the *Assessment Integrity Guide*.

- IEPs, 504 Plans, and documentation related to the EL services provided to the student should be followed for accommodations and testing.
- Students who attend class part time in a school building should be tested where they take class.
- Students who receive 100% of their instruction under a Seat Time Waiver program may be tested in available classrooms in their assigned school or tested in an off-site facility. Off-site testing locations must be approved by the OSA. Forms for approval of off-site testing can be obtained at www.michigan.gov/meap. Requests must be submitted by September 30. *(See the Important MEAP Dates for Fall 2013 table on page* iii *of this manual.)*
- All costs associated with an off-site location shall be paid by the school district.
- Students who do not participate in testing will adversely affect school and district accountability.

Students Enrolled in Private/Nonpublic Schools

Students enrolled in private/nonpublic schools who wish to take MEAP tests must participate in MEAP testing at their own private or nonpublic school.

Public schools and public school academies must **not** provide MEAP tests to private/nonpublic school students.

Nonpublic students who take some courses at a public school and take assessments in those areas must have the correct Student Residency code entered in MSDS or they will appear on the Expected to Test list.

Preparing and Planning for MEAP Administration

Professional Development and Supervision

State testing requires carefully considered test administration strategies. Schools and school districts should ensure that **all staff members receive professional development sessions that apply to their specific role within the testing context.** Survey feedback indicates that many test administrators simply read the test administration manual in order to prepare for MEAP testing and this may not be sufficient.

Especially critical is planning with and support for staff members who administer tests to students receiving accommodations. Many special education teachers must administer MEAP, MEAP-Access, and MI-Access with and without accommodations. These staff members need help and support in order to avoid irregularities and misadministrations that negatively affect students, schools, and districts.

Assigning Personnel to Test Administration Roles

Title I Considerations

School administrators may ask how their Title I staff may be utilized during the testing window. The following guidelines from the MDE Office of Field Services apply.

- The Title I program should continue as scheduled in any grade not tested.
- In tested grades, the rule for use is related to Title I staff job descriptions.

  1. If the school has Title I teacher(s) and her/his classes are not scheduled to meet because of testing, the Title I teacher can be assigned along with all teachers in the school to assist with testing. Assign all regular classroom teachers first, then assign Title I teachers along with any other additional teachers that are working in the school. A Title I teacher must not be scheduled more than any other teacher.
  2. Title I funded paraprofessionals must be assigned the same shared work as other non-Title I funded paraprofessionals in the school. The Title I paraprofessionals must not be scheduled more than any other non-Title I paraprofessionals in the school.
  3. If the school or district only has Title I funded paraprofessionals, they should be assigned to the classrooms that are not testing or to other appropriate activities to prepare for their work with students when the regular schedule resumes. For example, they might develop some materials for the Title I program or record and review some progress data on students. Title I funded staff may not be in charge of the MEAP testing or managing test materials for the district. This is a general education responsibility.

Use of Volunteers

An Assessment Proctor assists the Assessment Administrator in administering the tests and is typically a teacher's aide, para-educational staff, or other paid district or school personnel. If volunteers are used, they must have appropriate training. Volunteers must not have a conflict of interest or the appearance of a conflict of interest; they cannot be family members of students being assessed. Assessment Proctors must be supervised by an Assessment Administrator. Assessment Proctors who are assessment accommodation providers must be thoroughly trained in how to provide the accommodations prior to the assessment.

MEAP Assessment Schedule

- See the *MEAP Assessment Schedule* table for the current year's test window. The OSA recommends a full day of school be scheduled for each initial day of subject area testing.
- Schools are required to administer each grade level subject area test in one day on the specific dates listed in the schedule. Please refer to the *MEAP Assessment Schedule* table to identify the

dates established for each test. Students with IEPs, Section 504 Plans, and who receive EL instruction may qualify for accommodations that are exceptions to this rule.

- Students who qualify for extended time as an accommodation in their IEP, Section 504 Plan, or EL instruction documentation must begin the test on the initial test date and may have through the end of the test cycle if needed, to complete their testing. *(See the MEAP Assessment Schedule table.)*
- Extended time must be documented as an accommodation for students with an IEP, Section 504 Plan, or enrolled in EL instruction.
- Schools may not divide general education students into small subgroups in order to stagger testing across subsequent days. For example, schools may not administer Reading–Day 1 to one half of a grade level on one day then have the other half of the grade level take Reading–Day 1 on the next day.
- All students must **start and complete** tests on the initial dates except students who qualify for the extended time accommodation.

Scheduling Tests

All MEAP tests are untimed and student-paced. The OSA recommends that schools create a schedule that ensures a full day of school so students may start and complete the test on the scheduled day as required.

- Schedule a full day of school on each initial test date.
- Avoid all field trips and other activities that will interfere with testing.
- Begin testing early in the school day.
- Allow breaks between parts of each test or schedule one part in the morning and a second part in the early afternoon.

Note that students **must complete an entire part before being given a break**. There may be some exceptions for students with accommodations based upon their plan.

The ESTIMATED LENGTH OF MEAP TESTS table for the current year can be found on page *v* at the front of this manual. These estimates do not include time to:

- Distribute test materials to students.
- Complete student information on the front of answer documents or 3rd grade scorable test booklet/answer document.
- Read test directions to students, answer their questions prior to testing.
- Collect test materials after testing.

The estimated time for each subject area and test session is based upon OSA observations of MEAP testing, reports from school staff, and other factors, such as the number of test questions per test part.

Scheduling Test Parts

Tests are designed with more than one part. For example, mathematics tests have two parts, while each day of the writing tests has **three parts**. The following guidelines about completing parts of the test reflect concerns about test security.

- All parts of the reading, writing, science, and social studies tests must be administered in order.
- Mathematics tests may be administered so that students can share calculators across classrooms. Care should be taken to ensure security at the same grade level when parts of this test are administered at different times on the initial test date.
- Written permission from the OSA is required when circumstances warrant administering the reading, writing, science, and social studies test components out of order. Send an email to *BAA@michigan.gov* explaining the situation.
- **Students must complete a part of the test before leaving a testing session.** This includes breaks for recess, lunch, special classes, and extracurricular activities (cross country meets, football, etc.). Emergency tests may be required if this does not occur.
- Students with accommodations may have adjustments to the schedule. *(See the Assessment Accommodation Summary Table at www.michigan.gov/meap.)*

Arranging for Students Who Need More Time to Complete Tests

Arrangements **must** be made to allow additional time during the same continuous session/part on the test date for students who require more time to complete tests.

- Many schools have a supervised location where students who need to complete tests may work while other students return to their normal class activities or continue testing on a subsequent part of the test.
- Students who need to move from one testing location to another testing location to complete a test **must be accompanied by a staff member who transports their testing materials.**
- Students with accommodations that specify extended time may work in a learning center or other location during the test window.

Make-up Testing

Make-up Testing Schedule

Schools will want to ensure that all students are included in testing to meet the minimum 95% participation rate required for accountability.

- There are specific subject area make-up dates in the schedule for students who are absent or who are new to the school after the initial test dates.
- Make-up dates are identified in the *MEAP ASSESSMENT SCHEDULE FOR 2013* on page *iv* at the front of this manual.
- Make-up tests may only be given according to the schedule. For example, the make-up for Reading–Day 1 may only be given after the scheduled date for Reading–Day 1.
- **See the *MEAP ASSESSMENT SCHEDULE* on page *iv* of this manual for the last day of make-ups.**

Advice from Your Colleagues:

Plan for make-up tests.

Scheduling Exceptions for Absent Students

- It is probable that a few students may be absent on the first day of Reading–Day 1 or Writing–Day 1. If these students return on Reading–Day 2 or Writing–Day 2, then it is permissible for students to take these sessions with their classmates, then complete the missed Day 1 session on a make-up day.
- Absences may occur when Part 1 of a mathematics, science, or social studies test is administered in the morning and Part 2 is administered in the afternoon. Again, it is permissible for the school to include the absent student with his or her classmates in Part 2, then complete the missed Part 1 on a make-up day.
- **Being absent is not an allowable reason for students not to test.** Schools will be held accountable for ensuring that all students participate in the assessments.
- Special care should be taken to ensure students who are absent during part or all of a test can complete the test during the make-up window.

Tardy Students on Initial Testing Dates

Students who arrive late to schools on testing dates may not enter classrooms after test administrators have read test directions to students and students have started working. Late students are disruptive to the testing environment.

The following strategies are some that have been tried by schools to limit disruptions from late students:

- Testing is scheduled to begin 30 minutes after the start of the school day, **or**
- Late students are placed in a separate location where they may start testing after the test directions are read individually to them, **or**
- Late students are not included in testing until a later session; then they are included in a make-up session for the test part missed. *(See the section titled "Scheduling Exceptions for Absent Students" above.)*

Deviations from the Test Schedule

- Deviations from the assessment schedule must be approved by the OSA. The OSA will send written permission, usually by email, after a telephone conversation with the school or school district administration.
- Under emergency conditions, such as a sudden power outage or student/staff death. Schools and school districts seeking schedule deviations should notify the OSA at 877-560-8378, option 2, as soon as the emergency arises.
- Make-up testing of absent students on scheduled make-up days does not require written permission.

Ordering and Receiving Test Materials

PLEASE review Important Order Dates listed in the IMPORTANT MEAP DATES table.

Test Materials Security

- All test materials that contain test questions or student responses require special handling procedures that **ensure security** before, during, and after testing. These include test booklets, answer documents, reader scripts, and other accommodated versions of the tests.
- Materials are bar-coded by the MEAP contractor, recorded on security checklists accompanying shipments to schools, and should be returned to the contractor in the secure materials boxes. **Schools should expect to account for every secure item provided on the materials list.**
- Answer documents with student barcode information should be considered secure. Handle these just like any important document (e.g., a social security number). After testing, completed answer documents must be carefully guarded using secure procedures. **Unused** 4th–9th grade answer documents should be shredded.
- All secure test materials must be maintained in one secure, locked location within the school. Tests may be distributed to test administrators the morning of each initial test day. **Tests must be collected by the end of each test day and returned to the secure location.**
- Secure materials should never be in "plain view" within the classrooms after test sessions are completed.
- Students who take MEAP with accommodations may need their test booklets and answer documents across a period of days within the test window. Completed tests and accommodated versions should be returned to the school's secure location each evening.
- **No test materials that contain test questions or student responses may be copied at any time or retained in the schools.**
- District MEAP coordinators will be notified of any secure materials that are missing from the materials returned to the MEAP contractor.

Entering Orders for Materials

Most material orders are placed by MEAP coordinators through the **BAA Secure Site**. Order status can be tracked on the Secure Site. Emergency tests are approved by OSA staff after an incident report is placed by the school.

Order status and tracking can be found on the Material Order Summary Report.

Initial Materials Orders

Initial test material orders began in mid-May and are concluded at the end of July. District MEAP coordinators are charged with confirming or revising the number of materials needed for each school on the **BAA Secure Site**. This includes ordering accommodated materials.

Ordering Accommodated Versions of Tests During the Initial Order Window

- District MEAP coordinators should have ordered most accommodated versions of the tests by the dates specified in the *IMPORTANT MEAP DATES* table on page *iii* of this manual.
- Dates are given for the entry of Additional Orders into the secure website, https://baa.state.mi.us/BAASecure. *(See the IMPORTANT MEAP DATES table.)*
- **Additional Form 1 test booklets** are needed for students when more than one student will use the same reader script, CD, or DVD. These accommodations are packaged with **only one student test booklet**.
- When ordering an audio CD, a video DVD, or reader script, the order screen will request the number of students expected to test with each kit. Entering the number of students will ensure the correct number of **Form 1** test booklets will be shipped to the school. *(See the* BAA Secure Site User Manual *for additional information.)*

- All test booklets and answer documents are printed in English.
- To order Braille materials, call 877-560-8378, option 2. The student's name, UIC, grade level, school code, and district code must be provided with the order.

Additional Test Materials Orders

New students may enroll at any time. Accommodations may change for some students after summer break. Sometimes, even with the materials provided in regular overage, more materials are needed. The Additional Order period provides opportunities for schools to order these needed materials.

Make sure to perform the following steps promptly:

- Inventory materials when the initial order arrives.
- Secure materials back into their original boxes and store in the school's secure location.
- Place additional material orders on the Additional Material Orders screen.
- A new version of the BAA Secure Site will be operational by the start of the Additional Orders Window, and the procedures for ordering Braille and enlarged print materials will be new. These materials will be ordered by the school district from the BAA Secure Site, by student name. Please see the *BAA Secure Site User Manual* for additional information.

