(Room Supervisor)

mme™

Michigan Merit Examination

Day 3 Administration Manual for Accommodated Testing

Spring 2013

MICHIGAN Department of Education

MICHIGAN STATE BOARD OF EDUCATION
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MME Test Dates for Spring 2013			
MME Component	Initial Test Date	Makeup Test Date	Accommodated Testing*
Day 1: ACT Plus Writing No Lunch Break	March 5	March 19	March 5–19
Day 2: WorkKeys No Lunch Break	March 6	March 20	March 6–20
Day 3: Michigan Mathematics, Science, and Social Studies No Lunch Break	March 7	March 21	March 7–21
*Accommodated testing for a particular MME component may not begin before standard testing for that component. For example, accommodated testing for the Michigan component may not begin before March 7, 2013. "No Lunch Break" does NOT apply to the accommodated testing window.			

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IMPORTANT NOTE:

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

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MME General Information

The Michigan Merit Examination (MME) is used to assess Grade 11 and eligible Grade 12 students on Michigan's reading, writing, mathematics, science, and social studies high school content standards and expectations. The MME has three distinct components: (1) the ACT Plus Writing college entrance examination; (2) WorkKeys job skills assessments in Reading for Information, Applied Mathematics, and Locating Information; and (3) Michigan-specific assessments in mathematics, science, and social studies. Each component is administered on a different day. The ACT Plus Writing component is administered on Day 1, the WorkKeys component is administered on Day 2, and the Michigan component is administered on Day 3.

Students must take the complete MME to receive MME scores in reading, writing, mathematics, science, and social studies. The MME scores are the foundation for the No Child Left Behind (NCLB) calculation of Adequate Yearly Progress (AYP) and accountability reports for high schools.

Assessment Components

Table 1 below shows which sections of each MME component contribute toward each score. No subject score is derived from a single section of the test. Two or more sections are required to enable students to fully demonstrate their knowledge in each subject.

Assessment Dates

For Spring 2013, the MME must be administered according to the schedule in Table 2 on page 8. If it is not administered on these dates, the Answer Documents will not be scored.

Note: Please see the appropriate sequencing for each component on page 18.

Table 1 MME Components and Sections

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

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

Table 2	Test Dates for Spring 2013		
MME Component	**Initial Test Date**	**Makeup Test Date**	**Accommodated Testing***
Day 1: ACT Plus Writing – No Lunch Break	March 5	March 19	March 5–19
Day 2: WorkKeys – No Lunch Break	March 6	March 20	March 6–20
Day 3: Michigan Mathematics, Science, and Social Studies – No Lunch Break	March 7	March 21	March 7–21

**Accommodated testing for a particular MME component may not begin before standard testing for that component. For example, accommodated testing for the Day 3 Michigan component may not begin before March 7, 2013. "No Lunch Break" does NOT apply to the accommodated testing window.*

Table 3	Documents for Administering the MME
Day and Type of Testing	**Document Provided**
Day 1: ACT Plus Writing Standard Administration	*Spring 2013 Supervisor's Manual—ACT State Testing*
Day 1: ACT Plus Writing Accommodated Administration*	*Spring 2013 Supervisor's Manual—ACT State Special Testing* (testing with ACT-approved accommodations), *Day 1 Answer Document Supplement*
Day 1: ACT Plus Writing State-Allowed Accommodations*	*Spring 2013 ACT Administration Instructions—State-Allowed Accommodations* (testing with State-allowed accommodations)
Day 2: WorkKeys Standard Administration	*Spring 2013 WorkKeys Supervisor's Manual for State Testing*
Day 2: WorkKeys Accommodated Administration*	*Spring 2013 WorkKeys Supervisor's Manual for State Testing—Special Testing, Day 2 Answer Document Supplement*
Day 3: Michigan Component Standard Administration	*Day 3 Administration Manual for Standard Time Testing*
Day 3: Michigan Component Accommodated Administration*	*Day 3 Administration Manual for Accommodated Testing*

**If any portion of the MME (Days 1, 2, or 3) is administered to a student using extended time or accommodated formats, the corresponding accommodations manual must be used for that component.*

Assessment Administration Manuals

There is a distinct Administration Manual specific to each test day that describes exactly how each assessment component must be administered. The manuals come in two forms—one for standard administration and another, like this one, for administering assessments to students testing with accommodations. Table 3 on the previous page lists the manuals that are to be used for each assessment component.

This manual not only describes how to administer the Day 3 Michigan component of the MME to students testing with accommodations, but also includes important information regarding the entire MME assessment; therefore, it is critical that those involved with the MME read this manual in addition to reading the other special testing manuals that apply to specific assessment components. It also is important to check the MME website (at www.michigan.gov/mme) on a regular basis for Spring 2013 updates, since the manuals are prepared and printed well in advance of test administration.

While every effort has been made to ensure that information in the various manuals is consistent, conflicts may arise. If so, those administering the assessments should follow the directions in the manual specific to the component being administered. For example, if there is conflicting information in this manual and the ACT manual for special testing, follow the directions in this manual when administering the Day 3 Michigan component of the MME to students testing with accommodations and follow the directions in the ACT special testing manual when administering the ACT component. Day 1 and Day 2 manuals are ACT-created manuals common to all states. Day 3 manuals are specific to Michigan. For information specific to Michigan on Days 1 and 2, consult the appropriate Answer Document Supplement.

Please also note that information related to staffing, facilities, and seating is included in the Day 1 manual, the *Spring 2013 Supervisor's Manual—ACT State Testing*. These policies apply to all three days of MME administration, and specific details regarding these issues are either not repeated in this manual, or are repeated only for reference.

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

Assessment Staff

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

- a Test Supervisor (TS), who ensures the security of test materials and that all students are tested under the same conditions;
- a Back-up Test Supervisor (BU), who assists the Test Supervisor and must be prepared to take over his or her responsibilities, if needed;
- a Test Accommodations Coordinator (TAC), who requests accommodations for students as needed, determines which accommodated materials should be ordered by the TS, and is responsible for the security of accommodated materials and accommodated test administration;
- one or more Room Supervisors who are responsible for test administration within a testing room, who prepare testing rooms and administer the assessments to students; and
- one or more Proctors, who assist Test and Room Supervisors and Test Accommodations Coordinators, and who are required to help with administration when more than 10 students testing with accommodations are testing in a room (or more than 25 students per room for students testing without accommodations).

More information on these roles and their corresponding responsibilities is included, beginning on page 14.

Students to be Tested

Grade 11 Students

Schools must administer all three components of the MME to all students enrolled in Grade 11 during the Spring 2013 testing window. There are two exceptions:

1. A Grade 11 student is not to be tested on the MME if the student's IEP indicates that the student should take MI-Access, Michigan's

alternate assessment. A student who takes MI-Access in Spring 2013 may not take any portion of the MME in Spring 2013.

2. A Grade 11 student (retained or reclassified as Grade 11) is not to be tested on the MME if the student has taken the complete MME in a previous year and has achieved a performance level of either 1, 2, 3, or 4 in each subject area, including reading, writing, mathematics, science, and social studies. (A student who has a reported performance level of "N/A," or a blank performance level, in any subject area is considered to have not yet taken the complete MME. These students must take the complete MME in Spring 2013.)

Grade 12 Students

A Grade 12 student is eligible to take the MME if either of the following is true:

A. The student is a first-time tester who has not previously taken the MME.

B. The student has taken the MME previously but received an invalid score (blank or "N/A" performance level) in any of the MME subjects tested, including reading, writing, mathematics, science, or social studies.

A Grade 12 student is not eligible to take the MME if the student has taken the complete MME in a previous year and has achieved a performance level of either 1, 2, 3, or 4 in each subject area, including reading, writing, mathematics, science, and social studies.

A Grade 12 student is required to take the MME for Accountability if the student was categorized as a grade 10 student during the previous school year and is now identified as a grade 12 student without ever having been a grade 11 student.

Additional information about which students to test is posted in the Accountability section of the BAA website, www.michigan.gov/baa, in Frequently Asked Questions.

Ungraded Students

Michigan State Board of Education policy, the No Child Left Behind Act of 2001, and the Individuals with Disabilities Education Act all require that

Table 4	Testing Procedure*
Homebound	• Between December 3 and February 13, school should call ACT Special Testing for directions: 800-553-6244, ext. 1788. • Between February 14 and February 28, use Special Situations Form posted on MME Website 2/13
Suspended	Complete and submit to ACT an Off-Site Testing Application found on MME website for site where student will be tested. Can submit up to 2/22.
Expelled	• If the school intends to test the student because s/he hasn't been exited from MSDS, complete and submit to ACT an Off-Site Testing Application found on MME website. Can submit up to 2/22. • If the student has been exited from MSDS (or will be exited before March 5), do not test the student.
Incarcerated	If the facility will allow testing, complete and submit to ACT an Off-Site Testing Application found on MME website. Can submit up to 2/22.

