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

Grade 3

meap™
Michigan Educational Assessment Program

TEST ADMINISTRATOR MANUAL FALL 2012

MATHEMATICS

SOCIAL STUDIES

READING

SCIENCE

WRITING

meap

Michigan Educational Assessment Program

Fall 2012

Test Administrator Manual

Grade 3

MICHIGAN Department of Education

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IMPORTANT MEAP DATES FOR FALL 2012

Task/Activity	Start Date	End Date
MEAP/Pre-ID Students for print barcode labels	05/14/12	07/26/12
MEAP Initial Orders Window	05/14/12	07/26/12
MEAP Late Pre-ID with Pre-Printed Barcode Labels Window	07/27/12	09/11/12
MEAP Fall Coordinator Teleconference Briefing	09/12/12	09/12/12
MEAP Initial test materials arrive in District	09/19/12	09/24/12
MEAP Additional Orders Window	09/25/12	10/23/12
MEAP request for off-site testing site for seat-time waiver students	10/1/12	10/1/12
MEAP Assessment Window	**10/09/12 – 10/26/12**	
MEAP Reading Day 1 Test (grades 3–8)	10/09/12	
MEAP Reading Day 2 Test (grades 3–8)	10/10/12	
MEAP Writing Day 1 Test (grades 4 and 7)	10/11/12	
MEAP Mathematics Test (grades 3–8)	10/16/12	
MEAP Writing Day 2 Test (grades 4 and 7)	10/17/12	
MEAP Science Test (grades 5 and 8)	10/17/12	
MEAP Social Studies Test (grades 6 and 9)	10/17/12	
MEAP Social Studies Online Pilot (grades 6 and 9)	10/17/12	11/07/12
MEAP Make-up	**See *MEAP Assessment Schedule for Fall 2012* on page iv**	
The final date for BAA to enter an emergency test order	10/23/12	
MEAP Last Day to Ship Without Penalties	10/31/12	
MEAP Ship with $250 Late Fee Window	11/01/12	11/07/12
MEAP Ship with $250 Late Fee and $25 Processing Fee Per Answer Document Window	11/08/12	11/14/12
MEAP No Further Shipments Accepted for Processing	11/15/12	
Other Important Dates		
MEAP Tested Roster Window **[TBD]**	mid-Nov.	±5 bus days
MEAP Student Data File posted to Secure Website **[TBD]**	late Dec.	
MEAP Not Tested Roster Window **[TBD]**	late Dec.	early-Jan.
MEAP PDF Reports Posted to BAA Secure Website **[TBD]**	Jan.	
MEAP Paper Reports Sent to Schools and Districts **[TBD]**	Feb.	
Michigan School Testing Conference **[TBD]**	Feb.	2/19/13-2/20/13

MEAP ASSESSMENT SCHEDULE FOR FALL 2012

OCTOBER 2012

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8	9 **Reading Day 1 only**	10 **Reading Day 2 only**	11 **Writing Day 1 and** *Make-up* **Reading Day 1 or 2**	12 *Make-up* ***Reading Day 1 or 2 or Writing Day 1***
15 *Make-up* ***Reading Day 1 or 2 or Writing Day 1***	16 **Mathematics**	17 **Writing Day 2, Science, Social Studies**	18 *Make-up any subject, as needed*	19 *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*	26 *Make-up any subject, as needed...but* ***NO TESTING AFTER TODAY!***
29	30	31 **LAST DAY TO SHIP**	***Late fees and other penalties may be assessed if you ship after October 31.***	

If you SHIP your materials...

On or before Oct. 31	**Between Nov. 1 and Nov. 7** (inclusive)	**Between Nov. 8 and Nov. 14** (inclusive)	**After Nov. 14**
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 2012 MEAP TESTS

Content Area	Grade(s)	Part(s)	Recommended Time (in minutes)
Reading – Day 1 (Initial test date: 10/09/12)	3-8	1	60
		2	40
Reading – Day 2 (Initial test date: 10/10/12)	3-8	1	80
Writing – Day 1 (Initial test date: 10/11/12)	4 and 7	1	60
		2 & 3	75
Writing – Day 2 (Initial test date: 10/17/12)	4 and 7	1	60
		2	20
		3	50-60
Mathematics (Initial test date: 10/16/12) **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: 10/17/12)	5	1	50
		2	50
Science (Initial test date: 10/17/12)	8	1	50
		2	50
Social Studies (Initial test date: 10/17/12)	6	1	40
		2	40
Social Studies (Initial test date: 10/17/12)	9	1	50
		2	40

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 2012

Answer Documents

The Braille circle has been removed from Box 2 of the Answer Documents.