Receiving and Security of Test Materials

Test materials that include test questions must be accounted for and kept secure at all times. MEAP coordinators will receive a materials list with order shipments that include the secure materials' barcode numbers. MEAP coordinators should know which staff members have specific materials including accommodated materials such as audio CDs, reader scripts, and video DVDs. Do the following:

- Consider using the school or district materials packing list supplied with your shipment as an inventory or "chain-of-custody" tracking sheet. On the packing list, Test Administrators could "sign out" test booklets by serial number range, and then "check in" those same-numbered books when returning materials. Some "chain-of-custody" process could ensure that all secure materials are accounted for when testing is complete.
- Check in and count all materials when they arrive.
- Notify the Call Center if there are items on the packing list that are missing from the order.
- Place orders for needed additional materials.
- Maintain a list of staff members who have been assigned test materials with the materials' security codes.
- Please note that reader scripts for use with Accommodated Forms are **secure** material.

During Testing

School and District Administrators as Observers

The OSA recommends that **school administrators remain in the school** on each initial test date and observe testing in classrooms. The OSA suggests that district MEAP coordinators observe testing in classrooms as well.

Observers from OSA

Each year the OSA sends observers to schools to determine:

- Whether test directions are effective
- How students respond to test questions
- How long test portions take to administer
- Other relevant factors

Observers are members of OSA staff, test contractor staff, or experienced educators trained to observe test administration in schools. Observers will check in with the office, provide a letter of introduction and identification, and will ask to see the school's secure materials location, classroom test administration, and other administration conditions and activities. The school administration must promptly accommodate these observers. **Test administration and security are always priorities.**

Supplemental Materials Used During Testing

Introduction

While most materials used during MEAP testing are provided through the MEAP contractor, questions arise about supplemental materials. Students may only have required testing materials and any accommodations specified in the student's IEP, Section 504 Plan, and EL instruction documentation on their desks during testing. Avoid food and liquids near testing locations.

Calculators

Third-grade students may **not** use calculators during any part of the mathematics test. While calculators are **not required** for the mathematics test, schools **may** provide calculators for 4th-8th grade students during **Part 2** of the mathematics tests only.

- Students within a testing room may not share calculators.
- Test administrators and proctors must ensure that calculators are not near or on students' desks during Part 1 of the mathematics test.
- Calculators with a QWERTY style keyboard are not permitted.
- Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted.
- Calculators that can make noise must have the sound feature turned off.
- Calculators with power cords must have the cord removed.
- TI-89, TI-92 and calculators with a QWERTY keyboard or CAS (Computer Algebra System) may not be used.
- If using the TI-*n*Spire, it must be in "Press to Test" mode.

Number 2 Pencils

Students are required to use a No. 2 pencil on all multiple-choice and constructed responses when answering test questions.

Answer documents filled out with media other than a No. 2 pencil will not scan properly and cannot be scanned or scored.

Some accommodated students complete constructed response questions using a word processor or scribe. This is discussed within the accommodations section.

Highlighters and Other Writing Tools

Highlighters are a universal accommodation available to all students. However, students' misuse of highlighters has caused numerous problems for schools over the past few years. **Students should only use highlighters in test booklets and not on answer documents** and only if they have demonstrated, during classroom instruction, that they can use them without marking in locations that interfere with scanning answer documents. **Third graders should use pencils, not highlighters**, in their combined test booklet/answer documents.

If a highlighter or writing utensil other than a number 2 pencil is used on an answer document, do the following:

- Telephone the Call Center and explain the situation.
- Under direct supervision, have the student transcribe answers on to a clean answer document.
- Affix a complete and accurate barcode label to a new Answer Document.
- Prominently write **"DO NOT SCORE"** across the front page of the original Answer Document and return it in the **orange Special Handling Envelope.**
- For your protection, file an Incident Report.

Additional Paper

- Students are provided with ample space within all answer documents for extended written responses. Blank space in test booklets may be used for calculations and planning.
- **No additional paper, including scrap paper, may be used with any MEAP tests unless prescribed as an accommodation** by a student's IEP or Section 504 Plan.
- When word processed pages are used, make sure to include the identifying information needed.

  (See the section called "Additional Paper" in the "Information for Accommodation Providers" chapter for more information.)
- Note that 3rd grade test booklets are also answer documents so student notes should not interfere with the answer grid area. Keep notes away from answer circles.

Sticky Notes, Rubber Bands, Paper Clips, and Other Materials

The high-speed scanners that are used to score answer documents process about 500 sheets per minute. These are extremely sensitive to residue left on answer documents and may delay processing. Please avoid using sticky notes on any scannable material. Also avoid using rubber bands, paper clips, and other materials that can bend or mar the answer documents.

CD and DVD Players

Audio CDs provide an oral presentation of tests for students with accommodations.

- The school may use a computer or CD player with headphones.
- CDs are used individually by the student and may not be used in a small group unless each student has a headset and his or her own CD that he or she controls.
- Students must be proficient in the use of the accommodation and it is part of regular instruction. Video DVDs provide an oral presentation with an accompanying written test question projected on a monitor or television screen.
- DVDs are provided in English, Spanish, and Arabic for students with accommodations.
- Video DVDs project the best quality when used with high quality DVD players and television monitors.
- DVDs may be used in small groups of up to five students.

Irregularities Before, During, and After Testing

Effective staff development, careful planning, close supervision during testing, attention to details, and effective materials handling are essential to avoid most questionable test administrations. However, even with the best planning and implementation, testing problems may arise.

Irregularities in testing practices **must** be reported to the Call Center as quickly as possible. A main goal of the OSA is to help schools avoid invalidating tests so that accountability statistics are not adversely affected and so that students receive valid test scores. Emergency tests are available for these situations.

Refer to the *Assessment Integrity Guide* (www.michigan.gov/meap) for appropriate and inappropriate test administration and preparation procedures.

Examples of test administration errors include:

— Copying test materials such as test books, reader scripts, or completed answer documents.

— Not allowing a student to complete a test.

— Failing to keep test materials secure at any time before, during, or after the test.

— Allowing students to be unsupervised during the test.

— Asking students to mark their test question answers on a separate paper or in the test booklets for grades 4 through 9, then allowing teachers to transfer the students' answers onto answer documents. *(See the Assessment Accommodation Summary Table at www.michigan.gov/meap for exceptions.)*

When appropriate, emergency tests will be provided at no charge for testing irregularities when properly reported by the MEAP coordinator or school leadership. Testing irregularities that require administration of emergency tests to ensure valid scores will be subject to a $50 fee per scored answer document if not self-reported by the school or district.

Test Administration Incident Reports

Incident reports are completed by district MEAP coordinators for the following purposes:

- Request an emergency test for a new student
- Report a student who is resuming testing
- Report test irregularities

When questions arise about whether or not a test was administered properly, the Call Center or an OSA staff member may ask to have an **incident report** completed. A series of questions will ask about the specifics of the incident including involved staff and students**.**

An incident report can be filed from the "Incident Reporting" tab on the BAA Secure Site. Please see the *BAA Secure Site User Manual* for additional information.

Student Prohibited Behavior

Even the best planning and test administration procedures may not prevent an occasional **student prohibited behavior**. The Prohibited Behavior designation is not intended for students who do not appear to be working hard or otherwise are not taking the test seriously. The *Assessment Integrity Guide* includes a section, Testing Responsibilities for Students, which defines Student Prohibited Behavior.

School administrators and the school MEAP coordinator are advised to review the information developed specifically for students in the *Assessment Integrity Guide* **with students** prior to the MEAP test window. In addition, universal accommodations allow schools to be proactive by placing students who may experience problems or act out during testing in:

- Individually or in small groups.
- Alternate locations, such as an office or small room.

Examples of student prohibited behavior include but, are not limited to, the following:

— Photographing any test materials.

— Communicating or collaborating with another student.

— Copying answers, requesting or accepting help from another student, or providing help to another student.

— Using materials or equipment not permitted by the test manual.

— Returning to previously completed test parts or working beyond the current test part in the test booklet.

— Using prohibited electronic equipment.

— Disrupting peers' testing session.

— Taking test materials out of the testing classroom.

Attempts should be made to redirect disruptive behavior and allow the student to complete a test when possible.

The following steps should be taken **immediately** when a possible prohibited behavior occurs:

- School administrators, the school MEAP coordinator, and the district MEAP coordinator must be notified of the incident.
- The school coordinator should grid the Student Prohibited Behavior circle on the student's answer document.
- **Answer documents marked as Student Prohibited Behavior should be packed with the regular scannable answer documents when returned for scoring.**
- School administrators should notify the student and his or her parents/guardians of the alleged prohibited behavior and provide an opportunity for them to respond.
- School administrators, with the district MEAP coordinator, should conduct a preliminary investigation to determine whether or not a prohibited behavior occurred.

During the "Accountable Students and Test Verification" period, **school administrators can appeal** to the OSA in writing if the investigation team determines the prohibited behavior did not occur. If the OSA agrees with the investigation results, the OSA will restore the affected test result. Otherwise, the student will be considered **Not Assessed** for accountability purposes.

Emergency Tests (Form 99)

Emergency tests may be needed when:

- A new enrollee has taken part of a subject area test in their previous school.
- Resumed testing for an ill student is not a good option.
- A testing irregularity/misadministration occurs.

These tests are ordered by completing an incident report. The OSA then approves the order so the contractor can ship these tests. In most cases, emergency tests arrive within two days after OSA approval.

The **final** date and time for entering an emergency test order is listed in *IMPORTANT MEAP DATES* table on page *iii* of this manual.

Students Who Leave the Classroom in the Middle of a Test Session

What should a school do when a student leaves the classroom in the middle of a testing session? There are **two** options: 1) resumed testing; or 2) an emergency test.

Resumed testing is an option available **only** when:

- A student becomes ill during a testing session.
- A student's parent/guardian removes them from school for an appointment or another commitment during a testing session.

When a student leaves in the middle of a test session, the test administrator or proctor should:

- Collect all of the student's test materials.
- Make a note of exactly the last question answered by the student. (A student who stops in the middle of a constructed response question will not be allowed to return to that question.)
- Notify the school MEAP coordinator that the student left the testing session without completing their test.

In order to make up the missed test portions the student may:

1. Take an **entire** emergency test.

OR

2. Resume testing where he or she left off. Students **may not** resume testing in the middle of a constructed response or review previously completed work.

The decision to allow a student to resume testing or take the entire emergency test should be made jointly by the school and the parents/guardians of the student. Factors to consider in making this determination should include whether or not the student was able to give his or her best effort before he or she stopped testing or whether taking the entire emergency test is in the best interest of the student.

If an **emergency test** is selected, the school must:

- Ask the district MEAP coordinator to complete an **incident report** to request an emergency test (no cost to the school).
- Administer the **entire** emergency test (includes all days and parts of the test). For example, if one part of a mathematics test requires an emergency test, both parts must be taken. If Reading–Day 2 requires an emergency test then both days must be administered.
- Ensure the student uses a new answer document **with an accurate barcode label adhered**. Return the new answer document for scoring as directed in the separate emergency test directions for return of scorable materials.
- If **not** contaminated with bodily fluids or other biohazardous materials, mark the original answer document, **"DO NOT SCORE"** prominently across the front page and return it in the **orange Special Handling Envelope**.
- If the original answer document is contaminated with bodily fluids or other biohazardous materials, **do not return it**. Record any security barcode information/lithocode from 3rd grade answer documents (unnecessary for grades 4-9), and call the Call Center for further directions.

If **resumed testing** is selected, then the school must:

- Request the district MEAP coordinator file a resumed testing incident report through the **BAA Secure Site**.
- Ensure that students who stop in the middle of a constructed response question are not allowed to return to that question when testing resumes.
- Provide a one-to-one test administrator or proctor for the remaining portion of the test.
- Read test directions aloud to the student (except for completing the demographic page of the answer document if it has already been completed).
- Ensure the student is not allowed to review, change, or go back to any previously administered portion of the test.

If the resumed testing guidelines above cannot be followed, then the student should take the emergency test.

Students with a Rapid Onset of a Medical Disability

Prior to or during the test window, students may experience a rapid onset of a medical disability that may require a standard accommodation, such as a scribe or a change in testing location.

Examples:

— A student falls from a play structure breaking his writing arm (scribe).

— A student is unexpectedly hospitalized for a few days for pneumonia (possible change in testing location to the student's home).