**Once the Off-Site Application is completed, appropriate testing materials should be ordered for Days 1, 2, and 3. There isn't an application or other procedures for Day 3.*

state-level tests in required subject areas be administered to all students in certain grades. District policy determines grade assignments for students; however, when the district identifies a student as "ungraded" in the Michigan Student Data System (MSDS), which sometimes happens for students with disabilities or those enrolled in alternative education programs, it is up to the state to assign that student to a grade for the purpose of state-level testing. In Michigan, the state assigns ungraded students in the MSDS to Grade 11 if they are age 17 on December 1, 2012. An ungraded student who is age 17 on December 1, 2012, must take either the MME or MI-Access.

Homebound, Hospitalized, Incarcerated, or Suspended Students

All Grade 11 students who are receiving instructional services—including those who are homebound, hospitalized, incarcerated, or suspended—must take the MME at the place where they receive their instruction. In addition, the person who normally provides instruction to the students must go through local training for Room Supervisors and Proctors. The testing location must be approved by ACT as an off-site testing location for all three (3) days. *Table 4* on the previous page details the testing procedures for non-typical student situations.

Expelled Students

If students are enrolled in Grade 11 in an Intermediate School District (ISD) because no local district will accept them, they should take the MME at the location in which they are enrolled and are receiving instruction. If students have been expelled and are no longer enrolled anywhere, they are not eligible to take the MME.

If the student has been exited from MSDS (or will be exited before March 5), do not test the student (see Table 4 on the previous page).

Foreign Exchange Students

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

If foreign exchange students are enrolled in Grade 12, they are eligible, but not expected, to test for accountability purposes.

Contact Information for Accommodated Testing

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

- For questions about accommodations on any portion of the MME, please reference the *MME Accommodations Summary Table* at www.michigan.gov/mme.
- For questions regarding Day 3 (Michigan component), including questions about administration, receipt of materials, test day assistance, test day forms documentation, packaging materials for return, and returning assessment materials, contact:

  Measurement Incorporated
  Toll Free Phone: (866) 691-1423
  Fax: (866) 691-1424
  E-mail: mmeday3@measinc.com

- For any additional questions regarding use of accommodations on the MME Day 3 or other assessment-related questions, please contact:

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

- For additional questions regarding accommodations on Day 1 and Day 2, please call ACT using the contact information provided in the *Spring 2013 Supervisor's Manual—ACT State Special Testing* or the *WorkKeys Supervisor's Manual for State Testing—Special Testing*.
- For questions regarding administration or materials for accommodated testing on Day 1 and Day 2, contact ACT.

Test Policies and Procedures

The MME is a standardized assessment that must be administered with identical procedures at all Test Centers. All schools must follow the administration processes and procedures outlined in the manual for each test component, which describe exactly how, where, when, and by whom the MME must be administered. (For more information on the administration manuals required for each component, see pages 8 and 9.) All testing staff MUST read these manuals—as well as other materials provided by the Bureau of Assessment and Accountability (BAA), ACT, and Measurement Incorporated—and adhere to the standardized procedures described. If there are any questions remaining after reading the manuals, testing staff should contact either BAA, ACT, or Measurement Incorporated as directed on page 11. By strictly following MME policies and procedures, a fair testing environment will be created for all students, and misadministration will be avoided.

Approved MME Test Centers

Because the ACT Plus Writing college entrance examination is one component of the MME and is administered on Day 1 as a national standardized assessment that can result in college-reportable scores, there are certain ACT rules that must be followed as part of administering the entire MME. Each Michigan high school, with its own Michigan School Code, MUST be established as an MME Test Center. Students enrolled at these schools cannot test at another school.

In September 2012, ACT sent out School Establishment Packets to Michigan high schools to guide them through the approval process. As explained in those packets, in order for a school to be approved to administer the MME, the school must (1) submit all required forms and (2) complete required staff training. If Test Supervisors have any questions about whether or not their school is an approved Test Center, they should contact ACT immediately.

If a public school or a public school academy has its own school code in the Educational Entity Master (EEM), but is not an approved Test Center, the TAC needs to contact BAA immediately. If another high school in the district is not approved, the TAC should also call BAA immediately.

Note: Alternative High Schools that have their own Michigan School Codes must be established as their own Test Centers.

Attentiveness During Test Administration

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

Staff administering assessments must also walk around the test room periodically to ensure that students are working on the correct section of the test and recording their answers on the correct section of the Answer Document. Moving around the room makes it easier to answer questions, respond to illness, and replace defective test materials. It also discourages prohibited behavior.

Confidentiality

Information about students is confidential; therefore, testing staff are not permitted to share any information about students or their actions on the test day with anyone other than BAA, ACT, Measurement Incorporated, and school administrators.

To ensure confidentiality, there can be NO photocopying of any documents containing individually identifiable information or use of such information for any purpose other than administering the test and preparing school attendance records. If rosters are posted to indicate which students are assigned to which testing rooms, Social Security numbers and dates of birth must be covered. Questions concerning test-day procedures from any source other than BAA, ACT, or Measurement Incorporated must be referred directly to ACT (Day 1 and Day 2) or Measurement Incorporated (Day 3).

Equal Treatment

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

Fair Testing Practices

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

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

Security Compliance Forms

All testing staff who have access to secure MME materials at any time must complete and sign the *OSA Security Compliance Form*s distributed at local staff training sessions and found on page 95. Signing the forms indicates that testing staff have (1) read and understood the MME administration manuals; (2) read and understood the *Assessment Integrity Guide*; and (3) adhered to all the policies, procedures, and guidelines described in the documents during testing. Furthermore, it indicates that testing staff understood their own roles in the testing process and carried them out as directed.

The signed forms must be returned to Test Supervisors, who will keep them on file at the school where the MME was administered for one year following the tested students' graduation. Do not return these forms to the testing contractor.

Investigations

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

Relatives Testing/Conflict of Interest

Rules regarding relatives testing/conflict of interest are found in the *Spring 2013 Supervisor's Manual—ACT State Testing* and apply to all three days of MME testing.

Standardized Testing Procedures

This manual is for administering the MME Day 3 to students testing with accommodations. The *Day 3 Administration Manual for Standard Time Testing* should be referenced for students testing without accommodations on Day 3. For details regarding standard procedures that apply to all three days of MME testing, selecting facilities and staff, protecting test security, and administering tests in a standardized manner, see the *Spring 2013 Supervisor's Manual—ACT State Testing*. These procedures were established by ACT for Day 1 testing and must be followed when administering the entire MME to ensure uniform administration.

Testing Environment

To ensure uniform administration over the entire MME testing period, the same facilities, staffing, and testing requirements apply for all three components of the MME. However, students testing with accommodations may test any time during the two-week testing window for each component. Policies related to rooms, staffing, and administration should stay consistent for students testing with accommodations, regardless of which day they are tested. However, the rules related to bells, the Public Address system, and other students in the building or wing during testing, which apply to standard time testing, do not apply to accommodated testing in the two-week period.

Selecting Key Testing Staff

As part of the school establishment process, each school must select a Test Supervisor (TS), a Back-up Test Supervisor (BU), and a Test Accommodations Coordinator (TAC). A description of these positions and the respective responsibilities for each position follows. Please note that one of the requirements of the State School Aid Act is that, **in order for test time to be counted as instruction, a certified teacher or legally qualified substitute teacher must be in the test room with the students during testing**. Furthermore, K–12 students, volunteers, and lower-division college undergraduates may not work as testing staff.

Test Supervisor (TS)

The TS is responsible for the security of all standard time test materials and provides the continuity and administrative uniformity for both standard time and accommodated testing, to ensure that all students are tested under the same conditions.

Specific responsibilities for accommodated testing include:

- reading the appropriate administration manuals for accommodated testing and complying with the policies and procedures described;
- coordinating with the TAC to ensure appropriate testing of accommodated students;
- arranging for students, including those testing with accommodations, to participate in the Pretest Session(s) prior to test day to complete non-test portions of all three of their Answer Documents (Days 1, 2, 3)(see page 39);
- arranging for the application of all student barcode labels to Answer Documents (**a $50 fee will be charged for each Answer Document returned without a barcode label**);
- arranging for a phone to be used to call Measurement Incorporated (Day 3), if necessary, on test day;
- co-operating with the TAC, BAA, ACT, and Measurement Incorporated in resolving investigations.

For the complete list of standard time testing responsibilities, see the *Day 3 Administration Manual for Standard Time Testing*.

If the TS is absent on any Day 3 accommodated test day, he or she must ensure that the Back-up Test Supervisor is available to take over the TS responsibilities and to assist the TAC as necessary.

Back-up Test Supervisor (BU)

Back-up Test Supervisors (BUs) are responsible for assisting TSs in carrying out their responsibilities and must be prepared to take over those responsibilities if the TS cannot complete them. Like TSs, the name of a school's BU must be submitted to ACT, using the proper forms, before the school can be approved (or renewed) as a Test Center. Selecting a qualified BU before an emergency occurs is important because it helps ensure that the MME will be administered properly even if a TS becomes ill or is otherwise unable to be present on test day. BUs are encouraged to actively assist TSs on test day. If, for any reason, neither the TS nor the BU can be present on any MME test day, he or she must notify ACT before Day 1 and Day 2, or Measurement Incorporated before Day 3.