- Students who are taking the Braille form of an assessment should continue to grid the 88 Braille circle in Box 7.
- A note has been added to the Answer Documents reminding test administrators and students which accommodations must be administered with a **Form 1** test booklet.
- A reminder has been added about the importance of each answer document having a barcode label attached. A $10 fee will be charged for any missing barcodes.

Fall 2012 MEAP Online Social Studies Pilot

This fall the Bureau of Assessment and Accountability (BAA) is offering a MEAP Online Social Studies Pilot. Participating schools have been selected and notified. A separate *Test Administration Manual* has been developed for the Online Pilot.

Reading, Writing, and Special Education

In the past, special education students were required to take both reading and writing together in an assessment. For example, if a 4th grade student took the MEAP reading test, then he was required to take the MEAP writing test. Starting with the 2012 MEAP administration, 4th and 7th grade students may split these tests across assessments (MEAP and MEAP-Access) as specified in the student's IEP. For example, a 7th grade student may take MEAP reading and MEAP-Access writing if his/her IEP specifies those tests as the most appropriate.

Return Verification Form

The Return Verification Form, introduced in 2011, will no longer need to be returned in the orange special handling envelope. This 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.

MEAP Feedback:

We are interested in feedback about student and test administrator experiences with the 2012 MEAP. After testing has been completed we would appreciate your responses to a survey found at

https://baameap.wufoo.com/forms/2012-meap-feedback-survey/.

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

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 assessed in reading and mathematics.
- Grades 4 and 7 are assessed in writing.
- Grades 5 and 8 are assessed in science.
- Grades 6 and 9 are assessed in social studies.

All Bureau of Assessment and Accountability (BAA) 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 areas and participation rates are required by NCLB and MEAP provides a Demographic Report that includes subgroup 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 Tested Roster 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

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

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

How BAA Communicates with Schools and Districts

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

- Email using Educational Entity Master (EEM).
- MEAP listserv email (Sign up at www.michigan.gov/meap.)
- A fall video teleconference for District Coordinators through www.mistreamnet.org. *(See the IMPORTANT MEAP DATES table on page iii of this manual for the teleconference 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 BAA. 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 Language Learners (ELLs), 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, which provides directions for secure site use, is found on the Login and Announcement page of the secure site at www.michigan.gov/baa-secure.
- ***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 for individuals based on assessment responsibilities.

- All staff involved in the administration of MEAP tests must read and sign the *OSA Security Compliance Form* asserting that they have read all required assessment material related to their role in the administration of MEAP tests and that they understand their role and responsibilities.
- *OSA Security Compliance Forms* will be 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.
- Security Compliance Forms must be maintained in the district for one year.

By following the test guidelines in the *Assessment Integrity Guide* you ensure that:

- Students' test results are valid.
- The testing context is equitable for all students.
- All practices are ethical.

Valid Test Results

The BAA 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, ELL 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 BAA 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 sometime 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 BAA 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 ELL instruction plans.
- The revised *Assessment Accommodation Summary Table* at www.michigan.gov/meap, which ensures that students with IEPs, Section 504 Plans, and ELL 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 BAA 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 Adequate Yearly Progress, 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 safety 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 ensure the district is in compliance with required standardized procedures, reports irregularities to the BAA as soon as possible, and assists the BAA 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 BAA.
- Read and know where to find information in BAA 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 BAA 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 Tested Roster and Students Not Tested 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

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.)
- 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 arrive with the initial materials order.

- BAA 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

- Third grade students use a consumable, combination test booklet and answer document.
- All third 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 separately 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 critical 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 a shipment separate from the other test materials. *(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 ELL services provided to the student.
- The accommodation is used routinely as part of the student's daily instruction.

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

- 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.
- ELL 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.
- Return Mailing Kits with 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 BAA 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 BAA. It is important that both district and school MEAP coordinators are assigned in EEM with current and accurate contact information.
- Non-public 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 BAA 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 BAA 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
www.michigan.gov/baa-secure

The BAA Secure Site is intended for 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.
- Reviewing Students Expected to Test reports.
- Tested Roster.
- Reviewing and explaining Students Not Tested information.
- Reviewing and printing of test results including data files and reports.

A separate secure site manual can be found on the secure site Announcement 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, changing access levels, or resetting passwords 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.