In cases like the ones described above, the school administrator, MEAP coordinator, or Guidance Counselor should document in the student's permanent file:

- Date and nature of the medical disability.
- Description of the accommodation(s) provided.

Make sure to grid the answer document with the appropriate accommodation or grid it as "Other," then enter the standard accommodation description.

Overview for Test Administrators and Proctors

About the Assessments: A Quick Summary

The ultimate goal of statewide assessment is to yield valid assessment results in a manner that is equitable for all students. Therefore, it is helpful to understand how the assessments are designed and how they should be administered.

Students Assessed

All students must be assessed as required by state policy and federal law. All students who are enrolled in grades 3 through 9 must be given the opportunity to participate in state testing. Students who are repeating a grade and who took MEAP tests the previous year are to be assessed again. **Students must take the tests for the grade level in which they are currently enrolled.**

Most students, including those with disabilities and English learners, are instructed with grade-level content and will take MEAP. Some students may be eligible for a state alternate assessment such as MEAP-Access or MI-Access. Which assessments students participate in is determined by the student's IEP team. As a test administrator or proctor, it is important to work closely with the IEP team and use the IEP assessment section to ensure each student is administered the correct assessment.

English Learners (ELs) must participate in the state assessment programs. ELs may be provided with assessment accommodations that are customarily used during normal classroom activities. This flexibility specifies that during the student's first twelve months of enrollment in a U.S. public school, the school has the option of not administering the reading and writing portions of the state assessment, provided that the WAPT or spring WIDA-ACCESS for ELs has been given to the student. For ELs in their first year at a U.S. school, WIDA participation counts toward the 95% participation rate requirement for accountability calculations. The student must take the mathematics (if in grades 3-8), science (if in grades 5 or 8), and social studies (if in grades 6 or 9) portion of the state assessment. The score will **not** be included in proficiency calculations for the first year of enrollment, but will count toward the 95% participation rate.

Subject Areas Assessed

The MEAP assessment currently covers five subject areas: reading, writing, mathematics, science, and social studies. Because MEAP is administered in the fall of each year, the assessment reflects the **prior** year's grade level content expectations (GLCEs) and benchmarks.

The following applies to each subject area assessment:

- Each assessment **must be administered on the dates specified in the *MEAP Assessment Schedule* table** (page *iv*).
- The **entire test must be completed on the scheduled date**. (Note that Reading–Day 1 is completed one day and Day 2 the next day. Writing also has two days of testing.)
- Each assessment **must be administered in the order specified in this manual**.
- Deviations from the schedule or in the order administered **must be submitted in writing by the school MEAP coordinator and preapproved by the Office of Standards and Assessment**. If, during or after administration, a scheduling irregularity is noticed, contact the school MEAP coordinator **immediately**.

Brief Subject Area Descriptions and Notes

Reading

The reading test is administered in grades 3 through 8.

- The reading test is a combination of multiple-choice items and constructed-response items.
- Students will read and respond to reading selections in multiple genres and in "Independent Reading" and "Paired Reading" formats.

- The reading test is administered over **two days** using **two separate test booklets**. Both days and all parts of the test must be given in order to make a complete reading test. **All of Day 1 must be completed in the same day,** but breaks between any parts in Day 1 are permitted. **All of Day 2 must be given in the same day**.
- To ensure a valid score, it is critical that both days of the assessment are administered with the **same test Form**. For example, if a student takes Day 1 using a Form 3 test booklet, then Day 2 must also be taken with a Form 3 test booklet. Mixed test forms, for example a Day 1–Form 3 and a Day 2–Form 1, cannot be combined to provide a valid reading test score.
- For grades 4 through 8, it is critical for scanning purposes that **all answers be recorded on a single answer document**.
- Only **one** reading answer document per student will be scanned for scoring purposes (except for grade 3, which has two scannable combination test booklet/answer documents).

Writing

The writing test is administered in grades 4 and 7.

- The writing test is a combination of multiple-choice items and constructed-response items.
- Students will respond to both narrative and informational writing prompts.
- Students will read and respond to "Student Writing Samples."
- The test is administered over **two days** using **two separate test booklets**. Both days and all parts of the test must be given in order to make a complete writing test. **All of Day 1 must be completed in the same day.** A break between Parts 1 and 2 is permitted, but **there may be NO break between Parts 2 and 3 in Day 1. All of Day 2 must be given in the same day,** and breaks between any parts in Day 2 are permitted.
- To ensure a valid score, it is critical that both days of the assessment are administered with the **same test Form**. For example, if a student takes Day 1 using a Form 3 test booklet, then Day 2 must also be taken with a Form 3 test booklet. Mixed test forms, for example a Day 1–Form 3 and a Day 2–Form 1, cannot be combined to provide a valid writing test score.
- For grades 4 and 7, it is critical for scanning purposes that **all answers be recorded on a single answer document.**
- Only **one** writing answer document per student will be scanned for scoring purposes.

Mathematics

The mathematics assessment is administered in grades 3 through 8.

- Students will respond to multiple-choice items.
- The test consists of multiple parts administered on **one day** using a single test booklet.
- In grades 4 through 8, **calculators are allowed on Part 2 of the test only**. It is a nonstandard accommodation to permit calculator usage on any part of the mathematics test unless explicitly allowed. The improper use of a calculator will invalidate a student's mathematics test score. See the section, *Calculators*, for additional information.
- Calculators are **not** permitted on any part of the grade 3 assessment.
- Breaks are allowed between parts.

Science

The science test is administered in grades 5 and 8.

- Students will respond to multiple-choice items.
- The test consists of multiple parts administered on one day using a single test booklet.
- Breaks are allowed between parts.

Social Studies

The social studies test is administered in grades 6 and 9.

- Students will respond to multiple-choice items.
- The test consists of multiple parts administered on one day using a single test booklet.
- Breaks are allowed between parts.

Assessment Accommodations

Some students with Individualized Education Programs (IEPs), Section 504 Plans, or who are English learners may require assessment accommodations in order to participate fully and meaningfully in MEAP tests.

- Accommodations must be documented in the student's plan by subject area and **must be routinely used as part of the student's daily instruction.**
- It is important to keep in mind that students taking a MEAP test using an accommodated kit, **must use a Form 1 test booklet, except Braille which is Form 88**.
- There are a number of universal accommodations available to all students.
- The *Assessment Accommodation Summary Table* at www.michigan.gov/meap lists allowable accommodations.
- Refer to the student's IEP and discuss any questions regarding accommodations with the student's IEP team and the school MEAP coordinator.

Completing Answer Documents

Every 4th-9th grade student taking a MEAP test will have **a separate answer document for each subject** in which they are tested (reading, mathematics, science, social studies, and writing). Third-grade students have a total of **three** scannable combination test booklet/answer documents (two for reading [Day 1 and Day 2] and one for mathematics). The directions for administration in the test manual aid test administrators and coordinators to complete the information on the front of the answer documents.

Advice from Your Colleagues:

Plan time for students to complete the information on forms. A sample form drawn or projected on the board is helpful for students with audio/visual needs.

"School Use Only" Fields

The "School Use Only" section includes the following fields: Research I and II, Accommodations, and Report Codes. These sections are explained in detail below.

Research I and II Fields

Use of the research fields is optional. Research codes are reported in the student data file results only. Paper and PDF reports do not include the research code information.

In the past, school districts have used the optional research fields to answer such questions as:

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B (vs. reading program C, etc.)?

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

- Codes for research fields may be developed at the district or school level, and assigned a different number from one to ten.
- One response per research field may be recorded on each answer document (one response in the Report I column and one response in the Report II column).
- Districts may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the answer document or entered into the **BAA Secure Site** through the end of the "Student Demographics Mass Updates" process.

Accommodations

The accommodations section of the "School Use Only" area on student answer documents is used to identify accommodation(s) received. The *No Child Left Behind Act* of 2001 requires this information be collected for all state assessments.

- All accommodations must be documented in a student's IEP, 504 Plan, or EL instructional records.
- If a student received more than one accommodation, mark all that apply.
- If a student did not receive any accommodations, leave this area blank.
- The answer documents for mathematics, science, and social studies each list the same standard accommodations.
- The reading and writing answer documents, however, have fewer accommodation options listed. Due to the construct being tested, some accommodations considered to be standard accommodations for the other subject areas are nonstandard accommodations if used during the reading or writing tests. For example, students cannot have the reading test read aloud.

English Language Learner Accommodation Fields

- **English DVD** – A student who used the English video version of the test (mathematics, science, and social studies only).
- **Spanish DVD** – A student who used the Spanish video version of the test (mathematics, science, and social studies only).
- **Arabic DVD** – A student who used the Arabic video version of the test (mathematics, science, and social studies only).
- **Reader Script** – A student who had a scripted version of the test read aloud (writing, mathematics, science, and social studies only).
- **Reading in Native Language** – A student who had the test and directions read in a native language other than English (mathematics, writing, science, and social studies only). Please note that the **reader script and Form 1 must be used** for this accommodation. *(NOTE: Reading tests cannot be translated and students should use the school's assigned Form.)*
- **Multiple-Day Testing** – A student who took a MEAP test with extended time across more than one day.
- **Other** – A student who used other standard accommodations. Be sure to write the accommodations provided on the line.

Students with Disabilities (or 504 Plan) Accommodation Fields

- **Enlarged Print** – A student who used the enlarged print version of the test.
- **Audio** – A student who used the audio version of the test. NOTE: There is no audio version of the MEAP reading or writing tests.
- **Reader Script** – A student who had a scripted version of the test read aloud (writing, mathematics, science, and social studies only).
- **Multiple-Day Testing** – A student who took a MEAP test with extended time across more than one day.
- **Other** – A student who used other standard accommodations. Be sure to write the accommodations provided on the line.

Nonstandard Accommodations

Any student who receives a nonstandard accommodation on the test must have this circle filled in on their answer document. Students who use a nonstandard accommodation **will not** count as being assessed. The *Assessment Accommodation Summary Table* at www.michigan.gov/meap defines nonstandard accommodations. **Contact the Call Center with questions.**

Example:

— A teacher who reads aloud the reading test to a student or a calculator used on Part 1 of the mathematics test has used a nonstandard accommodation.

Student Prohibited Behavior

Even the best planning and test administration procedures may not prevent an occasional incident of **student prohibited behavior**. The Prohibited Behavior designation is not intended for students who do not appear to be working hard or otherwise are not taking the test seriously. The *Assessment Integrity Guide* includes a section, Testing Responsibilities for Students, which defines expected student conduct.

School administrators and the school MEAP coordinator are advised to review the information developed specifically for students in the *Assessment Integrity Guide* **with students** prior to the MEAP test window. In addition, universal accommodations #6 and #9 allow schools to be proactive by placing students who may experience problems or act out during testing:

- Individually or in small groups.
- In alternate locations, such as an office or small room.

Examples of student prohibited behavior include the following:

— Communicating or collaborating with another student.

— Copying answers, requesting or accepting help from another student, or providing help to another student.

— Using materials or equipment not permitted by the test manual.

— Returning to previously completed test parts or working beyond the current test part in the test booklet.

— Using prohibited electronic equipment.

— Disrupting peers' testing sessions.

— Taking test materials out of the testing classroom.

Attempts should be made to redirect disruptive behavior and allow the student to complete a test when possible.

Actions to take immediately when a possible prohibited behavior occurs:

1. School administrators, the school MEAP coordinator, and the district MEAP coordinator should be notified of the incident.
2. The school coordinator should grid the Student Prohibited Behavior circle on the student's answer document; however, these answer documents are packed with the regular scannable answer documents when returned for scoring.
3. School administrators should notify the student and his or her parents/guardians of the alleged prohibited behavior and provide an opportunity for them to respond.
4. School administrators, with the district MEAP coordinator, should conduct a preliminary investigation to determine whether or not a prohibited behavior occurred.

During the "Accountable Students and Test Verification" period, school administrators can appeal to the OSA through the BAA Secure Site if the investigation team determines the prohibited behavior did not occur. If the OSA agrees with the investigation results, the OSA will restore the affected test result. Otherwise, the student will be considered Not Assessed for accountability purposes.

Report Codes

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

- **Home-schooled** – If an assessed student is home-schooled, fill in the "Home-Schooled" circle. If you wish to ensure that a home-schooled student's scores will not be included in the district or school reports you must **enter the student's UIC in the Secure Site *and* MSDS**. If a student UIC is only submitted in MSDS, the MSDS Residency Code will take priority over the answer document bubbling.
- **Student Prohibited Behavior** – See the discussion of Prohibited Behavior above.
- **Spanish** – Used to identify native language for EL students.
- **Arabic** – Used to identify native language for EL students.
- **Chaldean** – Used to identify native language for EL students.
- **Other Language** – Used to identify native language for EL students.