Test Accommodations Coordinator (TAC)

Test Accommodations Coordinators (TACs) are responsible for determining, coordinating the receipt, storage, distribution, collection, and return of all accommodated materials, and supervising the test administration for all accommodated testing. The TAC works in conjunction with the TS to ensure that all students with IEPs and Section 504 plans, or students receiving ELL instruction, receive the appropriate accommodations for each test day.

Specific TAC responsibilities include:

- reading the appropriate administration manuals for all three test days and complying with the policies and procedures they describe;
- being familiar with and using the *MME Accommodations Summary Table*, posted on the web at www.michigan.gov/mme;
- determining which students may need accommodations for each day of MME testing, either extended time and/or accommodated formats;
- participating in a mandatory training session conducted by ACT, Measurement Incorporated, and BAA (required for newly appointed TACs and all TACs who experienced an accommodated misadministration the previous year);
- coordinating with the Test Supervisor to ensure appropriate testing of accommodated students;
- arranging for all students testing with accommodations to do so during the designated accommodations testing window using only the authorized accommodations and materials for each student;
- coordinating with the Test Supervisor to ensure that all accommodated students participate in the Pretest Session(s) prior to test date to complete non-test portions of all three of the Answer Documents (Days 1, 2, and 3) (see page 39);

- ensuring that student barcode labels have been applied to the Answer Documents (**a $50 fee will be charged for each Answer Document returned without a barcode label**),
- selecting and training Room Supervisors and Proctors assigned to assist with the administration of the MME to students testing with accommodations;
- distributing *OSA Security Compliance Forms* to the accommodated testing staff during training and retaining the signed forms on file for one year at the school;
- selecting, reserving, and preparing test rooms prior to test day(s) and providing the Test Supervisor with a list of these test rooms;
- coordinating with the Test Supervisor for a phone to be used to call Measurement Incorporated (Day 3), if necessary, on test day;
- assigning accommodated students to test rooms, separated by timing code and accommodation type with a Room Supervisor for each room [See the specific requirements in the "Assessment Accommodations Policies and Procedures" section (see page 30) for students using a Reader or audio accommodation.];
- preparing a *Day 3 Accommodations Roster* (found in Appendix B on page 85) for all students testing with accommodations and providing a copy to the Room Supervisor to update during each test section;
- receiving, counting, and securing Day 3 secure accommodated test materials;
- maintaining security of the accommodated test materials while materials are at the school;
- conducting a briefing session for testing staff for students testing with accommodations on the morning of each test session;
- providing copies of blank testing documentation forms to Room Supervisors to complete on each test day (blank forms for Day 3 are available in Appendix B and on the MME website at www.michigan.gov/mme);
- distributing accommodated test materials to Room Supervisors, and then collecting and accounting for them upon return;
- ensuring that the "School Use Only" sections of the Answer Document are completed after testing and that **each Answer Document has a barcode label**;
- ensuring that Room Supervisors have documented any irregularities that occurred during accommodated testing;
- ensuring the completion and accuracy of all accommodated test day documentation—including rosters, seating diagrams, forms, and reports—and making copies of the documentation to keep on file for one year at the school;
- packaging and timely return of all secure and non-secure accommodated materials including Answer Documents, administration forms, irregularity reports, Test Booklets, reader scripts, Braille Administrator's Notes, and accommodated formats;
- completing all of the steps described in the "Responsibilities After Testing" section of the *Day 3 Administration Manual for Accommodated Testing*; and
- cooperating with the Test Supervisor, BAA, ACT, and Measurement Incorporated in resolving investigations.

Test Accommodations Coordinator Unable to Serve During Testing Window

All TACs must be listed with ACT for every Test Center. If TACs are not able to be present during accommodated testing, they must notify Measurement Incorporated (for MME Day 3) and ACT (for MME Day 1 and Day 2).

Restrictions on Selecting the Test Accommodations Coordinator

Due to the fact that TACs have prior access to accommodated materials, no one involved in coaching high school or college athletics may serve as a TAC if there is any student athlete testing with accommodations.

Test Accommodations Policies and Procedures

In Michigan, all students are required to participate in the state-level assessment programs approved by the State Board of Education. It is recognized, however, that some students who customarily use accommodations during instruction may also need to use them during assessment. Revised in September 2009, the State Board of Education approved standard and nonstandard assessment accommodations for Michigan's state-level assessments. (See the *MME Accommodations Summary Table* on the MME website at www.michigan.gov/mme.)

Accommodations for Day 2 (WorkKeys) and Day 3 (Michigan Component)

There is no request or approval form for accommodations on Day 2 and Day 3. Testing with accommodations on Day 2 and/or Day 3 is a local decision based on the student's regular instruction, supported by the student's IEP, 504 Plan, or ELL instruction. ACT's approval of accommodations applies only to materials for and the administration of the ACT Plus Writing (Day 1). Because there is no issue of reporting scores to colleges, schools may provide accommodations on the WorkKeys and Michigan components of the MME consistent with the accommodations listed in the "MME Day 2 and Day 3" columns of *MME Accommodations Summary Table*, even if the student tests without those accommodations on the ACT Plus Writing. It is important to determine whether the accommodation is standard or nonstandard, and what impact the accommodation may have on student eligibility for National Career Readiness Certification (NCRC) or WorkKeys score results.

WorkKeys National Career Readiness Certificate (NCRC) Eligible Scores

WorkKeys scores achieved during Day 2 may be eligible for the NCRC. Four levels of achievement are possible: Bronze, Silver, Gold, or Platinum, based on scores earned on the three WorkKeys tests. The MME Accommodations Summary Table shows which accommodations are eligible (yes) or not eligible (no) provided the necessary score levels are achieved.

Accommodations Not Permitted on Day 2 WorkKeys

WorkKeys scores will not be issued for students using accommodations marked as "not permitted" on Day 2. However, the student will receive valid MME scores if the accommodation is designated as a standard accommodation in the IEP/504 or ELL column, and the accommodation is supported by the student's IEP, 504 Plan, or ELL instruction.

Standard/Nonstandard Accommodations on MME Day 2 and Day 3

It is important to know whether an assessment accommodation is standard or nonstandard since it can have an impact on whether a school or district meets No Child Left Behind (NCLB) Adequate Yearly Progress (AYP). At the school, district, and subgroup levels (ethnicity, economically disadvantaged, English Language Learners, and Students with Disabilities), a minimum of 95% of the students enrolled in Grade 11 must be assessed, either on the MME or MI-Access, for AYP purposes.

A **standard** assessment accommodation is one that does not change what the specific assessment is measuring. The score achieved by a student using a standard assessment accommodation does count when calculating NCLB participation and proficiency rates.

A **nonstandard** assessment accommodation does change what the assessment is measuring and results in an invalid score. **If a student takes the MME Day 2 or Day 3 using a nonstandard accommodation, the student will not count as assessed and will not receive scores in the affected subjects.**

Please see the *MME Accommodations Summary Table* to determine if the student's accommodation is standard or nonstandard for MME Day 2 and Day 3. There is one column for accommodations supported by an IEP or 504 Plan. There is a separate column

for accommodations supported by a student's ELL instruction.

Assessment accommodations not listed in the *MME Accommodations Summary Table* are considered nonstandard.

Use of accommodations on any section of the MME, Day 1, Day 2, and/or Day 3, must be recorded on the student Answer Document for that day, following instructions in the Day 1 and Day 2 Answer Document Supplements and the *Day 3 Administration Manual for Accommodated Testing*.

English Language Learners (ELLs)

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

MME Accommodated Testing Window and Testing Staff Requirements

All accommodated testing must be administered within the two-week window that begins on the initial test date for that component of the MME and ends on the makeup date for that component. (See Table 5 below.) Testing may be scheduled on any days during the window, but each student must take the tests in the prescribed order. All testing staff must meet ACT's requirements. If testing occurs outside the authorized window, or with procedures that conflict with ACT directions, or under supervision of testing staff who do not meet ACT's requirements, then the Answer Documents will not be scored. If the misadministration is discovered after scoring, then the scores will be cancelled.

Sequence of Tests

All MME components must be administered to students testing with extended time and/or an accommodated format of the assessment in a specific order within the accommodations testing window. Accommodated testing sessions do not have to begin at 9 a.m. on test day. The student must first complete the entire ACT component (as directed in the *Spring 2013 Supervisor's Manual—ACT State Special Testing*) before beginning the WorkKeys component. Then, he or she must complete the entire WorkKeys component (as directed in the *Spring 2013 WorkKeys Supervisor's Manual State Testing—Special Testing*) before beginning the Michigan component (as directed in this manual). The list below shows the sequence for MME tests that must be followed.

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

Testing in Sequence With Groups

If the tests are being administered to a group of students who all have the same accommodation type

Table 5 MME Accommodated Testing Dates for Spring 2013

MME Component	Accommodated Testing Window
Day 1: ACT Plus Writing Accommodations Testing	March 5–19
Day 2: WorkKeys Accommodations Testing	March 6–20
Day 3: Michigan Mathematics, Science, and Social Studies Accommodations Testing	March 7–21

and the same timing code and one of the students is absent during one of the test sessions, the student who was absent must continue the MME with the next test in the sequence when he or she returns, regardless of what test the other students are working on. Students testing with accommodations may not take the tests out of sequence.