Who Gets Assessed

- 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.
- ELL students who have recently arrived and enrolled in a U.S. school for the first time within the previous 12 months may take ELPA in place of the Reading and Writing tests but must take the MEAP, MEAP-Access, or MI-Access after the initial year. ELL 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 BAA 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 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 Language Learners (ELL)

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

- English Language Learners (ELLs), also known as Limited English Proficiency (LEP) students, **must** participate in the state assessment programs.
- ELLs 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 ELL 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 ELLs who are in their first year in U.S. public schools. The "first year" is defined as the first twelve calendar months that the student is enrolled 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 ELPA Screener or Spring ELPA has been given to the student. ELPA participation counts toward the 95% participation rate requirement for Adequate Yearly Progress (AYP). The student must take the Mathematics, Science (if 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 AYP proficiency calculations for the first year of enrollment, but will count towards the 95% participation rate.
- To ensure accurate calculation of AYP, an ELL 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 Students Not Tested window, a Not Tested Reason must be entered for these ELL students. Select **ELL Student Exempt** on the Students Not Tested 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 ELPA or ELPA Initial Screening 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 ELPA 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 section titled "Individual Student Demographic Updates" and "Students Not Tested" 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.**

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.*

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 (above) to determine which grade level assessments should be administered.** All subject area assessments for each grade level must be 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 non-academic classes at the public school so the student does not appear later on the Expected to Test screen or in accountability calculations.
- 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 Students Not Tested use.

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 without services from the school district by the start of the test window. 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 ELL 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 Tested Roster, Students Expected to Test, and Students Not Tested 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 recordkeeping 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 ELL instruction documentation.
- **Ensure that the student is exited from the school on the correct date in MSDS.**

For accountability purposes, it is critical that Tested Roster, Students Expected to Test, and Students Not Tested 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.

Students Leaving for Extended Vacations

Occasionally during the test window, parents remove students from school for extended vacations. Under certain circumstances, the BAA 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 BAA (*BAA@michigan.gov*) to seek advice. Schools may not test students before the scheduled test date without written permission from the BAA. 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 BAA 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 two 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 operating seat time waiver programs 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 ELL 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 within the 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 BAA. Forms for approval of off-site testing can be obtained at www.michigan.gov/meap. Requests must be submitted by October 1. *(See the Important MEAP Dates for Fall 2012 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 thought-out 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.** A fall 2010 Survey indicated that most school staff members 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 BAA 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

MEAP Assessment Schedule table to identify the dates established for each test. Students with IEPs, Section 504 Plans, and who receive ELL 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 ELL 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, and enrolled in ELL 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 BAA recommends that schools create a schedule which 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 third grade 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 BAA 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 BAA 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 Adequate Yearly Progress.

- 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 2012* 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 BAA. The BAA 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 BAA at 877-560-8378, option 7, 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 accommodated versions of the tests.
- Materials are bar-coded by the MEAP contractor, recorded on security lists 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 ordered and approved by BAA staff after an incident report is placed.

Order status and tracking can be found on the Order Summary/Tracking page.

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, www.michigan.gov/baa-secure. *(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.

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' code 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:

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

Observers from BAA

Each year the BAA 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 BAA 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 is always a priority.**

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 ELL 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 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

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.**

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 third 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 BAA 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

Incidence 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 a BAA staff member may ask to have an **incident report** completed. A series of questions will ask for the school and school district code, the district MEAP coordinator's name, and may, depending upon the circumstances, ask for students' names and UICs. It is helpful to have this information available before entering the BAA Secure Site. **Please keep a record of any incident reports.**

The incident report link can be found at the bottom of the *Announcement* page after logging into the BAA secure site at www.michigan.gov/baa-secure.

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:

— 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 Tested Roster period, **school administrators can appeal** to the BAA in writing if the investigation team determines the prohibited behavior did not occur. If the BAA agrees with the investigation results, the BAA 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 BAA then approves the order so the contractor can ship these tests. In most cases, emergency tests arrive within two days after BAA approval.

The **final** date and time for the BAA to enter 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:

- Take an **entire** emergency test.
- 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** (Student Assessment Interruption Notification) to request an emergency test (no cost to the school).
- Administer the **entire** emergency test (includes all parts of the test). For example, if one part of Math requires an emergency test, both parts must be taken.
- 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 body 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, **do not return it**. Record any security barcode information/lithocode from 3rd grade answer documents (unnecessary for grades 4-9), then properly destroy the answer document according to the district or school's blood-borne pathogens exposure control program.

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

- Request the district MEAP coordinator file a resumed testing incident (Student Assessment Interruption Notification) 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.