Birth Date

Students are given instructions to fill in their date of birth at the time of the test. A visual aid that may be used with students is posted to the MEAP website.

Class/Group Number

This optional information allows districts and schools to receive reports organized by class or group designation(s). This is an optional field. It is the decision of the school or district to use this option and to define class/group numbers that are most useful to the district or school. If these are to be used, contact your MEAP coordinator for your 4-digit class/group number. An explanation of how to assign these numbers can be found on the MEAP website.

It is not necessary to use these codes in order to receive student test results for each teacher. This information will be gathered from the Teacher Student Data Link collection as well as the MSDS.

Class/group code numbers can be entered on the answer document and also in the **BAA Secure Site** through the end of "Accountable Students and Test Verification" period.

Assessment Date

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

Students who take make-up tests, move into a school after the initial test date, or take emergency tests should enter the **actual date of the assessment**.

Form

Students are given instructions to fill in the Form number from the front of their test booklet at the time of the test. In order to properly score tests, it is **critical** that the correct Form number is recorded. **All students being administered a test with an accommodated Form must use Form 1, except Braille which is Form 88.**

Summary for Administrators and Proctors

Test Administration Guidelines and Reminders

A majority of MEAP tests are administered to students in classrooms by classroom teachers who are termed "test administrators" for this purpose. Also included in the "test administrator" group are other state certified staff members such as special education and EL teachers, counselors, and administrators. Paraprofessionals (termed "proctors") may also administer MEAP tests under the direct supervision of a test administrator. See the *Assessment Integrity Guide* (www.michigan.gov/meap) for a thorough discussion of requirements.

It is important that all staff members be well prepared for this role by studying the test administration manual and participating in professional development prior to the test window.

Test Administrator and Proctor Responsibilities

The MEAP tests were designed to be administered, when possible, by the students' own teachers for the subject area being assessed. MEAP test administrators must meet the following **minimum** qualifications:

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

Depending on the number of students in each room, trained proctors may be assigned to assist the test administrator. A MEAP test proctor assists the test administrator in administering the tests and is typically a teacher's aide, a paraprofessional, or another paid district or school staff member. **Proctors who provide assessment accommodations must be provided with professional development prior to the test window.**

If volunteers must be used, they must be trained with appropriate testing procedures. Volunteers may not have a conflict of interest or the appearance of a conflict of interest. Therefore, they may not be family members of students being tested. MEAP test proctors must be supervised directly by a MEAP test administrator.

MEAP test administrators and proctors are responsible for:

- Reading and becoming familiar with MEAP test administration procedures for the specific test cycle prior to administering the tests.
- Ensuring the demographic page of the answer documents has been filled in accurately. No further inspection or marking of a completed student answer document is allowed.
- Reading directions exactly as they appear in this manual to students and answering questions about test directions.
- Verifying no unauthorized materials or equipment are used during the tests.
- Moving throughout the room and ensuring students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer documents.
- Reporting instances of deviations in test administration or prohibited student behavior to the school MEAP coordinator for early and fair resolution of any concerns.
- Maintaining a distraction-free environment.
- Ensure the assessment room does not contain any visual aids that would provide students with clues or answers to questions.

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

Leaving the Room During the Test

- Students are allowed to go to the restroom during the test, but it is best not to make a general announcement to that effect.
- **Only one student may leave the test room at a time.**
- The test booklet and answer document must be collected when a student leaves the room and redistributed when the student returns to the room.
- Students who leave the room for an extended length of time (i.e., lunch hour, recess, etc.) are not allowed to resume testing.
- Test administrators must never leave the test setting or allow students to be unsupervised during testing.

Monitoring Test Administration

Advice from Your Colleagues:

Be sure to monitor your kids as they test. Walk up and down the aisles.

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

- Distribute all materials to students. Check for appropriate grade level/subject area test booklets and answer documents. **Please check answer documents for inappropriate bubbling** (especially with young students who may be new to the process).
- When answer documents are preprinted, or have a barcode label affixed at the time they are distributed to students, please ensure each student receives the correct answer document.
- Remind students to turn off all electronic communication devices (e.g., cell phones, PDAs, MP3 players, etc.) and store them out of sight. Calculators may only be used on Part 2 of the mathematics test in grades 4–8.
- Ensure that the only materials on students' desks and tables are those authorized for use in that part of the test.
- Administer the tests according to the test administrator manual.
- Read directions exactly as they appear in the administrator manual to students. Answer questions about test directions as described in the administrator manual.
- Monitor the test sessions by moving throughout the test room.
- Ensure that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer document using only a No. 2 pencil.
- No highlighters, pens, or markers should be used on the answer documents.
- Student responses are limited to the space provided in the answer document unless specified as an approved accommodation.
- Ensure that the test room is quiet and distraction free during the entire test administration.
- Remain in the test room at all times unless replaced by another trained staff member.
- Report any incidents of questionable student behavior or deviations in test administration to the school MEAP coordinator for early and fair resolution of any concerns.
- Ensure that students do not leave the test room unless extenuating circumstances are present. If a student must leave, test administrators must collect the test booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.

Test administrators and proctors should look for the following:

- Are students marking their responses in the correct document (answer document versus the booklet)?

- Are students marking their responses in the correct section of the answer document?
- Are students confused about the directions or having other problems?
- Are students doodling or marking randomly?
- Do students appear to be racing through the test?
- Are any students distracting others? If so, they should be moved to a separate test room.
- Are students working in the correct section of the test booklet? Students are not permitted to return to previously administered sections of a test after a session is complete. Students may not revisit test answers for any reason after test booklets and answer documents have been collected.

Test administrators and proctors are reminded of the following:

- MEAP is an untimed test. Students **must** be allowed as much time as needed to complete the test.
- The purpose of MEAP testing is to determine what the student knows and can do independently.
- Test content is based upon the Michigan Grade Level Content Expectations (GLCEs) from the **prior** school year.
- A quiet, orderly environment must be maintained so all students may do their best.
- Test booklets and answer documents must be secure at all times. These may **never** be reviewed by school staff prior to the day of testing, during testing, or after testing.
- Notify school administration/MEAP coordinators immediately when problems occur so they can be efficiently resolved.
- Students must **accurately** complete the information at the top of the answer document. Scoring decisions are based on the information bubbled on the answer document.
- Students must use the answer document matched to the subject and grade level being tested.
- No materials other than those specified in the test administration manual may be on students' desks during testing. Some students may have accommodations specified in their IEP or Section 504 Plan that are permissible.
- No food or water should be on students' desks unless these are accommodations specified in an IEP or Section 504 Plan (e.g., diabetic student).
- Test directions must be read verbatim as printed in the manual to ensure equitability across all students in the state. Students may ask questions about the directions after the directions are read.
- Students may take breaks between test parts **(except between Writing–Day 1, Parts 2 and 3).** The test part must be complete and test materials must be collected by the test administrator during the break. Students may not return to any test part already completed.
- Students may **not** be provided a break within a part of the test.
- Students who have completed test parts may read a book which they bring to the test session. They may not use textbooks or other related subject area materials that may reveal answers to test questions.
- Test administrators and proctors may never enter student answers on the answer document unless this person is acting as a scribe as an accommodation specified in the IEP or Section 504 Plan.
- Test administrators and proctors may never provide answers to students, pronounce words in test questions, or hint or otherwise indicate a possible answer.
- Test questions may never be copied or reproduced.
- All test materials must be returned promptly to the school's secure location.
- Ensure any room used for assessment does not contain any visual material that would provide students with clues or answers to questions.

Information for Accommodation Providers

Advice from Your Colleagues:

Make sure student accommodation materials are accurately accounted for.

Universal Accommodations Ⓤ

Universal accommodations are accommodations **any** student may use without changing what is being measured by the assessment. Care must be taken to ensure that highlighters are not used on answer documents.

Students receiving instructional support services such as RTI (Response to Intervention), but who do not have an IEP or Section 504 Plan may use universal accommodations.

Example of Universal Accommodations:

— Administering the assessment in a distraction-free space or using highlighters during the reading test.

- Alternate test forms are not required when using universal accommodations. The *Assessment Accommodation Summary Table* at www.michigan.gov/meap denotes universal accommodations with the symbol Ⓤ. When a universal accommodation is used, it does **not** need to be gridded as an accommodation on the student answer document.

- All other accommodations are limited to students with IEPs, Section 504 Plans, and certain EL students meeting specific eligibility criteria. If a student does not have an IEP or Section 504 Plan, or meet EL eligibility criteria for accommodations, and is provided an accommodation (that is not a universal accommodation), this is considered a nonstandard accommodation and must be gridded as Nonstandard on the students' answer documents. In this case, students will be considered **Not Assessed** for accountability purposes.

Assessment Accommodation Consequences –

No Child Left Behind

- It is important to know whether an assessment accommodation is standard or nonstandard since it can affect whether a school or district meets the requirements of the No Child Left Behind (NCLB) participation rates for accountability.

- At the school, district, and subgroup (race/ethnicity, economically disadvantaged, English learners, and Students with Disabilities) levels, a minimum of 95% of the students enrolled in the grades being assessed must participate in the state's reading and writing tests and mathematics tests in order to meet accountability requirements.

- A standard assessment accommodation is one that **does not change the construct of what the test is measuring**. The score received by a student using a standard assessment accommodation (S) counts when calculating NCLB participation and proficiency rates.

- A nonstandard assessment accommodation (NS) changes what the test is measuring and results in an invalid score. This means that using a nonstandard assessment accommodation will have a negative impact on a school's accountability calculations.

Examples of Nonstandard Accommodations***:***

— The MEAP reading test is intended to measure how well a student can read through decoding. Therefore, if the reading passages are read aloud to a student, it becomes a listening test and not a reading test.

— A second example is the use of a calculator on any portion of the MEAP mathematics tests where calculators are not permitted. If a calculator is used on those portions of the test, it becomes a nonstandard assessment accommodation because it changes what the mathematics test is measuring.

— Reading aloud the Student Writing Samples in the writing test is not permitted because this may reveal answers to the test items.

In light of the significant consequences of using nonstandard assessment accommodations, the IEP Team may find it prudent to **review the use of nonstandard accommodations**. Remember, this is an IEP Team decision. If there needs to be a change in what is stated in the IEP, the IEP can be amended using the *IEP Addendum Model Form* (July 2010 or later) or the district's own forms. State documents can be found at www.michigan.gov/ose-eis on the Special Education Administrative Forms and Procedures page.

Audio CD Versions of the MEAP Tests
(Use Form 1 Test Booklet Only)

- The audio (CD) versions of the MEAP tests are created from a **Form 1 test booklet**.
- Students using a CD version of a test must also have a printed copy of a **Form 1 test booklet** to use during testing even though the school may be taking another test Form of the test.
- Each accommodated version of the test ordered will be shipped with a Form 1 test booklet. Only a student whose IEP, Section 504 Plan or EL instruction documentation specifies the student routinely uses audio accommodations may use the audio (CD) versions of the mathematics, science, and social studies MEAP tests.
- To ensure receiving enough Form 1 test booklets when using a CD with multiple students, be sure to provide the correct accommodated student count when ordering materials.
- **There is no audio CD version for the MEAP reading or writing tests.**
- To order additional audio (CD) versions of the tests, the district MEAP coordinator should order online at https://baa.state.mi.us/BAASecure.

Using Audio CDs

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

- Audio CDs are intended to be used by **one student** (not by small groups).
- Individual students may use their Audio CD in a small group setting only when the computer or CD player has headphones, and the student has personal control over the equipment.
- Students using an audio (CD) version of a test must also have a printed copy of a **Form 1 test booklet** to use during testing. Make sure to **grid Form 1 on the answer documents** as noted in the test directions.
- Students should be able to use the equipment independently since this accommodation should be used routinely in the classroom. Students may be assisted in playing the audio CD version, but may not be given any help with answering any test item. Students who use the audio CD versions must use standard answer documents, but may be given one of the following additional accommodation options (documented in the IEP, Section 504 Plan, or EL instructional records):

  a. Grid their own answer documents;

  b. Mark answers in their test booklets and have a test administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents;

  c. Dictate responses to a scribe or into a tape recorder and have a test administrator, proctor, or test accommodations provider grid the answer documents; or

  d. Braille their responses and have a test administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents.
- For students using the audio version as an accommodation, it is important to **grid the "Audio" bubble** on the student answer document.
- For EL students using CDs, **mark the "Other" bubble on the student answer document and write "CD" in the blank** after the bubble.
- Make sure a barcode label is placed on the answer document.