Testing Over Multiple Days or During Separate Sessions

If students are testing over multiple days, each section must be completed during one session; students may not return to a test section after being dismissed from a test session. For example, a student who is dismissed from the Day 3 Michigan Mathematics section may not return to that section. Rather, the student would continue on to the next section after returning to the test session.

Testing More Than One Student

Students with the same timing code and same accommodation type may be tested in the same room. There are, however, some Day 3 exceptions to be noted and guidelines to be followed:

- A student with a Reader must be assessed individually in a one-on-one assessment situation. Readers may not read the test to a group of students.
- A student using an audio accommodation may test in a group only if he or she (1) has individual earphones/headset, (2) can control the progress of his or her own player, and (3) begins each test/section at the same time as the other students in the group so that they are all receiving the beginning instructions at the same time.
- ELL students using the same video source may not test in a group larger than five students. Directions must be given to the small group on how to indicate when they would like an item repeated.
- If more than ten students testing with accommodations test together in a group, one Proctor is required for each additional group of ten students (or portion thereof) in addition to the Room Supervisor. Please see Table 8 on page 28.
- All students testing in the **same room must begin each test/section at the same time**.

Determining Extended Time

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

It is possible that a student may have an accommodation of extended time for some subjects and not for other subjects. For any test section the student is taking with standard time, the full amount of time must be given for the section, even if all students in the room are finished testing early. Students whose only accommodation is extended time **must** test with an accommodated Test Booklet (Form 12).

Types of Accommodations

Audio DVDs

Only students whose IEPs, Section 504 Plans, or ELL instructional plans specify that the student routinely uses audio accommodations during instruction may use an audio accommodation during the assessment. (Audio formats available are audio DVDs and Reader Scripts.)

There are certain guidelines that must be followed when audio DVD formats of the assessments are used:

1. The assessments must be administered to each student individually, using equipment with a headset, if available, or in a setting where the audio will not disturb other students.
2. Unless they have a total loss of vision, students using audio accommodation **must have a printed copy of the student Test Booklet** when they are taking the assessment. For Day 3, a Form 12 Test Booklet will be included with the audio format when it is shipped. The students must indicate they are using a Form 12 Test Booklet on their Day 3 Answer Documents when directed to do so during verbal instructions.

3. Students should be able to use the equipment necessary to play their audio formats since this accommodation is used routinely in the classroom during instruction, but assistance may be provided if needed. The assistance, however, should be restricted to helping the student operate the equipment; he or she may not be given any help with answering an assessment item.

4. Students who use audio formats must grid their own Answer Documents unless their IEPs, Section 504 Plans, or ELL instructional plans specify that they may:

   - mark their answers in the Test Booklet and have a certified school staff member transcribe the answers onto the student Answer Document;
   - indicate responses to a certified school staff member who then grids the student Answer Document (these students may not test in a group setting), or
   - Braille responses and have a certified school staff member transcribe the answers onto the student Answer Document.

5. The Room Supervisor must read the verbal instructions to the student from this manual (*Day 3 Administration Manual for Accommodated Testing*) exactly as written. The directions to the student on the first page of the Test Booklet are also included at the beginning of each audio format, but should be presented by the Room Supervisor first so that questions can be addressed before starting the time clock.

6. The DVD audio version of the assessment contains item-by-item tracking. Any instructions, passages, prompts, or answer choices for a test item are included on the track that matches the item number. For example, Track 1 contains all assessment information and directions leading up to and including item 1, Track 2 contains item 2, Track 3 contains item 3, and so on.

7. Since all MME tests/sections are timed, the clock may not be started until the verbal instructions indicate to do so.

8. Audio DVDs and Reader Scripts of the MME tests are secure materials that must be returned at the end of the assessment window. No copies of these materials may be made, downloaded, or retained.

Reader Scripts

Reading the MME tests aloud is a standard assessment accommodation for students who have Readers specified as an accommodation in their IEPs or Section 504 Plans. It also is a standard assessment accommodation for English language learners **if the test is read in English**. (See the *Spring 2013 MME Assessment Accommodations Summary Table* at www.michigan.gov/mme for more information on standard and nonstandard accommodations.)

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

Instructions to the Reader

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

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

- The assessment must be read to the student **exactly as it appears** in this script. Any variation could result in a misadministration of the assessment.

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

Notes to the Reader

These instructions are provided to assist you in how to read the assessment aloud to the student. (Do not read these instructions to the student.)

1. The "WAIT" instructions for the student(s) which appear in the footer of the directions page must be read aloud. Do not read other headers or footers aloud to the student(s).
2. The brackets and gray shaded boxes that appear in the Reader Script are there to provide notes to the Reader or to show him or her how an item appears in the student Test Booklet (for clarity). Do not read any text in brackets or gray shaded boxes aloud to the student.
3. Letters or numerals that are separated by hyphens should be voiced one-by-one without the hyphens, unless otherwise noted. For example, if there is no alternate pronunciation required, "COD" should be read as "C-O-D." If there is an alternate required pronunciation, it will appear as such (for example, "FEMA [fee-ma]").
4. If parentheses are used, they can be indicated with brief pauses and do not need to be voiced. For example, "centimeters (cm)" should be read as "centimeters . . . C-M." Any items that need the

parentheses read will have them written as text. For example, "four times left parenthesis two times two right parenthesis equals blank"

5. Emphasize words that are underlined, bold, italicized, or entirely capitalized, but do not exaggerate emphasis.
6. Pause briefly after reading the question number and before reading the question.
7. Headings should be followed by a brief pause.
8. Pause briefly after reading the letters that appear before each answer option.
9. When describing tables, read the title, followed by the column headings. Then, read the rows of the table from left to right and line by line. For example, look at the sample table below. It should be read as "Number of Stories in Each Building. First column...Building...second column...Stories. The rows are...Science Building...3...English Building...4."

Table 6 Number of Stories in Each Building

Building	Stories
Science Building	3
English Building	4

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

Braille

The Braille version of this assessment is considered a standard accommodation for students with disabilities who need this accommodation as defined in their IEPs or Section 504 Plans.

The Braille Accommodated Kit contains the following materials necessary for administering the Braille version of the test:

- Day 3 Braille Booklets – Session A, Session B, and Session C
- A *Day 3 Administration Manual for Accommodated Testing*
- Braille Administrator's Notes (Return the Notes with all other Day 3 Accommodated Non-Scorable materials.)

Students who use the Braille version must have their answers transcribed by a certified school staff member onto the student's regular scannable answer document. Because the Braille Accommodated Kits do not include a standard print test booklet, the booklet number to be entered in Box 11 of the student's Answer Document should be the 10-digit number below the security barcode of the "Braille Reader Notes."

Enlarged Print

The Enlarged Print version of this assessment is considered a standard accommodation for students with disabilities who need this accommodation as defined in their IEPs or Section 504 Plans.

The Enlarged Print Accommodated Kit contains the following materials necessary for administering the Enlarged Print version of the test:

- A Day 3 Enlarged Print Test Booklet

- A *Day 3 Administration Manual for Accommodated Testing*

Students who use the Enlarged Print version must have their answers transferred by a certified school staff member onto the student's regular scannable answer document.

ELL Accommodations

ELLs at the basic or lower proficiency levels are eligible to use video versions of the MME Day 3. In Spring 2013, English video DVDs are available with audio in Spanish, Arabic, or English.

Spanish and Arabic Video DVD Accommodations (Day 3)

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

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

Students whose dominant language is not English, Spanish, or Arabic, and who are receiving bilingual instruction may use a Reader Script that has been translated into the student's native language.

English Video DVD Accommodations (Day 3)

English video accommodations may be used with ELLs who are:

- at the basic or lower intermediate English language proficiency levels,
- dominant in a language other than English, and
- receiving explicit instruction in English for English acquisition (e.g., Sheltered English, English as a Second Language) in a school setting.

Video DVD Administration

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

1. Video DVD formats must be administered to students either individually or in small groups (of 2–5 students) in settings where the video will not disturb other students.
2. Students using video DVD formats must have a printed copy of the student Form 12 Test Booklet when they are taking the assessment. Form 12 will be included with their Day 3 video format when it is shipped. The students must indicate they are using a Form 12 Test Booklet on their Day 3 Answer Documents when directed to do so during verbal instructions.
3. Each assessment question is marked on the DVD to assist with tracking back to the appropriate place, if needed, during assessment administration. All students being assessed must have a clear view of the screen. (No more than five students may be included in a group.) Also, students should give a signal to the administrator (such as putting their pencils down) when they have finished answering a question. There is a pause of 5 to 7 seconds built into the video DVD to facilitate this process. Also, each question is clearly labeled, allowing ease of replaying for students who need a question repeated.