After Testing

Concluding the Testing Process

All secure materials must be returned to the MEAP contractor.

Each school received materials in their initial order 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 (preprinted for the school).
- Class/Group ID Sheets (optional).
- Orange Special Handling Envelope(s).

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	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.*

- 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. MEAP Scoring Services can then begin to scan and score student responses immediately. 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 assessment 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, introduced in 2011, no longer needs to be returned in the orange special handling envelope. This 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 (following page) 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

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.

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, Math, and Science tests with completed School/Grade Header Sheets on top of each stack.

— 3rd Grade will have a separate stack for each Form number.

— 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.

☐ 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 included with 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 MEAP Scoring Services (MEAP 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 3rd grade 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 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 MEAP Scoring Services.

2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with plastic shipping tape. 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 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.

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 language 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 Language Learners (ELLs) must participate in the state assessment programs. ELLs 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 ELPA Screener or Spring ELPA has been given to the student. ELPA participation counts toward the 95% participation rate requirement for Adequate Yearly Progress (AYP). The student must take the Mathematics, Science (if 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 AYP 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**, but 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 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 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 a Student Writing Sample.

- 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 Part 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.

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.

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.

Assessment Accommodations

Some students with Individualized Education Programs (IEPs), Section 504 Plans, or who are English Language 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** 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 three important points should be considered before deciding to use research fields:

1. 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).
2. Research code information must be provided to school MEAP coordinators and test administrators so students can code their answer documents.
3. Districts may elect to use one or both of the research code options at any or all of the grades assessed.
4. Research codes can be filled in on the answer document or entered into the BAA Secure Site through the end of Tested Roster.

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 ELL 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 on the Reading and Writing tests, some accommodations considered to be standard accommodations for the other subject areas are nonstandard accommodations if used during the Reading and 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 (Mathematics, Science, and Social Studies only).
- **Reading in Native Language** – A student who had the test and directions read in a native language other than English (Mathematics, Science, and Social Studies only). Please note that the **Reader Script and Form 1 must be used** for this accommodation. *(NOTE: Reading and Writing 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 test.
- **Reader Script** – A student who had a scripted version of the test read aloud (Mathematics, Science, and Social Studies only).
- **Multiple-Day Testing** – A student who took a MEAP test 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.
5. School administrators, with the district MEAP coordinator, should conduct a preliminary investigation to determine whether or not a prohibited behavior occurred.

During the Tested Roster period, school administrators can appeal to the BAA in writing if the investigation team determines the prohibited behavior did not occur. If the BAA agrees with the investigation results, the BAA 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. This will ensure that home-schooled students' scores will not be included in the district or school reports. If a student is submitted in MSDS, the MSDS Residency Codes 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 ELL students.
- **Arabic** – Used to identify native language for ELL students.

- **Chaldean** – Used to identify native language for ELL students.
- **Other Language** – Used to identify native language for ELL 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 Tested Roster.

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 ELL 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.

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.

Example:

— 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.

- 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.

- All other accommodations are limited to students with IEPs, Section 504 Plans, and certain ELL students meeting specific eligibility criteria. If a student does not have an IEP or Section 504 Plan, or meet ELL 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 and Adequate Yearly Progress (AYP).

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

- 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 or the Student Writing Sample questions 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 ELL instruction documentation specifies the student routinely uses audio accommodations may use the audio (CD) versions of the Mathematics, Science, and Social Studies MEAP tests.
- Be sure to order additional accommodated forms (Form 1) if using a CD with multiple students.
- **There is no audio CD version for the MEAP Reading and Writing tests.**
- To order additional audio (CD) versions of the tests, the district MEAP coordinator should order online at www.michigan.gov/baa-secure.

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 Fall 2012 answer documents, but may be given one of the following additional accommodation options (documented in the IEP, Section 504 Plan, or ELL 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 circle on the student answer document(s)**.
- For **ELL students** using CDs, **mark the Other circle then fill in the blank after the circle**.
- **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 Language Learners (ELLs) at the **basic or lower intermediate proficiency levels** are eligible to use video (DVD) versions of MEAP tests.
- When specified in the IEP or Section 504 Plan, students with disabilities are also eligible to use the video version of the MEAP tests.
- 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.
- If more than one student will be assessed with the DVD then additional Form 1 test booklets must be ordered.
- 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 an English Language 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 Fall 2012 answer documents, but may be given one of the following options (documented in the IEP, Section 504 Plan, or ELL 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 ELL students using DVDs as an accommodation, **mark the Video grid** on the answer document.
- For students with IEPs and Section 504 Plans **mark the Other circle on the student answer document and write Video DVD in the blank**.
- 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 Mathematics, Science, or Social Studies tests is 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 ELL 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 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.
- 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 answer document.