Video DVD Versions of the MEAP Tests

(Use Form 1 Test Booklet Only)

The video DVD versions of MEAP tests provide an enhancement to the audio CD versions. Students are able to use the video display as an additional cue when determining where they should be in a test booklet while they are taking a test.

- English Learners (ELs) at the **basic or lower intermediate proficiency levels** are eligible to use video (DVD) versions of MEAP tests.
- When specified in the IEP or Section 504 Plan, students with disabilities are also eligible to use the video version of the MEAP tests.
- DVDs are produced to be used with a television and DVD player. This equipment will produce the highest quality results.
- Video DVD versions of the MEAP tests are created from a **Form 1 test booklet**.
- Students using a DVD version of a test must also have a printed copy of a **Form 1 test booklet** to use during testing even though the school may be taking another Form of the test.
- To ensure receiving enough Form 1 test booklets when using a DVD with multiple students, be sure to provide the correct accommodated student count when ordering materials.
- Each accommodated version of the test ordered will be shipped with a Form 1 test booklet.
- **Video DVDs are available in Spanish, Arabic, and English.**
- There is **no video version of the MEAP reading test** as it will change the construct of what is being measured from reading to listening, making it a nonstandard accommodation.
- There is no **video version of the MEAP writing test** because directions and writing prompts are read aloud to all students.
- English, Spanish and Arabic video accommodations are an option for use with English learners. Schools should **carefully review accommodations #23 and #24** in the *Assessment Accommodation Summary Table* at www.michigan.gov/meap to ensure students qualify for these accommodations.

Using the Video DVDs

When administering video (DVD) versions of the tests:

- Tests are to be administered to students, either individually or in small groups (up to 5 students) in a setting where the video will not disturb other students.
- Students using the video version must have a printed copy of a **Form 1 test booklet** to use while they are taking the test. Make sure to **indicate Form 1 on the answer documents** as noted in the test directions.
- The test administrator will need to make sure the appropriate **video accommodation circle is filled in on the student answer document**.
- Students who use the video versions must use standard answer documents, but may be given one of the following options (documented in the IEP, Section 504 Plan, or EL instructional records):

  a. Gridding their own answer documents.

  b. Marking answers in their test booklets and have a test administrator, proctor, or test accommodations provider transcribe the answers onto the answer documents.

  c. Dictating responses to a scribe or into a tape recorder and have a test administrator, proctor, or test accommodations provider grid the answer documents.
- Each test question is marked on the DVD. This assists in returning to the appropriate place, if needed, during the test administration.
- For EL students using DVDs as an accommodation, it is important to **grid the "Video" bubble** on the student answer document.
- For students with IEPs and Section 504 Plans **mark the "Other" bubble on the student answer document and write "Video DVD" in the blank** after the bubble.
- Make sure a barcode label is placed on the answer document.

Reading Directions and Track/Chapter Numbers – Audio CDs and Video DVDs

Audio CDs and video DVDs are formatted so that the track number in Part 1 of each test corresponds to the test questions for each test part. Accommodation providers should be aware of the following:

- Directions on the CDs and DVDs are attached to a test question. For example, the initial directions for mathematics, Part 1 will be part of Track or Chapter 1. This means that a student who returns to test question 1 will hear the directions again. This is a drawback but it is the only way that tracks/chapters can be aligned with the actual test question numbers.
- Accommodation providers must read aloud the directions **exactly as written** to the student(s) so that students may ask questions before beginning the test. Students will hear the directions a second time on the CD or DVD because the directions are attached to test question tracks.
- Tracks/chapters for Part 2 of the DVDs may begin with Track or Chapter 1 again. This may not correspond to the test question numbers. Students may need to search for the test question numbers by paging back and forth rather than using a menu function offered in the software.

Use of Reader Scripts
(Use Form 1 Test Booklet Only)

The use of reader scripts (scripted versions of the MEAP test) replaces reading a test aloud to students from a test booklet. Reader scripts for the MEAP writing, mathematics, science, or social studies tests are a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, for students with a Section 504 Plan, and for EL students who meet the eligibility requirements.

Reader scripts may be administered in small groups of up to five students. Students will use a **Form 1 test booklet** while the test administrator reads aloud from the reader script. The ordering process is similar to the process used to order video DVDs.

For students using a reader script as an accommodation, it is important to **grid the reader script circle on the student answer document(s)**. Make sure a barcode label is placed on the answer document.

Translations to Native Language
(Use Form 1 Test Booklet Only)

Translations to native language must use a reader script.

Enlarged Print
(Use Form 1 Test Booklet Only)

- Use of the enlarged print version of the assessment is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP or for general education students with a Section 504 Plan.
- **Form 1** is used as the basis for the enlarged print version.
- Students who use this accommodated version **must have their answers transferred onto a regular answer document**. If a student uses an enlarged print version as an assessment accommodation, **a test administrator, proctor, or accommodations provider must transcribe the student's response from the enlarged print test booklet onto a regular answer document that is returned along with other scorable materials.** Spelling, punctuation, indentation, etc., must be transcribed **exactly** as it was in the student's original response.
- Once student responses have been transcribed to a regular answer document, the **original document can be returned in a non-scorable box.**
- If students use the enlarged print version, it is important to **fill in the Enlarged Print circle on the answer document(s)**.
- Make sure a barcode label is placed on the transcribed answer document.
- Enlarged print materials are ordered on the BAA Secure Site by student name. See the *BAA Secure Site User Manual* for details.

Braille Versions of the MEAP Test

(Use Form 88 Test Booklet Only)

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

- The use of a Braillewriter is permissible. If a student uses a Braillewriter as an assessment accommodation, a test administrator, proctor, or accommodations provider **must transcribe the student's response onto a regular answer document** that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.
- Each Braille version of a subject area MEAP test will be a unique test Form **(Form 88)**.
- Students who use a Braille version must have their answers transcribed onto a regular scannable answer document for the appropriate grade/subject area.
- Each grade level/subject area Braille accommodated kit will include the *Assessment Administrator Booklet for Braille*.
- The *Print to Braille Correspondence* is available online at www.michigan.gov/meap.
- If students use the Braille version or a Braillewriter, it is important to **grid the Braille circle and Form 88 on the 4th-9th grade answer document(s)**.
- For grade 3, a Braille answer document is included in the Braille kit.
- The Braille answer document is returned in the **orange Special Handling Envelope**.
- Make sure a **barcode label** is placed on the answer document.
- Braille materials are ordered on the BAA Secure Site by student name. See the *BAA Secure Site User Manual* for details.

Directions for Other Common Accommodations

Scribes and Tape Recorders

(Use the Test Booklet Form Assigned to the School.)

Dictating responses to a scribe or into a tape recorder is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, for students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability.

- Students using one of these accommodations must tell the scribe **specific instructions about punctuation, spelling, indentation, etc., for constructed-response questions**. Spelling, punctuation, indentation, etc., must be transcribed **exactly** as it was in the student's original response.
- If a student uses a tape recorder or scribe as an assessment accommodation, a test administrator, proctor, or accommodations provider must **transcribe the student's response onto a regular answer document** that is returned along with other scorable materials.
- For students using a tape recorder or scribe as an accommodation, it is important to **grid the "Other" circle on the student answer document(s)** and indicate the administered accommodation.
- Make sure a **barcode label** is placed on the answer document.

Word Processors

(Use the Test Booklet Form Assigned to the School.)

The use of word processors for constructed-response items is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, or for students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability.

- Because the reading and writing tests assess the student's use of the conventions of writing, including correct spelling and grammatical

usage, students using word processors or word processing software as an accommodation must be monitored so that **spelling, dictionary, thesaurus, and grammatical software are not activated. Autocorrect may not be used.**

- Fill in the **"Other" circle on the student answer document(s) and indicate the student used a word processor** as the administered accommodation.
- If the spell check, dictionary, thesaurus, and grammatical software are not deactivated, the Nonstandard Accommodations circle must be gridded.
- If a student uses a word processor or another accommodation to record the multiple choice answers, these **must be transferred onto a regular answer document** by the student, test administrator, proctor, or accommodations provider. *(See the Assessment Accommodation Summary Table at www.michigan.gov/meap.)* Word-processed constructed response answers do not need to be transcribed onto an answer document by school staff.
- **Each word-processed page must be printed and identified with the following student information:**

  1. Student barcode label from the **BAA Secure Site**
  2. Subject area and item number
  3. Current Test Year (For example Fall 2013)

OR

  1. Student name, UIC, and birth date
  2. School code and district code
  3. Current Test Year, grade, subject area, and item number

- **Word-processed page(s) must be inserted into the student's answer document** that has all required student identification information completed. **Do not staple or otherwise attach word-processed pages to the answer document.**
- Word-processed page(s) returned without a completed student answer document cannot be scored.
- Make sure a **barcode label** is placed on the answer document.
- All answer documents containing word-processed pages must be shipped in the **orange Special Handling Envelope**.

Additional Paper as an Accommodation
(Use the Test Booklet Form Assigned to the School.)

- The use of additional paper is permitted only for students who need that accommodation as documented in their IEP or Section 504 Plan.
- Additional paper may be used as an IEP or Section 504 Plan assessment accommodation if a student needs additional space to write due to large handwriting.
- When additional paper is used, the student should only be allowed to write the equivalent of what could be written in the original space provided.
- **Each additional piece of paper must be identified with the following information:**

  1. Student barcode label from the **BAA Secure Site**
  2. Subject area and item number
  3. Current Test Year (for example Fall 2013)

OR

  1. Student name, UIC, and birth date
  2. School code and district code
  3. Current Test Year, grade, subject area, and item number

- It is important to **grid the "Other" circle on the student answer document(s) and indicate the administered accommodation**.
- The additional paper must be inserted into the student's answer document that has all required student identification information completed. Do not staple or otherwise attach additional paper to the answer document.

- Additional paper that is returned without a completed student answer document cannot be scored.
- All answer documents containing additional paper must be shipped in the **orange Special Handling Envelope**.

Extended Time/Multiple Day
(Use the Test Booklet Form Assigned to the School.)

- All MEAP tests are untimed and student-paced.
- Arrangements should be made before testing begins for any students who will need more than the initial test date to complete a part of the test.
- Extended time as an accommodation must be documented in students' IEP, Section 504 Plan, or EL instructional records.
- Students whose IEP, Section 504 Plan, or EL instruction requires testing in a subject area beyond the initial test date (across multiple days) will use the Form of the test assigned to their school (e.g., Form 5).
- This is a standard accommodation.
- The dates of the current year's assessment cycle are identified in the *MEAP Assessment Schedule* table on page *iv* of this manual.
- Students who qualify for testing beyond the initial test dates will have until the last day of testing identified in the *MEAP Assessment Schedule* table.
- Students may not begin a subject area test before the first date the subject area test is scheduled for all students.
- If extended time is used it is important to **grid the Multiple-Day Testing circle on the student answer document(s)**.

Returning Accommodation Materials and Student Answer Documents

- Audio (CD), video (DVD), enlarged print, Braille, and reader script versions of the tests are **secure** materials that **must be returned** at the end of the test cycle. No copies of these materials may be made, downloaded, or retained. Make sure that all secure materials are included in the return shipments.
- Most answer documents for students who used the accommodated versions of the tests are packaged and returned with the regular answer documents; however, **Braille answer documents, word processed, and additional pages must be returned inside each student's answer document in the orange Special Handling Envelope in order to be scored**.

Other Reminders for Test Accommodation Providers

- The *Assessment Accommodation Summary Table* can serve as a guide for providing accommodations. Find it at www.michigan.gov/meap.
- All MEAP test accommodations must be clearly defined by subject area in the testing section of each student's IEP, Section 504 Plan, or EL instructional record. A state model IEP can be found at www.michigan.gov/ose-eis.
- New students with IEPs, Section 504 Plans, and EL services must be identified quickly so that accommodations from the previous school can be implemented.
- Plan ahead. The OSA recommends schools/districts maintain a spreadsheet of students with each student's IEP, Section 504 Plan, or EL instruction test accommodations by subject area.
- Ensure that each student is taking the correct test, MEAP, MEAP-Access, MI-Access, or WIDA-Access, for each subject area. Students who mistakenly take the wrong test(s) may have to take an emergency test to gain a valid score. Contact the Call Center for direction.