Rapid Onset of Medical Disability

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

In the case of rapid onset of a medical disability for Day 3, the TAC must document for the student's file the date and nature of the disability (e.g., a broken arm) and a description of the accommodation

that was provided. It will be considered a standard assessment accommodation and should be documented on the student's Day 3 Answer Document.

Day 3 Accommodated Materials – Additional Orders

All Day 3 additional test materials must be ordered through the BAA Secure Site at www.michigan.gov/baa-secure. When identifying additional materials to be ordered, TACs should keep the following information in mind:

- All accommodated kits come packaged with a Form 12 regular print Test Booklet, so it is not necessary to order Test Booklets separately. The only exception is if a student requires Enlarged Print AND an additional accommodated format; in that case, both an Enlarged Print assessment Test Booklet and the additional accommodated format for the student should be ordered.
- A *Day 3 Administration Manual for Accommodated Testing* is included in each accommodated kit.
- Students whose only accommodation is extended time must test with an accommodated Test Booklet (Form 12), since they will be testing in the two-week accommodated testing window.
- Additional Answer Documents must be ordered separately.

Accommodated Kits

Accommodated kits include the following:

- A Form 12 Test Booklet
- The specified accommodated format (Enlarged Print, Braille, Reader Script, Audio, or Video) for each section of the test
- A *Day 3 Administration Manual for Accommodated Testing*

Number and Type of Administration Manuals for Accommodated Testing

The number and types of administration manuals that will be shipped to schools is determined by the types of Test Booklets ordered. For Day 3, Measurement Incorporated will ship:

- One *Day 3 Administration Manual for Accommodated Testing* for every 10 Extended Time Only – Regular Print Test Booklets that are ordered. These will come with the non-secure shipment sent to the Test Supervisor in late January.
- One *Day 3 Administration Manual for Accommodated Testing* for every school that orders any accommodated materials. These will be sent to the TS with the non-secure shipment in late January.
- One *Day 3 Administration Manual for Accommodated Testing* in every accommodated kit that is ordered (Enlarged Print, Braille, Reader Script, Audio, or Video). These kits will come in the secure accommodated shipment sent to the Test Accommodations Coordinator at the end of February.

Materials must be ordered from the BAA Secure Site by January 11, 2013. Materials will not be available for additional order until the initial order is received. Additional materials for Day 3 may be ordered on the BAA Secure Site as indicated in the table on page 25.

Makeup Orders for Accommodated Testing

Please note that there is NO makeup testing, and therefore no makeup orders, for students testing with accommodations. Students testing with accommodations must test within the two-week testing window, taking each test section in sequence, using the appropriate accommodated materials.

Therefore, TACs will not need to order makeup materials, but should simply ensure that they have an appropriate number of materials for students testing with accommodations, either via the initial order or by ordering additional materials as necessary.

Table 7	Day 3 Accommodated Materials Available for Additional Orders

Secure Materials	Dates Available
Extended Time—Regular Print Test Booklet (Form 12)	2/20 – 3/12
Enlarged Print Test Booklet Kit*	
Braille Test Booklet Kit*	
Reader Script Kit*	
English Audio DVD Kit*	
English Video DVD Kit*	
ELL Video DVD—Spanish Audio Kit*	
ELL Video DVD—Arabic Audio Kit*	
Non-Secure Materials	**Dates Available**
Answer Documents (package of 10)	1/28 – 3/12
*Day 3 Administration Manual for Accommodated Testing**	
School Header Sheet	2/20 - 3/12 These materials are included in the return kit shipped to the TS with the initial shipment of secure accommodated materials.
Scorable Stickers	
Non-Scorable Stickers	
FedEx Return Labels	
Irregularity Report Return Envelopes	
Administration Forms Return Envelopes	
Paper Bands (package of 10)	

The Day 3 Administration Manual for Accommodated Testing will be included with each accommodated format kit. Answer documents are **not included in the kits; they must be ordered separately.*

Note: TACs do not need to order the manual separately, unless they need more than the following, which will be provided:

- One manual in each accommodated format kit, sent with the secure shipment;
- One manual for every 10 students testing with extended time only, sent in the non-secure shipment;
- One manual for each school ordering any accommodated materials, sent in the non-secure shipment.

Preparing for the MME

There are numerous tasks that must be completed before administering the MME. This section of the manual describes the tasks that must be completed by the Test Accommodations Coordinator (TAC). The TAC is responsible for supervising all of the logistics related to accommodated testing. This includes selecting and training testing staff for accommodated testing, providing security for all accommodated testing materials, and preparing accommodated testing rosters. These tasks are described in greater detail below.

Note: TSs have a very similar set of responsibilities for all students involved in standard time testing. These responsibilities are detailed for TSs in the *Day 3 Administration Manual for Standard Time Testing*. The information included here is specifically intended for TACs in order to prepare for the MME.

Selecting Additional Testing Staff

TACs are responsible for selecting their testing staff in consultation with the school principal.

A description of the positions that must be filled for administering the MME and the responsibilities that each position must carry out before, during, and after test day follows. The State School Aid Act requires that **a certified teacher or legally qualified substitute teacher must be in the test room with the students during testing to count MME testing as instructional time**. Furthermore, K–12 students, volunteers, and lower-division college undergraduates may not work as testing staff.

Room Supervisors for Students Testing with Accommodations

Each test room is required to have a Room Supervisor who will fulfill that role for the entire test session. (A TAC may serve as a Room Supervisor if only one student is testing during that time. TACs must be available to handle any issues that arise during testing without disruption to other students who are testing.)

Specific responsibilities include:

- reading the appropriate administration manuals and complying with the policies and procedures they describe;
- attending the local training session that takes place before testing and the briefing sessions that take place on the morning of each test day;
- verifying the count of Test Booklets upon receipt from the TAC;
- being responsible for the test room and providing an environment that is conducive to testing;
- checking IDs or personally recognizing and admitting students;*
- marking attendance and the form of ID used on the *Day 3 Accommodations Roster*;*
- directing students to appropriate seats;*
- distributing test materials as directed in the verbal instructions;
- reading verbal instructions to students verbatim;
- properly timing tests using two timepieces and recording Start and Stop times for each student and each test section on the *Day 3 Accommodations Roster*;
- completing the *Day 3 Seating Diagram* and the *Day 3 Secure Materials Count Form* as directed;
- being attentive to students and materials at all times;*
- walking around the test room during testing to ensure students are working on the correct sections of the Test Booklet and recording their answers in the correct sections of their Answer Documents;*
- paying strict attention to monitoring students during the entire test session to discourage and detect prohibited behavior;*
- collecting and accounting for all Answer Documents, Test Booklets, and Accommodated Formats before dismissing students;*
- completing detailed documentation of any irregularities and voiding students' tests as required;
- completing all the steps described in the "Responsibilities After Testing," section that begins on page 71; and

- returning all test materials and forms to the TAC immediately after testing.

**Proctors may assist with these activities.*

Proctor

In an accommodated testing room with 10 or fewer students, only a Room Supervisor is required. However, if there are more than 10 students, see Table 8 below for the number of additional Proctors needed.

The role of Proctor may be filled by current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or teachers' aides.

Specific responsibilities include:

- reading the appropriate administration manuals and complying with the policies and procedures they describe;
- attending the local training session that takes place before testing and the briefing sessions that take place on the morning of each test day;
- helping admit students, marking attendance, and marking the form of ID used to identify each student on the *Day 3 Accommodations Roster*;
- directing students to appropriate seats;
- helping distribute test materials;
- verifying the timing of the tests using a different timepiece than the Room Supervisor;
- being attentive to students and materials at all times;
- walking around the room during testing to ensure that all students are working on the correct test section;
- paying strict attention to monitoring students during the entire test session to discourage and detect prohibited behavior;
- reporting any irregularities to the Room Supervisor immediately;
- accompanying students to the restroom if more than one student is allowed to leave during the timed tests; and
- helping collect and account for all Answer Documents, Test Booklets, and Accommodated Formats at the end of each test session before students are dismissed.

Roving Proctor

In addition to standard Room Proctors, TSs may choose to have Roving and/or Rotating Proctors. Schools are encouraged to use Roving Proctors (RPs) if they have four or more test rooms in their building.

Specific responsibilities include:

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

Table 8 Number of Proctors Required for Accommodated Administration in addition to the Room Supervisor

Number of Students per Room	1–10	11–20	21–30	31–40
Required Number of Room Supervisors per Room	1	1	1	1
Required Number of Proctors per Room (in addition to the Room Supervisor)	0	1	2	3

Note: These ratios differ from the Standard Time Testing requirements.

Rotating Proctor

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

Restrictions on Selecting Room Supervisors and Proctors for Accommodated Testing

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

Selecting Test Rooms

The same standards and procedures apply for Day 3 as applied on Days 1 and 2. Please see the *Spring 2013 Supervisor's Manual—ACT State Testing* for more information on selecting test rooms, if necessary.

Bulletin Boards

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

Timepieces

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

Environment

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

Left-handed Students

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

Room Setup and Seating Arrangements

The same standards and procedures apply for Day 3 as applied on Days 1 and 2. Please see the *Spring 2013 Supervisor's Manual—ACT State Testing* for more information on room setup, seating arrangements, proper use of tables, multiple-level classrooms, and writing surfaces.