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.

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 2012)

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 2012)

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 ELL instructional records.
- Students whose IEP, Section 504 Plan, or ELL 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 ELL instructional record. A state model IEP can be found at www.michigan.gov/ose-eis.
- New students with IEPs, Section 504 Plans, and ELL services must be identified quickly so that accommodations from the previous school can be implemented.
- Plan ahead. The BAA recommends schools/districts maintain a spreadsheet of students with each student's IEP, Section 504 Plan, or ELL instruction test accommodations by subject area.
- Ensure that each student is taking the correct test, MEAP, MEAP-Access, MI-Access, or ELPA, 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 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.
- 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.
- 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.

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 equitability 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 ELL 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 3 Reading–Day 1 Test

The MEAP Reading test is administered over **two** days. **Both days must be administered in their entirety for a complete score.** This *MEAP Grade 3 Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the Grade 3 Reading 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 3 Reading–Day 1 Testing

Materials Needed by Test Administrator	Materials Needed by Students
MEAP Test Administrator Manual for Grade 3, Fall 2012	Fall 2012 MEAP Grade 3 Reading Day 1 Test Booklet *(labeled Test Booklet/ Answer Document on the front cover)*
	No. 2 pencil

NOTE: The Fall 2012 Grade 3 MEAP Reading test has two separate test booklets. There is one test booklet for Day 1 and a second test booklet for Day 2. These are consumable booklets which combine the test booklet and answer document. Students will record all their answers directly in these booklets. Directions for students use the term "test booklet," while directions for test administrators may combine the two terms (test booklet/answer document).

Test booklet/answer documents 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. While students may underline, circle, or write notes in their test booklet/ answer documents, third graders must keep these marks well away from the circles in which they mark answers. 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 3 Reading–Day 1 Testing Time*

Part 1	Part 2
Approx. 60 minutes	Approx. 40 minutes

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

Additional time is necessary to distribute materials, complete student information on the test booklet/ answer document, read test directions to students at the beginning of each 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. Help students find the proper location on the front of the test booklet/answer document, if needed.

Beginning the MEAP Grade 3 Reading–Day 1 Test

Distribute a Grade 3 Reading–Day 1 test booklet/answer document to every student. Remind students not to open their test booklet/answer documents 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 during the test due to medical reasons, 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 test booklet using a No. 2 pencil only.

Make sure that you have a Fall 2012 MEAP Grade 3 Reading–Day 1 test booklet.

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

Now look at Box 8 in the lower left-hand corner. It 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 2012 MEAP Grade 3 Reading Day 1 test booklet/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 test booklet/answer document must have the correct preprinted information or bar code label affixed before being returned to the scoring contractor.***

Test administration may proceed.

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

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

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

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

Instruct students to give the full name of the teacher, school, and district. 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, smartboard, etc.). Give students time to complete this information.

[SAY] Also on the cover page of your test booklet, 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, smartboard, etc.).

Proceed to the directions for the first part of the MEAP Grade 3 Reading–Day 1 test that is being administered.

Directions for Part 1: MEAP Grade 3 Reading–Day 1 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.

[SAY] Turn to page 3 of your test booklet, which is the beginning of Day 1, Part 1.

Read the directions silently while I read them aloud.

DIRECTIONS:

You will read two selections and answer some questions. You may look back at these two selections as often as needed while working on Part 1. You may underline, circle, or write notes in your test booklet to help you. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer.

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

Once you have finished reading both selections and have answered all the questions, **STOP**.

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 3 Reading–Day 1 Test

Redistribute all test materials to students, ensuring that each student receives the test booklet/answer document with his or her name on it. Remind students not to open their test 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 during the test due to medical reasons, 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 3 Reading–Day 1 test booklet and a No. 2 pencil. Please raise your hand if you do not have your own test booklet.

Make sure that all students have their own test materials.

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

[SAY] 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 test booklet using a No. 2 pencil.

You are now going to take Part 2 of the MEAP Grade 3 Reading–Day 1 test.

Turn to page 19 of your test booklet and find the beginning of Day 1, Part 2.

Read the directions silently as I read them aloud.

DIRECTIONS:

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed while working on Part 2.

You may underline, circle, or write notes in this booklet to help you. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. There will be a question that asks you to write an answer on the lines provided. Answer the question as completely as you can.