- **Reading aloud test content is not permitted** unless specified in the test manual. Audio CDs, video DVDs, and reader scripts must be used when test content is to be read aloud as an accommodation.
- A MEAP test administered with an incorrect accommodation based upon the IEP is considered invalid. The student must take an emergency test to gain a valid score.
- Reader scripts are available for writing, mathematics, science and social studies emergency tests (Form 99).
- Students must take the entire test including Reading–Day 1 and 2 and Writing–Day 1 and 2 in the same Form of the test. Do not split Form numbers within tests or parts of tests. **Please be sure to administer all parts of the tests.**
- Most MEAP accommodation kits use Form 1. Do not use Forms 2-5 because the test content will be different from the accommodation kit content.
- When students with accommodations use video DVDs and reader scripts in small groups of up to five students, **extra Form 1 test booklets may be needed**. When ordering, specify the number of students using each accommodation kit.
- Some accommodations, such as using a scribe, do not require Form 1 test booklets. Use the Form assigned to the school.
- Do not begin a subject area test before the initial test date. Students who are absent on the initial test day may begin testing on the make-up date for the missed subject area.
- Students may refuse to use an accommodation. Resolve this with parents/guardians immediately. Document any change approved by parents/guardians.
- Audio presentations (CDs, reader script, or DVDs) may not be used with Braille kits.
- A standard test answer document is used with the enlarged print version of MEAP tests.
- During the Initial Order Window, Braille kits are ordered for each student by contacting the Call Center. A student name, UIC, school, district, and grade level is needed when the order is placed.
- During the Additional Order Window, Braille and enlarged print materials will be ordered directly on the BAA Secure Site by student name. See the *BAA Secure Site User Manual* for details.

After Testing

Concluding the Testing Process

All materials must be returned to Measurement Incorporated in Durham, NC.

Each school received materials from Measurement Incorporated to use when sending answer documents for scoring. Plan ahead. If more materials are needed, check with the district MEAP coordinator. These materials include:

- School/Grade Header Sheets (pre-printed for the school)
- Class/Group ID Sheets (optional)

TABLE 6: How to Process MEAP Test Materials After Testing

Test Materials	Return to MEAP Contractor	Schools Keep	Schools Destroy
Used answer documents, including 3rd grade test booklets/answer documents	Scorable		
Completed School/Grade Header Sheets	Scorable		
Completed Class/Group ID Sheets	Scorable		
Orange Special Handling Envelope(s)	Scorable		
Test booklets (grades 4-9)	Non-Scorable		
Accommodated versions of the test (Braille, enlarged print, reader scripts, audio CD, video DVD and translated versions)	Non-Scorable		
Unused 3rd grade test booklet/answer documents are secure and should be returned	Non-Scorable		
Return Verification Form		Store at District for 1 year with Security Compliance Forms*	
Signed Security Compliance Forms		Store at District for 1 year with Return Verification Form*	
Test Administration Manuals		Keep 1 or 2	√
Unused 4th–9th grade answer documents			√
Unused School/Grade Header Sheets			√
Unused Class/Group ID Sheets			√

**Return Verification and Security Compliance Forms should be kept by the district MEAP coordinator.*

- Orange Special Handling Envelope(s)
- FedEx Express Airbills for shipping
- **Blue Scorable stickers** for the outside of boxes containing scorable materials
- **Green Non-Scorable stickers** for the outside of boxes containing non-scorable materials

Districts and schools are encouraged to complete and return test materials as early as possible during the test cycle. The MEAP scoring contractor can then begin to scan and score student responses immediately in preparation of the "Accountable Students and Test Verification" process. Fees are assessed for the late return of scorable materials.

TABLE 6 (previous page) summarizes the MEAP materials needed for administration and how to process them after testing.

Return Shipping Schedule

The *MEAP ASSESSMENT SCHEDULE* on page *iv* of this manual includes dates for the return of answer documents. Some schools like to return answer documents early in the test window as tests are completed, while others like to return answer documents in one shipment. The scoring contractor will begin scanning answer documents as soon as answer documents arrive.

Late fees and penalties apply when materials are not returned promptly. Late fees and penalties are listed at the bottom of the *MEAP ASSESSMENT SCHEDULE* on page *iv* in the front of this manual.

Preparing Answer Documents for Return

The Orange Special Handling Envelope

Place the following in the completed orange Special Handling Envelope(s):

- Damaged Answer Documents that are **not biohazards.**
- Used answer documents that the school has invalidated with **"DO NOT SCORE"** prominently written on the front page.
- All word-processed pages and additional paper with the complete student information, inserted within each student's answer document, for students who required this accommodation.
- Braille answer documents with a School/Grade Header Sheet on top for each grade and subject area.

Set aside the completed orange Special Handling Envelope(s) with the contents. These will be **placed at the top of Box 1 prior to sealing the box**.

Security Compliance Forms

All *OSA Security Compliance Forms* are sent to the District MEAP Coordinator to keep on file for a minimum of **one year**. Do not return these forms to the MEAP contractor.

Return Verification Form

The Return Verification Form is intended as an aid to assist in the proper return of materials. It should be completed, signed, and **stored at the district** for one year with the Security Compliance Forms.

Use the following set of steps and checkboxes to properly prepare return materials. You may also use the *ANSWER DOCUMENT RETURN CHECKLIST* on the last page of the Appendix to assist with preparing return materials for accurate verification.

Step 1: Organizing Answer Documents for Verification

Steps in preparing MEAP answer documents for shipment to the MEAP contractor:

- ☐ **Organize the materials into stacks as defined in TABLE 7 (next page, at far right) for each grade level in your school (e.g., if your school only has grades 6-8, only grades 6-8 below apply for each subject area).**
- ☐ **Note that each grade may have a Form assigned to the school and a Form 1 that has been used for students with accommodations.**
- ☐ If you have more than one Form number used in your school within a grade level and subject area, **you will need a separate stack and**

completed School/Grade Header Sheet for each grade level/subject area/form number combination. For example, if some students had accommodated Form 1, while all other students used the regular Form number assigned to the school, you will have two separate stacks for this grade level/subject area (one for Form 1, and the other for the regular Form number assigned). A completed School/Grade Header Sheet will be on top of each stack with the appropriate Form number (and grade level and subject area) specified.

☐ For grades 4-8, you should have **at least 3 separate stacks** of used answer documents **per grade level** with a completed School/Grade Header Sheet **on the top of each stack**.

Examples:

— 5th grade will have an answer document stack for reading, mathematics, and science tests with completed School/Grade Header Sheets on top of each stack.

— 3rd grade will have at least three stacks. For each test Form, there will be separate stacks for Reading–Day 1, Reading–Day 2 and Mathematics.

— 9th grade may have fewer stacks.

Step 2: Reviewing/Verifying Answer Documents

Now you are ready to begin reviewing answer documents as part of the second step in preparing the answer documents for shipment to the MEAP contractor. Please **note that 3rd graders have a combined answer document and test booklet.**

Begin by selecting one stack of answer documents. Repeat each step below for **each** stack of answer documents.

Initial Answer Document Checks/Verifications

☐ All answer documents in a stack (under a completed header sheet) are for the same grade level, same subject area and same Form number.

TABLE 7: How to Organize Answer Documents After Testing for Return Shipping to the MEAP Contractor

Grade & Subject	Packing Order of Forms
3rd Grade Math	Stack the combination Test Booklet/Answer Documents in separate stacks **per Form #**, with a completed School Header on top of each stack
3rd Grade Reading	**Day 1–**Stack combination Test Booklet/Answer Documents in separate stacks **per Form #**, with a completed School Header (indicating Day 1) on top of each stack. **Day 2–**Stack combination Test Booklet/Answer Documents in separate stacks **per Form #**, with a completed School Header (indicating Day 2) on top of each stack.
4th-9th Grade – All Subjects	Stack Answer Documents in separate stacks **by grade**, then **by subject**, and then **by Form #**, with a completed School Header on top of each individual stack.

☐ All answer documents are MEAP answer documents (no MEAP-Access or MI-Access documents have been included).

☐ All answer documents are for **the current year** only.

☐ Only No. 2 pencils have been used on answer documents.

- ☐ No correction fluid, crayons, markers, highlighters, colored pencils, or sticky notes have been used on answer documents.
- ☐ All sticky notes, paper clips, rubber bands, staples, glue, and other extraneous materials from the inside and outside of all answer documents, School/Grade Header Sheets, and Class/Group ID Sheets have been removed.
- ☐ All **used** 3rd grade test booklets/answer documents and 4th-9th grade answer documents should be included in the **Scorable boxes**.
- ☐ All **unused** 3rd grade test booklets/answer documents should be **returned**. Include them with the secure **unused** test booklets for grades 4-9, for return to the contractor.
- ☐ Verify that all unused answer documents for grades 4-9 are not partially complete, then place them in an area away from the used answer documents. (These verified unused answer documents should be shredded immediately following the shipment of MEAP materials back to the scoring contractor).

Individual Answer Document Checks

- ☐ Student information has been completed at the top of the answer document (student legal name, teacher name, school name, district or PSA).
- ☐ Student Birth Date field has been filled in accurately.
- ☐ If Class/Group Numbers are being used (optional), the Class/Group ID number has been filled in on each answer document.
- ☐ Assessment Date has been filled in accurately.
- ☐ Test Form Number has been filled in accurately.
- ☐ Applicable School Use Only bubbles are correctly completed.
- ☐ Each answer document has a barcode label adhered carefully within the frame on the bottom left corner of the front of the answer document (missing barcode fee = $10 per label). Barcode label is not damaged.
- ☐ The student name and school name on each barcode label matches the student information at the top of the answer document.

Final Checks on Answer Documents

- ☐ A used answer document is present for each enrolled, MEAP-eligible student in each subject area tested in a grade level.
- ☐ The count of the answer documents for this grade level and subject area matches the count that has been filled in on the School/Grade Header Sheet for this grade level and subject area.

Advice from Your Colleagues:

Keep accurate records of your returned materials.

Packing Scorable and Non-Scorable Materials for Return

Either the district MEAP coordinator or the school may return materials for scoring through FedEx Express shipping. Regardless of which coordinator is returning materials, the packing instructions are the same. **Please follow the directions below when packing scorable materials.**

Instructions for Packing Scorable Materials for Return

1. Organize answer documents by grade (from the highest grade level present in the school to the lowest grade level in the school); then by subject area; then by Form number.
2. Pack answer documents in boxes using cushioning materials, if needed, to keep them secure. Schools should use the same boxes in which the materials originally arrived to ship the materials to the MEAP scoring contractor. If these boxes are not available, use sturdy boxes to return the materials. Do not use boxes in which copy paper is packed.

3. A grade level/subject area/form number for a school should not be split across boxes (e.g., all of grade 3 mathematics for a specific Form number for a school should be in the same box).

4. After you have filled Box 1, place the completed **orange Special Handling Envelope** at the top of the contents of this box prior to sealing the box.

5. Class/Group ID sheets (optional, if selected to be used by your school) should be placed at the top of Box 1 prior to sealing.

6. Remove or black out any old shipping labels on boxes, including the original shipping barcode, and seal the boxes with plastic shipping tape. Please place three strips of tape on the top of each box and three strips of tape on the bottom of each box.

7. Affix a **blue contractor Scorable label** to the **top** of **all** boxes containing used answer documents.

8. In addition to the blue label, affix a FedEx Express Airbill to Box 1 of your scorable materials boxes. The FedEx Express driver will produce and affix additional multiple-piece shipment labels to the remaining boxes of scorable materials.

9. On the blue labels, indicate the number of scorable materials boxes by completing the Box ___ of ___ (Example: Box 1 of 2, Box 2 of 2). The total number of scorable materials boxes should be indicated. Do **not** include green-labeled non-scorable materials boxes in this count.

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

Instructions for Packing Non-Scorable Materials for Return

1. Pack grades 4-9 used and unused test booklets, grade 3 unused answer documents/test booklets, and any accommodated materials in the boxes using cushioning materials to keep them secure. All CDs, DVDs, reader scripts, enlarged print, and/or Braille material must be returned. It is preferable to use the same boxes that the materials originally came in to ship the materials to the MEAP scoring contractor.

2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with plastic shipping tape. Please place three strips of tape on the top of the boxes and three strips of tape on the bottom of the boxes.