Training Testing Staff

With standardized testing, it is imperative that the same procedures are followed at every Test Center. That means that staff members at every Test Center must clearly understand their responsibilities and perform them in a uniform manner. For that reason, formal training is required for all those involved with administering the MME. TSs, BUs, and TACs will be trained at mandatory MME Key Staff Training sessions in November 2012; then, they will train Room Supervisors and Proctors at local sessions. In addition to local training, TACs are expected to hold a briefing session for all accommodated testing staff on each test day to answer questions, discuss last-minute issues, address staff members' concerns, and distribute materials for that test day.

Test Administration Manuals

All of the requirements for administering the MME are contained in the *Day 3 Administration Manual for Accommodated Testing* or the *Day 3 Administration Manual for Standard Time Testing* and the manuals developed for administering the ACT and WorkKeys components of the MME. Every staff member participating in test administration should be provided a copy of the appropriate administration manual for each test day. Testing staff are expected to read, understand, and follow the policies, procedures, and direction described. See Table 3 on page 8 in the "MME General Information" section for a complete list of available administration manuals.

Supplemental Information

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

Local Training Sessions

The local MME training sessions conducted by TSs and TACs must be attended by all testing staff, new and experienced. A thorough local training session will (1) provide testing staff an opportunity to discuss policy, procedural, and logistical requirements, (2) prevent test problems, (3) ensure that testing staff has a common and complete understanding of their roles, responsibilities, and what will take place on each test day, and (4) ensure that testing staff receive an *OSA Security Compliance Form* to be read, signed, and returned to the TS. *The Training Session Outline and Topics for Discussion for Accommodated Testing Staff* (pages 30-34) should be used by TACs to ensure that all important information is covered. Local trainings should be conducted between early February and March 1, 2013.

Depending on the size of a school's staff, TSs and TACs may hold separate training sessions for staff involved in standard time testing and staff involved in accommodated testing. While much of the information is similar, there are many procedures that are specific to accommodated testing.

The training session outline, beginning on this page, is tailored specifically for Accommodated testing staff. The items that are specific to accommodated testing are marked with asterisks (**) to help TSs and TACs identify the information that is specific to each staffing group

If training is conducted in one session for both standard time testing staff and accommodated testing staff, it must adequately cover the specifics related to accommodated testing. Refer to the "Training Session Outline" in the *Day 3 Administration Manual for Standard Time Testing* for the outline for standard time testing staff.

TRAINING SESSION OUTLINE AND TOPICS FOR DISCUSSION FOR ACCOMMODATED TESTING STAFF

Test Accommodations Coordinators are expected to discuss the following topics with their testing staff during local training sessions. **Note:** Although much of the training session outline for Day 3 is similar to the training session outline provided by ACT for Days 1 and 2, Test Accommodations Coordinators should carefully review the Day 3 outline with their testing staff, as some of the activities are specific to Day 3.

1. Security of Test Materials

A. Explain that security is of utmost concern. Test rooms and materials must NEVER be left unattended. Test Booklets must be kept away from doors and away from students in the test room before and after testing.

B. **Describe how the test materials will be distributed to the test rooms and how Room Supervisors must distribute them inside the test rooms as directed in the verbal instructions. Room Supervisors receive test materials from the TACs during the briefing sessions conducted before each accommodated testing session.

C. Ask Room Supervisors to count Test Booklets and Accommodated Formats when they receive them from the TS or TAC, and again before students are dismissed. Review how to use and complete the *Day 3 Secure Materials Count Form*.

D. Review that no unauthorized persons will be allowed in the test rooms for security reasons. This includes friends, relatives, and members of the media. Observers from BAA, ACT, or Measurement Incorporated must be asked for a letter of introduction or identification before entering.

E. Distribute the *OSA Security Compliance Forms*, which must be completed and signed by all testing staff who will have access to secure MME materials at any time.

F. **Be sure that all testing staff understand how the security of accommodated materials will be maintained. Review the process of the delivery, storage, distribution, collection, and return of accommodated test materials, and how this process must be followed for each accommodated testing session.

2. Room Preparation

A. Discuss proper seating arrangements and test room preparation. In particular, review arrangements for multiple-level seating, fixed seating, seating of left-handed students, seating for ease of staff movement, and inappropriate posted materials.

B. Describe the items that will be supplied by the school (e.g., pencils, timepieces, tissues, etc.) and how they will be distributed and returned.

C. **Review the roles of the Room Supervisors, Proctors, Roving Proctors, and Rotating Proctors. One proctor is required for every 10 students testing with accommodations. See Table 8 on page 28 for the number of required proctors for students testing with accommodations.

3. Accommodated Testing Policies and Procedures

A. Explain the use of the Timing Codes Table found on the inside back cover. All timing codes should be determined for each student prior to test day and should be filled in on the *Day 3 Accommodations Roster* before testing begins.

B. The "Minutes Allowed" should be completed in the verbal instructions for each test section prior to test day. See the subsection "Minutes Allowed by Subject," in Table 9 on the inside back cover.

C. Review the requirements for completing the "School Use Only—Boxes 14–19" section of the Day 3 Answer Document. Discuss how to fill in each box for students testing with accommodations, and review when these boxes can be completed.

D. **Review the types of accommodated formats available (Enlarged Print, Braille, Reader Script, Audio, and Video) and the guidelines and restrictions for each of these formats. Make sure accommodated testing staff are familiar with each format and comfortable supervising test administration using these formats.

4. Test Day Activities

A. Explain that staff members are to report to the Test Center by _____ a.m. and that check-in of students must begin no later than _____ a.m. (Fill in the times appropriate for your Test Center.)

B. Review acceptable forms of student identification. Emphasize the importance of comparing the name and photo on the ID (or description of the student) to each student.

C. **Review the *Day 3 Accommodations Roster*, explain the information it contains, and describe how it will be used on test day. Staff members who admit students based upon personal recognition must initial the roster.

D. **Review the conditions for admission. These relate not only to student identification, but also to the *Day 3 Accommodations Roster* and roster additions.

E. **Explain that, although students who are engaged in standard time testing must report to the school by a given time on test day, this does not apply to students testing with accommodations, as they are allowed to take the tests, in sequence, anytime during the testing window (see page 18 for more information).

F. Discuss policies related to cell phones and other electronic devices. Other than permitted calculators, students are not allowed to use cell phones or any other electronic devices or have them in their possession at any time, including during break. Students are responsible for **not** bringing prohibited devices and will be dismissed if they do. Cell phones or any other electronic devices should not be collected as students are admitted to the test room.

G. Review the MME permitted calculator policy included in the *Spring 2013 Supervisor's Manual—ACT State Testing*.

H. Explain the importance of directing students to specific assigned seats, with particular attention paid to separating friends. Students must not be allowed to select their own seats. Testing may begin as soon as all those present have been seated.

I. **Review the policies related to timing for students testing with accommodations, including the use of timing codes (also described in "Test Accommodations Policies and Procedures" beginning on page 17), the length of testing sessions, group test administration for students testing with accommodations, and sequence of testing.

J. **Explain the difference between standard time test sessions and extended time test sessions. For any test session administered with standard time, students must be given the full amount of time, even if all students in the room are finished early. For any test session administered with extended time, the test session may end when all students in the room have completed that test section.

5. *During the Test*

A. Discuss that staff members should wear soft-soled shoes, if possible. In addition, they should avoid wearing crinkly clothing, jewelry that makes noise, perfumes, or other items that may distract students.

B. Review information concerning how to handle students who arrive in inappropriate clothing and how to handle potential behavior issues. These issues might include school rules regarding wearing hats, the use of restrooms during testing, how to handle a prohibited behavior, and so forth.

c. Reiterate that all verbal instructions must be read verbatim. It is also extremely important to read the information between verbal instructions as it explains what Room Supervisors must do in between giving verbal instructions.

D. Explain that to protect the security of the tests, Test Booklets and Answer Documents may not be distributed prior to admitting students and are never to be left unattended. Test Booklets and Answer Documents are to be distributed when told to do so in the verbal instructions.

E. Explain that only students may break the seals on Test Booklets. Testing staff are not authorized to open any Test Booklets.

F. **Discuss why accurate timing of each section of the test is critical. Room Supervisors testing students with accommodations must record timing information in the following locations:

- Timing Charts located in the Verbal Instructions: On the charts on pages 62, 64, and 67, it will be necessary to select the Timing Code before testing begins (see the *Timing Codes Table* on the inside back cover). During testing, "Start Time," "30 Minutes Remain" (if applicable),"5 Minutes Remain," and "Stop Time" must be filled in.

- *Day 3 Accommodations Roster*: On this chart, the "Timing Code" must be recorded before testing, and the actual "Start Time" and actual "Stop Time" for each student must be recorded during testing for each student.

Review the consequences of a mistimed section. Be sure to discuss the differences between timing in standard time testing and timing for students testing with extended time. Be sure all Room Supervisors understand how to time the tests they will be administering and how to record the time for each section on the Timing Charts within the verbal instructions and on the *Day 3 Accommodations Roster*.