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

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

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 at the front 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.)*

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

The MEAP Reading test is administered over **two** days. **Both days must be administered in their entirety for a complete score.** This *MEAP Grade 3 Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the Grade 3 Reading 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 10: Materials Needed for MEAP Grade 3 Reading–Day 2 Testing

Materials Needed by Test Administrator	Materials Needed by Students
MEAP Test Administrator Manual for Grade 3, Fall 2012	Fall 2012 MEAP Grade 3 Reading Day 2 Test Booklet *(labeled Test Booklet/ Answer Document on the front cover)*
	No. 2 pencil

NOTE: The Fall 2012 Grade 3 MEAP Reading test has two separate test booklets. There is one test booklet for Day 1 and a second test booklet for Day 2. These are consumable booklets which combine the test booklet and answer document. Students will record all their answers directly in these booklets. Directions for students use the term "test booklet," while directions for test administrators may combine the two terms (test booklet/answer document).

Test booklet/answer documents 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. While students may underline, circle, or write notes in their test booklet/ answer documents, third graders must keep these marks well away from the circles in which they mark answers. 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 11 (below) are recommended for each test session:

TABLE 11: Estimated MEAP Grade 3 Reading–Day 2 Testing Time*

Part 1
Approx. 80 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 session, and collect test materials at the end of each session.

Directions

Passages printed in the shaded boxes and preceded by the word **[SAY]** are instructions to students and are to be read aloud **exactly as they are written**. Pause periodically to make sure students understand these directions and answer questions about test directions as necessary. Help students find the proper location on the front of the test booklet/answer document, if needed.

Beginning the MEAP Grade 3 Reading–Day 2 Test

Distribute a Grade 3 Reading–Day 2 test booklet/answer document to every student. Remind students not to open their test booklet/answer documents 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 during the test due to medical reasons, 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 test booklet using a No. 2 pencil only.

Make sure that you have a Fall 2012 MEAP Grade 3 Reading–Day 2 test booklet. Write your name on the line labeled Student Name on the front cover of your test booklet.

Now look at Box 8 in the lower left-hand corner. It 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 2012 MEAP Grade 3 Reading Day 2 test booklet/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 test booklet/answer document must have the correct preprinted information or bar code label affixed before being returned to the scoring contractor.*** *Test administration may proceed.*

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

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

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

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

Instruct students to give the full name of the teacher, school, and district. 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, smartboard, etc.). Give students time to complete this information.

[SAY] Also on the cover page of your test booklet, 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, smartboard, etc.).

Proceed to the directions for the first part of the MEAP Grade 3 Reading–Day 2 test.

Directions for Part 1: MEAP Grade 3 Reading–Day 2 Test

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

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

[SAY] 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 3 of your test booklet, which is the beginning of Day 2, Part 1.

Read the directions silently while I read them aloud.

DIRECTIONS:

You will read two selections and answer some questions. You may look back at these two selections as often as needed while working on Part 1.

You may underline, circle, or write notes in your test booklet to help you. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer.

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

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

Once you have finished reading both selections and have answered all the questions, **STOP**.

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

[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 at the front 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.)*

Test Administrator Directions: MEAP Grade 3 Mathematics Test

This *MEAP Grade 3 Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the Grade 3 Mathematics 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 12: Materials Needed for MEAP Grade 3 Mathematics Test

Materials Needed by Test Administrator	Materials Needed by Students
MEAP Test Administrator Manual for Grade 3, Fall 2012	Fall 2012 MEAP Grade 3 Mathematics Test Booklet *(labeled Test Booklet/Answer Document on the front cover)*
	No. 2 pencil

NOTE: The Fall 2012 Grade 3 MEAP Mathematics test is formatted as a consumable booklet which combines the test booklet and answer document. Students will mark all their answers directly in these booklets. Directions for students use the term "test booklet," while directions for test administrators may combine the two terms (test booklet/answer document).

Test booklet/answer documents 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. While students may underline, circle, or write notes in their test booklet/answer documents, third graders must keep these marks well away from the circles in which they mark answers. 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 13 (below) are recommended for each test session:

TABLE 13: Estimated MEAP Grade 3 Mathematics Testing Time*

Part 1	Part 2
Approx. 45 minutes	Approx. 50 minutes

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

Additional time is necessary to distribute materials, complete student information on the test booklet/answer document, read test directions to students at the beginning of each 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. Help students find the proper location on the front of the test booklet/answer document, if needed.