3. Affix a **green contractor Non-Scorable label** to the top of all boxes containing grades 4-9 used and unused test booklets, grade 3 unused answer documents/test booklets, and accommodated materials. The FedEx Express driver will produce and affix multiple-piece shipment labels to the remaining boxes of non-scorable materials.

4. On the green labels, indicate the number of non-scorable materials boxes by completing the Box ___ of ___ (Example: Box 1 of 2, Box 2 of 2). The total number of non-scorable materials boxes should be indicated. Do not include blue labeled scorable materials boxes in this count.

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

Instructions for Returning All Materials Via FedEx Express

1. Place the boxes where the FedEx driver normally delivers or picks up packages.

2. To schedule a pickup call 1-800-GoFedEx (1-800-463-3339). After the voice prompt, "Welcome to FedEx. In a few words, please tell me what you're calling about." **You can press 9 or say, "Premier Customer Service Program."**

3. When prompted, enter 999 999 933 as the nine-digit FedEx account number. You should be transferred to a specialized Premier Customer Service Representative. If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative. A Premier Customer Service Representative will be able to answer more MEAP-specific shipping questions than a regular Customer Service Representative, should you have any, but either will be able to help you

schedule your MEAP pickup if you specify that you need to schedule a **FedEx Express pickup** for the MEAP project.

4. Please have the following information available when you call:
   - 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);
   - the pickup date;
   - the total number of boxes you are returning (add scorable boxes and non-scorable boxes); and
   - the average box weight **(you can use 30 pounds per box)**.
5. If you do not have enough Measurement Incorporated labels and/or FedEx Express Airbills, contact your district MEAP coordinator.
6. After returning your materials for this project, destroy any remaining FedEx Express Airbills, as these are project-specific.

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

MEAP Feedback:

We are interested in feedback about student and test administrator experiences with the 2013 MEAP. After testing has been completed we would appreciate your responses to a survey found at

https://baameap.wufoo.com/entries/2013-meap-feedback-survey/.

This link may be found on the MEAP website at *www.michigan.gov/meap.*

General Directions for the Administration of Each Subject Test

Test Directions

Advice from Your Colleagues:

Read through everything and make sure all your questions are answered before you start administering the test.

- Directions for each test are found in the back of each test administration manual. Each set of directions has a general introduction that includes test materials needed by the test administrator and students and estimated testing times.
- Specific directions for administration include directions for the test administrator or proctor.
- Directions for students are in shaded boxes. **These must be read exactly as written.**
- At times, test parts may start on different page numbers by Form number. A table of Form numbers and corresponding page numbers is provided when applicable.

Repetition in Directions

Directions can appear repetitious to test administrators. Remember that some students may miss test sessions due to absences or tardiness or may take different state tests, such as MEAP-Access, for one or more subject areas. Directions ensure equity for all students.

Ending a Test Session

- All parts of the MEAP test are untimed and student-paced.
- Students **must** be given as much time as needed during the same continuous session on the test date to complete each part of a test.
- Accommodated students may receive extended time beyond the initial test date if documented in their IEP, Section 504 Plan, or EL instructional records.
- The test session may end when all students are finished. If only a few students need more time to finish, their test materials may be collected and they may be escorted immediately to a location where they may complete their tests.
- When taking a break between test parts, collect all test materials then return them to students after the break.
- Collect all materials from each student individually. Verify each student has returned his or her test booklet and answer document.

Do not have students:

- Pass materials to the ends of rows or aisles.
- Place answer documents inside test booklets.
- Collect test materials from their peers.

Ensure that all secure test booklets, answer documents, and accommodated materials are returned to the school's secure, locked location **daily**. No testing materials should remain in classrooms overnight.

Test Administrator Directions: MEAP Grade 9 Social Studies Test

This *MEAP Grade 9 Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the 9th grade Social Studies test.

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

TABLE 8: Materials Needed for MEAP Grade 9 Social Studies Testing

Materials Needed by Test Administrator	Materials Needed by Students
MEAP Test Administrator Manual for Grade 9, Fall 2013	Fall 2013 MEAP Grade 9 Social Studies Test Booklet
Fall 2013 MEAP Grade 9 Social Studies Answer Document	Fall 2013 MEAP Grade 9 Social Studies Answer Document
	No. 2 pencil

Test booklets and accommodated versions of the test are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may underline, circle, or write notes only in their test booklets. The use of scratch paper, additional sheets of paper to write answers for test items, pens, or other resources not listed above is not allowed unless specified as an assessment accommodation.

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

Test Length

This test should be administered in the order listed below. The 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. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

For planning purposes, the times in TABLE 9 (below) are recommended for each test session:

TABLE 9: Estimated MEAP Grade 9 Social Studies Testing Time*

Part 1	Part 2
Approx. 50 minutes	Approx. 40 minutes

**These time estimates are for planning purposes ONLY.*

Additional time is necessary to distribute materials, complete student information on the answer document, read test directions to students at the beginning of each part, and collect test materials at the end of each session.

Directions

Passages printed in the shaded boxes and preceded by the word **[SAY]** are instructions to students and are to be **read aloud exactly as they are written.** Pause periodically to make sure students understand these directions and answer questions about test directions as necessary. When referring to a particular area on the answer document, hold the document up and point to the proper area to help students find their place.

Beginning the MEAP Grade 9 Social Studies Test

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

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

[SAY] Do not open your test booklet until told to do so.

During this test, you must turn off and put away all electronic devices, including cell phones and media players like iPods®. You may not use a calculator, dictionary or other reference material on this test. The only items you may have on your desk or table are the materials necessary for the test.

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

Make sure that you have a 2013 MEAP Grade 9 Social Studies Test Booklet.

Write your name on the line labeled Student Name on the front cover of your test booklet.

Please look at your 2013 Answer Document for Grade 9 Social Studies. Box 8 in the lower left-hand corner should contain your name and other information. Raise your hand if your name does not appear in this box or if the label is missing.

Make sure each student has his or her own 2013 MEAP Grade 9 Social Studies Answer Document before the test begins. If a student's name is misspelled in Box 8, corrections can be made at a later date prior to the return of materials to the scoring contractor. Immediately notify the school MEAP coordinator who can help you resolve this problem after the test is completed. ***Every student answer document must have the correct preprinted information or barcode label affixed before being returned to the scoring contractor.***

Test administration may proceed.

[SAY] Look at the top of your answer document. Print your name (no nicknames) on the first line.

Print your teacher's full name on the second line.

Next to the word School, print your school's name (do not use abbreviations).

Next to the word District, print your district's name (do not use abbreviations).

Instruct students to give the full name of the teacher, school, and district. For Public School Academies, leave the District name blank. This information may be posted so that all students can see it (e.g., on a whiteboard or smartboard, etc.). Give students time to complete this information.

[SAY] Also on the cover page of your answer document, find Box 4, labeled Birth Date. In the first column, fill in the circle next to the month in which you were born.

[SAY] The next two spaces are for the day you were born. Write the number for the day you were born in the spaces provided and fill in the corresponding circles.

The last two columns are for the year you were born. Write the last two numbers of the year you were born in the spaces provided and fill in the corresponding circles.

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

If your school or district has made the decision to use the Class/Group Number, post the number so that all students can see it (e.g., on a whiteboard, smartboard, etc.) and read the following directions for Box 5. ***Note:*** *If the assigned Class/Group Number is fewer than 4 digits, fill in with leading zeros. If your school or district is not using the Class/Group Number, please skip to the directions for Box 6.*

[SAY] Now find Box 5, labeled Class/Group Number. I have written the number for you to use to complete this box. Please write the number in the spaces provided and fill in the corresponding circles.

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

[SAY] Next, find Box 6, labeled Assessment Date. In the first column, fill in the circle next to the current month.

The next two spaces are for today's date. Write the number for today's date in the spaces provided and fill in the corresponding circles.

The year is already filled in for you.

The Assessment Date is the actual date the test is given to students; it is today's date. Inform students of the correct date and assist them in filling in the circles. This information may be posted so that all students can see it (e.g., on a whiteboard or smartboard, etc.).

[SAY] Now find Box 7, labeled Form. Look at the front cover of your test booklet. In the upper left-hand corner, you will find a small circle with the word Form and a number. In Box 7, write the number of the Form found on the front cover of your test booklet in the space provided and fill in the corresponding circle.

To ensure proper scoring of the answer document, it is ***critical*** *that the correct Form number is filled in on the answer document. Assist students in finding the Form number on the front of their test booklets and in filling in the correct circle.*

Proceed to the directions for the first part of the MEAP Grade 9 Social Studies Test that is being administered.

Directions for Part 1: MEAP Grade 9 Social Studies Test

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

Turn to page 2 of your answer document, which is the beginning of Part 1.

Open your test booklet to Part 1, found on page 3.

Read the directions silently while I read them aloud.

[SAY] DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions will ask you to read a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 1 of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is most important in Florida today?

A logging
B trapping
C growing potatoes and apples
D growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

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

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

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

Answer any questions the students have regarding the directions.

[SAY] You may turn the page in your test booklet and begin.

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

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

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

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

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

When ready to begin the next part of the test, return to the directions for that part. If all sections of the test have been administered, follow the instructions provided by your school MEAP coordinator for returning materials to the school's designated secure area.

Directions for Part 2: MEAP Grade 9 Social Studies Test

Redistribute all test materials to students, ensuring that each student receives the test booklet and answer document with his or her name on it. Remind students not to open their test booklets until told to do so and to put away all other materials, including dictionaries, calculators, and other reference materials that may not be used during this test. No additional materials, including paper, may be used unless specified as an assessment accommodation.

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

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

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

Make sure you have your own Grade 9 Social Studies test booklet, answer document, and a No. 2 pencil. Please raise your hand if you do not have your own test booklet or answer document.

Make sure that all students have their own test materials.

Note to test administrators: *Part 2 of the Grade 9 Social Studies Test may or may not start on a different page in each Form. Only one Form of the test is assigned to each school.* ***Before reading the directions for Part 2, please see TABLE 10 (at right) to find the correct Part 2 starting page for the Form being used by your students.***

TABLE 10: Page Number for Part 2 Directions in MEAP Grade 9 Social Studies Forms

Test Booklet Form #	Part 2 Directions
1, 3 (includes Accommodated)	Page 17
2, 4, 5	Page 19

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

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

During this test, you must turn off and put away all electronic devices, including cell phones and media players like iPods®. You may not use a calculator, dictionary, or other reference material on this test. The only items you may have on your desk or table are the materials necessary for the test.

You are now going to take Part 2 of the MEAP Grade 9 Social Studies Test.

Turn to page 2 of your answer document and find the beginning of Part 2.

You may now open your test booklet to Part 2, found on page _____. Read the directions silently as I read them aloud.

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions will ask you to read a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

[SAY] You must mark all of your answers in Part 2 of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is most important in Florida today?

A logging
B trapping
C growing potatoes and apples
D growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 2 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

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

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

Answer any questions the students have regarding the directions.

[SAY] You may turn the page and begin.

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

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

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

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

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

When all sections of the test have been administered, follow the instructions provided by your school MEAP coordinator for returning materials to the school's designated secure area.

Students using accommodated versions of the test have until the end of the test window to complete their test. *(See the IMPORTANT MEAP DATES table on page* iii *of this manual.)*

Students who did not take this test on the initial test date may take the test on scheduled makeup test dates. *(See the IMPORTANT MEAP DATES table.)*

Appendix

MEAP Video DVD Information . . . . . page 68

Diagram for Packing Scorable Materials . . . . . page 69

Sample School/Grade Header Sheet . . . . . page 70

Sample Class/Group ID Sheet. . . . . page 71

OSA Security Compliance Form . . . . . page 72

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Answer Document Return Checklist. . . . . page 74

MEAP Video DVD Information Sheet

Purpose

The video DVD versions of MEAP tests provide an enhancement to the audio CD versions. Students are able to use the video display as an additional cue when determining where they should be in a test booklet while they are taking a test. As a result, students should be reading from their test booklet rather than reading test items directly from the video equipment.