G. Inform Room Supervisors that they must complete the *Day 3 Seating Diagram* showing where students were seated and how Test Booklets were distributed. They must also complete and initial the *Day 3 Secure Materials Count Form* before and after testing. Stress the importance of providing complete and accurate information for every item on these forms, which will help keep tests secure. The number of used Test Booklets (with broken seals) and the number of students present in the room (listed on the *Day 3 Seating Diagram*) must be the same. Any differences must be accounted for and documented on the *Day 3 Irregularity Report*. If a security breach has occurred, Measurement Incorporated must be contacted immediately.

H. Inform staff members that they must not read (other than the administration manual for that test day), grade papers, use a computer, or do anything else unrelated to administering the test. They must not eat or drink in the test room, or use a cell phone.

I. Explain that conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to students.

J. Discuss that during the test, staff members must walk quietly around the room to ensure that students are working on the correct section of the test, marking their answers on the proper section of their Answer Documents, and to discourage and detect prohibited behavior. Advise staff not to pause near a student long enough to be a distraction.

K. Discuss what actions to take if staff members observe prohibited behavior. **Note:** This is slightly different on Day 3 than on Days 1 or 2. Please make sure staff understand the differences. On Day 3, the Answer Document should not be voided; **instead the Prohibited Behavior bubble in Box 12 on the Answer Document should be filled in and the Answer Document returned with other used Answer Documents for scanning.**

L. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency.

6. After the Test

A. Review the "Responsibilities After Testing" section beginning on page 71.

B. Inform Room Supervisors that they must verify the count of Test Booklets and Accommodated Formats on the Day 3 Secure Materials Count Form, complete the applicable "School Use Only" sections of the Answer Document, then return test materials, reports, and *Day 3 Seating Diagram* to the TAC for each testing session.

C. Reiterate that the number of used Test Booklets (seals broken) must match the number of students tested in each room.

D. Review the required testing documentation forms to be completed by the Room Supervisor. Blank Day 3 forms are available in Appendix B or at the MME website (at www.michigan.gov/mme).

E. **Review the use of Boxes 14–19 in the Answer Document. These boxes are for recording accommodations used by students testing with accommodations and must be completed by the Room Supervisor at the end of each test session. Direct Room Supervisors to the information beginning on page 71 of the *Day 3 Administration Manual for Accommodated Testing* for more information and directions on completing these boxes.

F. **Remember, there is no Makeup Test for students testing with accommodations. They must take each test section in sequence during the two-week accommodated testing window. Review the sequencing and the accommodated testing window with staff.

7. Important Reminders

A. Remind staff that student barcode labels must be applied to the front of Day 3 Answer Documents in Box 1.

B. Reiterate the importance of students filling in the test form number correctly on each Answer Document.

C. Re-emphasize that all verbal instructions must be read verbatim to students.

D. Remind participants that standard-time testers must be given the full amount of time to take each test, even if students are done testing. This also applies to students testing with accommodations for any section that the student does not have an accommodation of extended time.

**Denotes items specific to accommodated testing.

Receipt of Day 3 Materials

Measurement Incorporated will ship all MME Day 3 secure accommodated test materials to the attention of the TAC at the mailing address shown on the Materials Order Screen on the BAA Secure Site. All other Day 3 test materials will be sent to the attention of the Test Supervisor. Each shipment (non-secure materials shipment, initial secure Standard Time materials shipment, and any additional order shipments), will include a Box List that identifies the contents of the shipment.

Non-secure test materials for Day 3 will arrive during the week of February 4, 2013; secure materials will arrive during the week of February 25, 2013 for all days of initial and accommodated testing. Schools on break during this week will receive their shipments the week prior.

Non-secure Shipment (shipped to Test Supervisor):

- Day 3 Answer Documents
- printed student barcode labels for students pre-identified by January 11, 2013
- one sheet of blank labels

- *Day 3 Administration Manuals for Standard Time Testing*
- *Day 3 Administration Manuals for Accommodated Testing* (one manual for every ten students whose only accommodation is extended time, and one manual for every school that orders an accommodated kit).

Note: Each Accommodated Kit will include a *Day 3 Administration Manual for Accommodated Testing*.

Secure Accommodated Shipment (shipped to TAC):

- Form 12 Test Booklets for students with extended time only accommodation
- all accommodated kits
- school headers
- a Materials Return Kit

The Materials Return Kit consists of: packing instructions, FedEx labels, shipping tape, blue scorable stickers, green non-scorable stickers, paper bands, yellow envelopes for *Day 3 Irregularity Report*s, and green envelopes for all other Day 3 test administration forms.

In each box of secure materials is a Box List that lists the security number of each Test Booklet and accommodated kit. This list can be used to verify that all secure materials listed have been received. See "Sample Box List" on page 36 for an example.

Security of Materials

The TS is responsible for the security of all standard time test materials. The TAC is responsible for the security of all accommodated test materials. To maintain accommodated test materials security, the TAC must use the following procedures once the materials arrive at the Test Center. These procedures apply to all test materials shipments.

Check In of Materials

Non-secure Shipment (shipped to TAC)

When the shipment of Day 3 non-secure materials arrives, the TS should open the boxes and use the enclosed Box List to inventory the materials. TACs should receive all *Day 3 Administration Manuals for Accommodated Testing*. The TS and TAC work together to determine if additional Day 3 Answer Documents or administration manuals need to be ordered.

The non-secure shipment includes pre-printed barcode labels for students pre-identified by January 11, 2013. The TS should use the sheet of blank labels to print any additional barcode labels from the BAA Secure Site. The TAC should ensure this occurs for any students testing with accommodations, if necessary.

Secure Shipment—Accommodated (shipped to TAC)

When the shipment of Day 3 secure accommodated materials arrives, the TAC should immediately examine the box(es) for signs of tampering, and then open the box(es). The TAC should use the Box List (see "Sample Box List" on page 36 for an example) to inventory the contents of each box. Then the TAC checks the entire shipment against the packing List, included in Box 1, to make sure the order is complete.

If the entire shipment is not received (see "Delayed Deliveries" below), items are missing, security seals are broken, and/or the boxes appear to have been tampered with in any way, the TAC should call Measurement Incorporated at (866) 691-1423.

The TAC has custody of all accommodated materials until they are distributed to the Room Supervisor(s) for testing, and after testing is complete, until the materials are returned to Measurement Incorporated.

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

BOX * LIST

Spring 2013 MME Day 3

MME Spring 2013 Secure Test Materials
00264 Michigan High School

Ship to: Michigan High School
Test Accommodations Coordinator MME 2013
1 Great Lakes Avenue
Michigan City MI 481112611
Phone: 5175559999

MI Order: 0123456789111

Product	Quantity
Box Number: 1	
English Audio DVD Accommodated Kit	3
SP-60001-12-18-4	
SP-60002-12-18-2	
SP-60003-12-18-0	
English Reader Script Accommodated Kit	1
SP-47823-12-11-8	
SP-47824-12-11-6	2
Braille Accommodated Kit	
SP-30835-12-03-7	
Large-Print Accommodated Kit	1
SP-28976-12-02-9	
SP-28977-12-02-7	2
Extended Time Test Booklets, Form 12	
10410-12-00-2 / SP-10401-12-00-2	
10411-12-00-6 / SP-10401-12-00-2	13
10412-12-00-4 / SP-10401-12-00-2	
10413-12-00-5 / SP-10401-12-00-2	
10414-12-00-1 / SP-10401-12-00-2	
10415-12-00-7 / SP-10401-12-00-2	
10416-12-00-8 / SP-10401-12-00-2	
10417-12-00-9 / SP-10401-12-00-2	
10418-12-00-0 / SP-10401-12-00-2	
10419-12-00-0 / SP-10401-12-00-2	
10702-12-00-3	
10703-12-00-8	
10807-12-00-2	

The materials listed are to be used for Spring 2013 MME Day 3 testing only. For information about ordering, receiving, packaging, or returning test material, please contact the MME Day 3 Measurement Inc. Help Line at 866-691-1423 or mmeday3@measinc.com

Delayed Deliveries

When multiple boxes are shipped to a Test Center, they may not all arrive on the same day; therefore, the TAC should wait 24 hours before calling Measurement Incorporated to report boxes missing from a shipment.

Storage

After the TAC checks in test materials, the boxes should be resealed with the tape provided. (Be sure to save some tape for return shipping.) Then, the materials must be locked in a secure place to which only the TS, BU, and TAC have access. It's important to choose a place where the materials will be protected from damage, theft, or loss, and from any conditions that could allow prior access to or knowledge of the tests. Students must never have access to secure materials.

If a Day 3 Test Booklet or accommodated format of the assessment is lost, stolen, or otherwise missing, the TAC should call Measurement Incorporated at (866) 691-1423 immediately. Even if the Test Booklet or accommodated format is missing only temporarily, no attempt should be made to begin an administration without calling first.

Additional Orders

The TAC should identify any additional accommodated materials necessary and provide the TS with this information. The TS should then place an additional order on the BAA Secure Site. See "Day 3 Accommodated Materials Available for Additional Orders" on page 24.