Beginning the MEAP Grade 3 Mathematics Test

Distribute a Grade 3 Mathematics test booklet/answer document to every student. Remind students not to open their test booklet/answer documents 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. ***Calculators may not be used on any part of the Grade 3 Mathematics test.*** *No additional materials, including paper, may be used unless specified as an assessment accommodation.*

Students are not allowed to have food, drinks, or snacks on their desk or table during the test. If a student must have any of these items during the test due to medical reasons, 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 test booklet using a No. 2 pencil only.

Make sure that you have a Fall 2012 MEAP Grade 3 Mathematics test booklet.

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

Now look at Box 8 in the lower left-hand corner. It 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 2012 MEAP Grade 3 Mathematics test booklet/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 test booklet/answer document must have the correct preprinted information or bar code label affixed before being returned to the scoring contractor.*** *Test administration may proceed.*

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

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

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

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

Instruct students to give the full name of the teacher, school, and district. 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 test booklet, 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, smartboard, etc.).

Proceed to the directions for the first part of the MEAP Grade 3 Mathematics test that is being administered.

Directions for Part 1: MEAP Grade 3 Mathematics 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 3 of your test booklet, which is the beginning of Part 1.

Read the directions silently while I read them aloud.

DIRECTIONS

This test has two parts. You may **NOT** use a calculator on any part of this test. You may use open space in this test booklet for scratch paper. **The items on this test are all multiple-choice.** Multiple-choice items require you to choose the best answer from among three answer choices. Mark your answer in your test booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer in your test booklet. If you erase an answer, be sure to erase it completely.

Be careful not to make any marks in the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may **NOT** use any other paper to do your work.

[SAY] Sample Multiple-Choice Item:

Julia had $5.00. She spent $2.54. How much money did she have left?

A $7.54

B $3.54

C $2.46

For this sample item, the correct answer is **C**. Circle **C** is filled in.

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

If you finish early, you may check your work in Part 1 of the test **ONLY**.

Do **NOT** look at items in Part 2 of the test.

This is the end of the directions contained in the 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 3 Mathematics Test

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

Students are not allowed to have food, drinks, or snacks on their desk or table during the test. If a student must have any of these items during the test due to medical reasons, 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.

Note to test administrators: Calculators are not allowed on the Grade 3 Mathematics test.

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

Make sure you have your own Grade 3 Mathematics test booklet and a No. 2 pencil. Please raise your hand if you do not have your own test booklet.

Make sure that all students have their own test materials.

Note to test administrators: *Part 2 of the Grade 3 Mathematics 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 14 (below) to find the correct Part 2 starting page for the form being used by your students.***

TABLE 14: Page Number for Part 2 Directions in MEAP Grade 3 Mathematics Forms

Test Booklet Form #	Part 2 Directions
1, 5 (includes accommodated)	Page 15
2, 3	Page 17
4	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.

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.

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

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

Turn to page _____ of your test booklet and find the beginning of Part 2.

Read the directions silently as I read them aloud.

DIRECTIONS:

You will now begin Part 2 of this test. You may **NOT** use a calculator on any part of the test. You may use open space in this test booklet for scratch paper.

Be careful not to make any marks in the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may **NOT** use any other paper to do your work.

If you finish early, you may check your work in Part 2 of the test **ONLY**.

Do **NOT** look at items in Part 1 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

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Sample Class/Group ID Sheet. . . . . page 79

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Return Verification Form . . . . . page 81