Equipment

To play the video DVD, schools will need the following equipment:

1. standard DVD player
2. television or monitor

OR

1. computer with a DVD drive or a combination CD/DVD drive
2. media player software with MPEG-2* decoding capability
3. monitor

**MPEG-2 is an industry standard for movie encoding. If you can play a standard DVD movie on your computer, your media player software has MPEG-2 decoding capability. MPEG-2 decoders are widely available for all media player software, many for free. Consult with your technical support staff.*

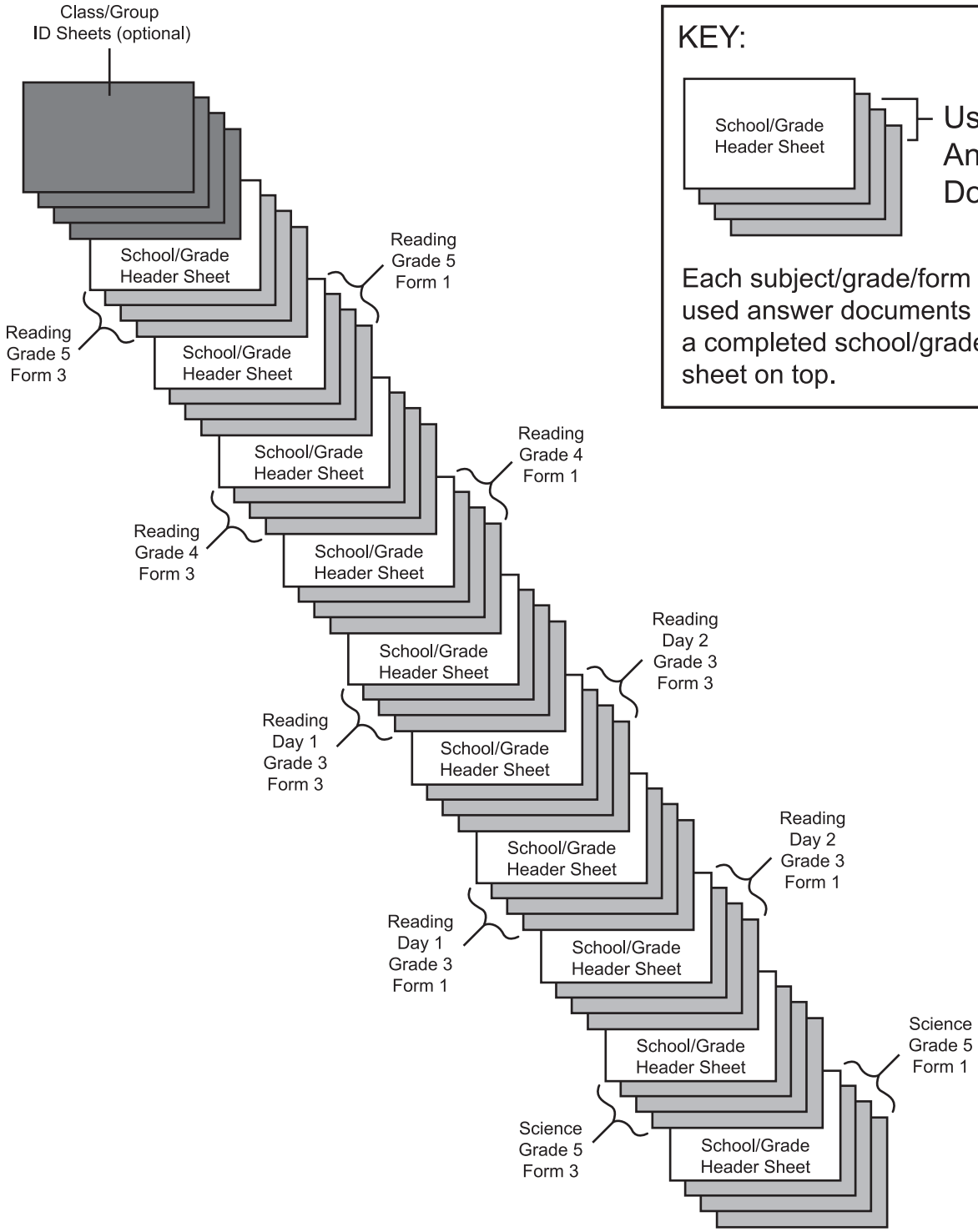
Considerations

Standard DVDs are created to a resolution of 720 x 480 pixels, which matches the resolution of a standard definition television. Using equipment with a higher resolution or using a zoom feature may not result in a clearer image, depending upon how the equipment "fills in" the additional pixels.

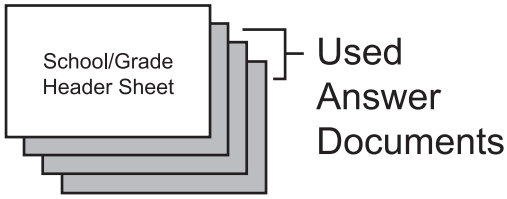
For best performance, a DVD player is preferable to a computer because there are many variables associated with a computer that can affect the performance of video playback (processing power, DVD drive speed, etc.) If you intend to use a computer, test it first.

Flatscreen monitors/TVs (LCD, LED, plasma, etc.) may be preferable to CRT monitors/TVs due to the way that pictures are created using these different technologies.

Diagram for Packing Scorable Materials



KEY:



Each subject/grade/form stack of used answer documents must have a completed school/grade header sheet on top.

Sample School/Grade Header Sheet

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

CORRECT MARK INCORRECT MARKS

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE

3 SCHOOL CODE

Please be sure all elds

4 GRADE
- 3
- 4
- 5
- 6
- 7
- 8
- 9

5 ANSWER DOCUMENT COUNT

6 SUBJECT
- Reading Day 1
- Reading Day 2
- Writing Days 1 & 2
- Mathematics
- Science
- Social Studies

7 FORM
- 1
- 2
- 3
- 4
- 5
- 88 Braille
- 99 MEAP Emergency Test

meap™
Michigan Educat ssessment Program

SCHOOL/ E HEADER SHEET

INSTRUCTIO

name person completing this form, the ct name and the school name on the lines pro d.

boxes under the District Code, indicate the ct number. Fill in the corresponding circles. nformation is preprinted, make sure the in ion is correct. If the information is not correct, contact your district coordinator.

the boxes under School Code, indicate the school number. Fill in the corresponding circles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator. School codes must be 5 digits. Please enter a leading zero if needed.

4. In the box under Grade, ll in the appropriate grade level of the students whose documents are under this header sheet. Fill in only one grade per header sheet.
5. In the boxes under Answer Document Count, write the appropriate number of used answer documents that are under this header sheet. Fill in the corresponding circles.
6. In the box under Subject, ll in the appropriate subject of the documents under this header. Fill in only one subject per header sheet except for Reading. For Grade 3, select only one: Reading Day 1 or Reading Day 2. For Grades 4-8, bubble BOTH Reading Day 1 and Reading Day 2 (due to the combined answer document for Grades 4-8 Reading).
7. In the box under Form, ll in the appropriate form of the documents under this header. The form number can be found on the upper left portion of the assessment book. Fill in only one form number per header sheet.

SAMPLE

meap™
Michigan Educational Assessment Program

CLASS/GROUP ID SHEET

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

This form needs to be completed for every teacher. It may be completed by the [illegible] or the district or school MEAP coordinator. The person comp[illegible] will need a teacher name and the class/group num[illegible] the teacher. Class/group numbers should be ass[illegible] the [illegible] school coordinator.

Instr[illegible] each [illegible] on the form are as follows:

1. Pr[illegible] name of the person completing this form (teacher or distr[illegible] coordinator) and the district and school name.

[illegible] under the [illegible] CODE, indicate the district [illegible] in the co[illegible]s.

3. In the boxes under SCHOOL CODE, indicate the school number. Fill in the corresponding circles. School codes must be 5 digits. Please enter a leading zero if needed.

4. In the boxes under TEACHER NAME, left justify the name of the teacher for whom class/group number(s) are being provided and ll in the corresponding circles.

5. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and ll in the corresponding circle under each block. For teachers who need reporting for multiple groups, up to six (6) different numbers can be included on this form. If less than a 4-digit number is used, ll in with zeroes ahead of the number.

This form should be delivered to the school MEAP coordinator. Instructions for return to the scoring contractor may be found in a MEAP Test Administrator Manual.

SAMPLE

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

CORRECT MARK INCORRECT MARKS

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE

3 SCHOOL CODE

4 TEACHER NAME

LAST [illegible] FIRST NAME

5 CLASS/GROUP NUMBER

2 - A - 0 - 2 C H

OSA Security Compliance Form

MICHIGAN Department of Education

OSA Security Compliance Form

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

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

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

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

I have followed the practices found in the current assessment manual(s) as they relate to my role.

_____

Signature

_____ _____

Printed Name **Date**

Note: Electronic copies of the Assessment Integrity Guide and assessment administrator manuals are available at *www.michigan.gov/baa*. For further information, contact the Michigan Department of Education, Office of Standards and Assessment (OSA), 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free (877) 560-8378, or e-mail *baa@michigan.gov*.

1. Assessment Programs *Mark ALL that apply.*

- ◯ MEAP
- ◯ MEAP-Access
- ◯ MI-Access
- ◯ MME
- ◯ WIDA
- ◯ Interim Assessment

2. Assessment Roles *Mark ALL that apply.*

- ◯ District Coordinator
- ◯ School Coordinator, Test Supervisor, or Back-Up Test Supervisor
- ◯ Accommodations Provider or Test Accommodations Coordinator
- ◯ Assessment Administrator or Room Supervisor
- ◯ Proctor
- ◯ School Administrator
- ◯ District Administrator
- ◯ Committee Member
- ◯ Item Writer
- ◯ Context Writer
- ◯ Expert Reviewer
- ◯ Other: _____

3. Educational Entity *PLEASE PRINT. Use full names.*

_____ _____

School Name **School Code**

_____ _____

District Name **District Code**

DIRECTIONS FOR COMPLETION:

1. Mark all corresponding bubble(s) next to the assessment program(s) for which you have one or more roles.
2. Mark all corresponding bubble(s) next to your role(s) for the current assessment administration process (for example, District Coordinator, School Coordinator, etc.).
3. In the area under Educational Entity, district coordinators print district name only. All others print both district name and school name on the lines provided. If known, please provide school and district codes.

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

Return Verification Form

Return Verification Form
Fall 2013 MEAP Test Window

Directions: This form is intended to help schools and school districts avoid problems during the test scoring process. When there is an error in the return of answer documents, test results can be adversely affected or fees and penalties may be imposed.

Indicate that each step was carried out by checking each box below. The school administrator or principal and the person who completed the procedures below (if different from the principal) should sign the format the bottom. Enter the school name, school code, district name and district code at the bottom. **Important: Districts must keep all Return Verification Forms on file at their district for a period of one year following the assessment window. Do NOT return completed form to the testing contractor.**

Our school or school district has completed the following steps:

- ☐ Students' answer documents each have a bar code label that is accurate and that matches the student's name and information on the front of their answer documents.
- ☐ Answer documents are free of sticky notes, paper clips, and extraneous materials.
- ☐ Answer documents have been sorted by subject area, grade, and Form number and are separated appropriately by School/Grade Header Sheets.
- ☐ If Class/Group ID numbers have been used by the school, all answer documents have a correct Class/Group ID number gridded.
- ☐ Class/Group ID Sheets are included with the return of Scorable materials (see the diagram in the manual Appendix).
- ☐ 3rd grade test booklets/answer documents and 4th–9th grade answer documents to be scored are in the Scorable boxes with a blue Scorable sticker affixed.
- ☐ The packing of answer documents has been carefully completed so as not to damage answer documents.
- ☐ The orange Special Handling Envelopes contain the appropriate materials. The information on the front side of the envelopes is complete (packed in Box 1).
- ☐ Secure materials such as test booklets, including unused 3rd grade test booklets/answer documents and accommodated materials have been packed in Non-Scorable boxes with a green Non-Scorable sticker affixed.

School Name _____ **School Code** _____

District Name _____ **District Code** _____

School Administrator _____

Procedures Completed By _____

MICHIGAN Department of Education

Answer Document Return Checklist

Check the open cells below as you prepare each return stack.

Grade	Subject	Forms		Is completed School Header Form on top of stack?
		1	#_____	
3	Reading–Day 1			
	Reading–Day 2			
	Math			
4	Reading			
	Math			
	Writing			
5	Reading			
	Mathematics			
	Science			
6	Reading			
	Mathematics			
	Social Studies			
7	Reading			
	Math			
	Writing			
8	Reading			
	Math			
	Science			
9	Social Studies			

Grade 3 uses a combination test booklet and answer document.

MICHIGAN Department of Education

Fall 2013 MEAP Test Administrator Manual

Office of Standards and Assessment (OSA)
Phone: 1-877-560-8378
Website: www.michigan.gov/baa
Email: baa@michigan.gov