Answer Document Return Checklist. . . . . page 82

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.*

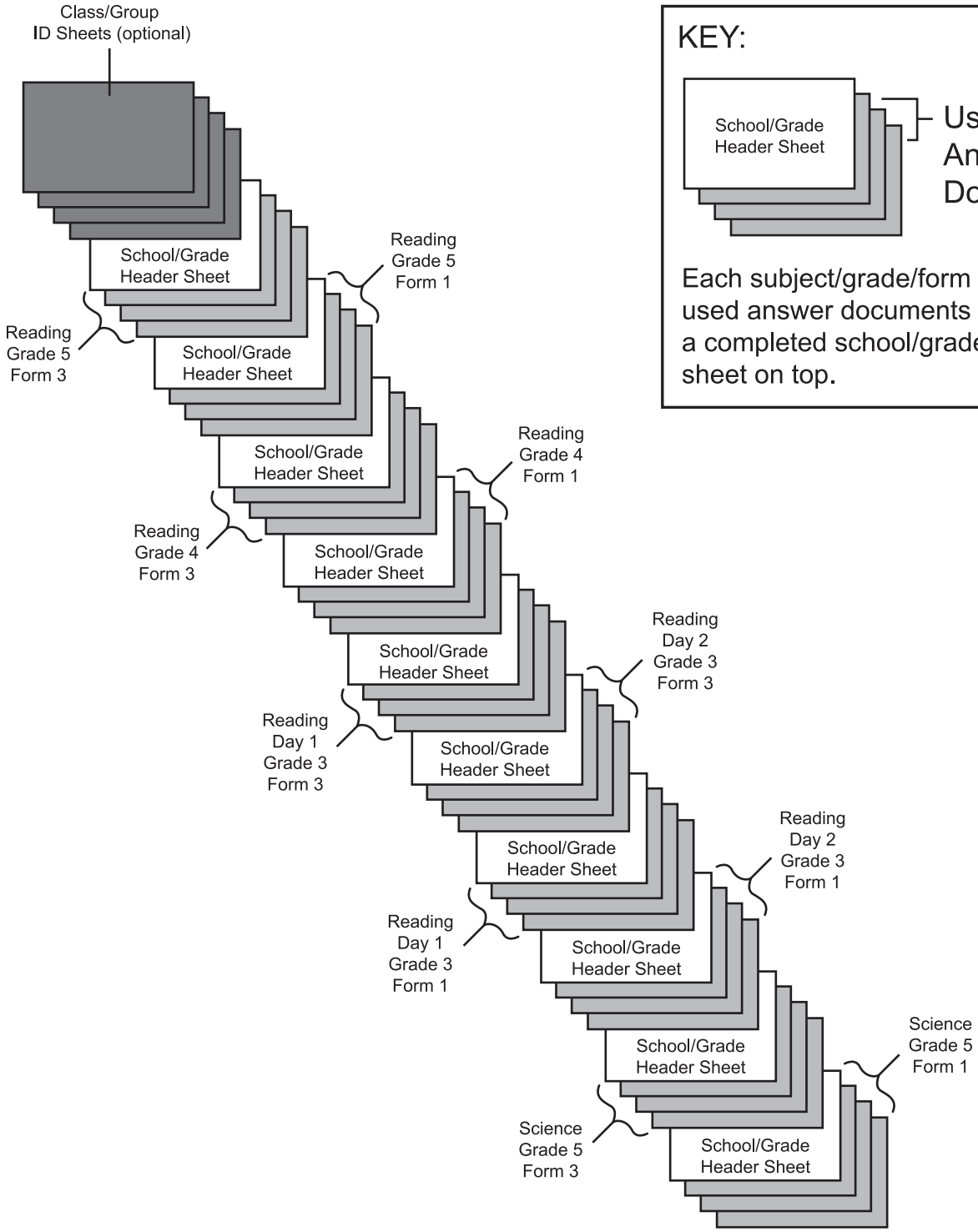
Considerations

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.

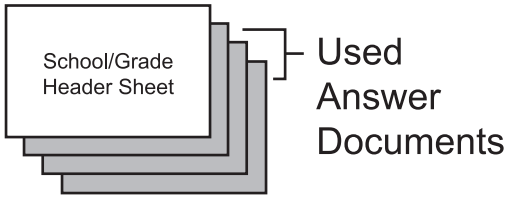
For best performance, a DVD player is preferable to a computer because there are many variables associated with a computer that can affect the performance of video playback (processing power, DVD drive speed, etc.) If you intend to use a computer, test it first.

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 fill in the circles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK INCORRECT MARKS

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE

3 SCHOOL CODE

Please be sure all fields a

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

e name o person completing this form, the ct name and the school name on the lines pr d.

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

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 t[illegible] the district or school MEAP coordinator. The person com[illegible] will need a teacher name and the class/group num[illegible] the teacher. Class/group numbers should be ass[illegible] the d[illegible] school coordinator.

Instru[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.

2. [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

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

3 SCHOOL CODE

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

4 TEACHER NAME

LAST [illegible] FIRST NAME

5 CLASS/GROUP NUMBER

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

2 - A - 0 - 2 C H

OSA Security Compliance Form

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.

Date: _____

Signature: _____

Printed Name: _____

Note: Electronic copies of the *Assessment Integrity Guide* and assessment administrator manuals are available at **http://www.michiga.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 ◯ ELPA

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
◯ Commitee 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

TO COMPLETE:

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.

Funded by the Michigan Department of Education and the U.S. Department of Education (USED)

Return Verification Form

Return Verification Form
Fall 2012 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 principaland 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.

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

MICHIGAN Department of Education

Fall 2012 MEAP Test Administrator Manual

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