Removal From Storage and Distribution to Room Supervisors

The checked-in materials should **not** be removed from the secure storage area until the morning of testing. Under no circumstances should a Test Booklet seal be broken by anyone other than the student and only when instructed to do so in the verbal instructions.

For students testing with accommodations, TACs must personally distribute the Test Booklets and accommodated formats to be used for that test session to Room Supervisors, who will then count them and write down the number of Test Booklets and accommodated formats received on the *Day 3 Secure Materials Count Form*. After the test, Test Booklet and accommodated materials counts must be reconciled and documented on the same form when the Room Supervisor returns the Test Booklets (used and unused) and the accommodated formats to the TAC. Use the Box List (an example is shown on the previous page) from the secure shipment to document the chain of custody for all Test Booklets and accommodated formats between the TAC and Room Supervisors. After testing, the Box List can be used to investigate any discrepancies in the count of Test Booklets returned versus the count recorded on the *Day 3 Secure Materials Count Form*. Discrepancies must be resolved before the Room Supervisor is dismissed.

The boxes in which the test materials were shipped should be kept in order to return both used and unused test materials. The transfer of Day 3 test materials to any other Test Center is prohibited.

Completing the Day 3 Accommodations Roster

Prior to test day, the *Day 3 Accommodations Roster*. (See page 85.) must be completed for all students testing with accommodations. Each student's name and timing code should be entered on the report; then, as each test section is completed, the date, room number, start time, and actual stop time for each student should be recorded.

Instructions to Students Before Test Day

Students can also take steps to prepare for testing, and it is the Test Supervisors who are responsible for ensuring that students bring the following items and observe the following rules on test day.

Students need to bring:

- two No. 2 pencils with erasers,
- a watch if they wish to pace themselves (although they may not set the alarm to go off during the test),
- an approved calculator if they wish to use one, and
- proper photo identification.

Students need to be apprised that:

- Other than permitted calculators, students are not allowed to use cell phones or any other electronic devices or have them in their possession at any time, including during break;
- They are responsible for not bringing prohibited devices and will be dismissed if they do. Cell phones or any other electronic devices will not be collected as students are admitted to the test room, and
- No food or drink may be consumed in the test rooms unless preauthorized due to a medical condition.

Student Reminder Template

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

Calculators

The calculator policy for Day 3 is the same as the calculator policy for MME Days 1 and 2. (See the *Spring 2013 Supervisor's Manual—ACT State Testing* for more information, if necessary.)

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

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

Calculators are not to be cleared by staff before or during the test. Calculators may be cleared after the test, but only if it appears that students are attempting to use their calculators' memory to store test items. In such cases, the memory may be cleared, and the suspicions should be documented on a *Day 3 Irregularity Report*.

If students have calculators with large characters (one inch or larger) or a raised display, they should be directed to seats where other students cannot see the display.

Day 3 Student Pretest Session

When taking the MME Day 3 Michigan Components, students will use S*pring 2013 Michigan Merit Examination Answer Documents - Day 3 Michigan Mathematics, Science, and Social Studies*.

Day 3 Answer Documents have sections that must be completed prior to test day during what is called a Pretest Session. During this in-school session, the TS is responsible for ensuring that all eligible students complete the required pretest sections of the Answer Documents. The TS must also make sure that all personnel involved with the Pretest Session are familiar with pretest instructions.

The primary responsibility of the TAC with the Pretest Session is to work in coordination with the TS to ensure that all students testing with accommodations complete a Pretest Session prior to the start of testing.

Although the TAC is not directly responsible for the Pretest Session, there may be circumstances under which the TAC needs to assist with the Pretest Session or may need to complete it with a student testing with accommodations who was unable to complete the session at a different time. Therefore, the directions for completing the pretest session are reproduced here.

When conducting a Pretest Session(s), the directions in this manual must be used to complete the pretest sections of the Day 3 Answer Document. The Pretest Session(s) must be complete BEFORE test day. Students who have not completed the Pretest Session prior to test day will not be permitted to test.

Applying the Student Barcode Labels

Prior to the Student Pretest Session, the Test Supervisor, Backup Test Supervisor, and/or Test Accommodations Coordinator will need to apply the student barcode labels to all Day 3 Answer Documents. This includes Answer Documents of home-schooled students who will be taking the test at your school.

These barcode labels were shipped to the Test Supervisor in the non-secure shipment. Carefully place a label in Box 1 of the Answer Document. The label should fit within the box and not flow over to one side or the other.

Continue this process with all remaining Answer Documents and labels. When all the documents have labels, place them back in the designated storage area until the Student Pretest Session. If it is discovered that a student label is not correct or one is missing, the Test Supervisor will need to print a barcode label from the BAA Secure Site (at www.michigan.gov/baa-secure). **A $50 fee will be charged for every Answer Document returned without a student barcode label.**

Research Codes

During the Pretest Session, there is one box— Box 8—on the Day 3 Answer Document that should be filled in if a local district or school chooses to use Research Codes. The following information may be helpful when making decisions about using this optional field.

Research codes allow districts to customize their data. The following are some important factors to consider when deciding whether to use research codes.

1. Research questions must be developed at the district level, and each response must be assigned a different number from one to ten. Each student may code one response per question on his or her Answer Document in Box 8 (one response in the Report I column and one response in the Report II column).

2. Coding information must be provided to staff members assisting with the Pretest Session if students are expected to enter the codes on their Answer Documents.

3. Districts may elect to use one or both of the Research Code columns in any or all content areas.

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

If a district decides to use Research Codes, the codes can be gridded by the students in Box 8 of the Day 3 Answer Document, or an authorized user can enter the codes in the BAA Secure Site using the Mass Demographic Update feature.

Verbal Instructions for Completing Demographics on Day 3 Answer Documents

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

When the Pretest Session is ready to begin, all students are seated, and you have everyone's attention,

> **[SAY]** The information that you provide when you fill out your Answer Document will be used to prepare reports. Follow my instructions carefully.
>
> Your Answer Document will be scanned by a computer. It is essential to follow directions and accurately grid the information. I (We) will now distribute the Day 3 Answer Document.

Hand each student his or her Answer Document individually. Read the verbal instructions that follow to make sure each student has the correct Answer Document before proceeding. When everyone has an Answer Document,

> **[SAY]** Use only a No. 2 pencil. Do not use a pen or colored pencil. If you do not have a No. 2 pencil, please raise your hand.

Provide pencils to students who need them. Then,

> **[SAY]** Fill in each circle completely, but do not extend your pencil marks outside the circles. Do not make marks anywhere on your Answer Document except as directed. Turn your Answer Document so that page 1 faces you.
>
> Look at *Box 1*. Be sure that there is a barcode label in Box 1 on your Answer Document and that your name is on that label. If you do not have a barcode label or if the name is incorrect, raise your hand.

If the barcode label is missing, one will need to be applied before test day. If a name mismatch occurs, give the student the correctly barcoded Answer Document or give the student a blank Answer Document to be barcoded before test day.

> **[SAY]** In *Box 2*, print your name in the boxes labeled "Name." Begin in the first box and enter your last name. Then enter your first name where indicated, and finally enter your middle initial where indicated . . .
>
> Now fill in the corresponding circle beneath each letter and the blank circle beneath each empty box . . .
>
> In *Box 3*, fill in the circle for the month in which you were born . . . Write the day and year of your birth in the appropriate boxes, and fill in the corresponding circles . . . The century has been pre-gridded for you . . .
>
> In *Box 4*, fill in the circle for the grade in which you are enrolled . . .
>
> In *Box 5*, fill in the circle for your gender . . .
>
> In *Box 6*, fill in the circle beside the phrase that best describes your race or ethnicity, as generally recognized by your family and friends.

Provide students with the school and district name, and the city, state, and ZIP code for your school. Public School Academies should leave "District" blank. Students will need to print this information in Box 7.

[SAY] In *Box 7*, print the name of your school on the first line. Do not use abbreviations. On the second line, print the name of your district. On the third line, print the city of your school. Finally, on the last line print the state and ZIP code for your school.

As mentioned earlier, the use of Research Codes (Box 8) is a local district option. Follow the directions below for Box 8 if applicable. If your students will not be gridding the Research Codes on their Answer Documents, they are now finished with the Pretest Session and you may skip to the "End of Day 3 Pretest Session" section below.

Box 8: If your students will be gridding Research Codes on their Answer Documents, provide the students with the information they will need to complete Box 8. Read the following directions to your students.

[SAY] Now find *Box 8*. Follow my instructions carefully to complete this section.

Use the instructions provided by your school to assist students in completing Box 8 for each subject area.

End of Day 3 Pretest Session

Once students have filled out all the demographic information on their Answer Documents, collect the documents, and dismiss the students. This completes the Pretest Session.

When the Day 3 student Pretest Session is complete, the Test Supervisor should print and apply barcode labels to any unlabeled Answer Documents and ensure that Day 3 Answer Documents for students testing with accommodations are delivered to the Test Accommodations Coordinator. All Answer Documents should then be placed in the designated storage area.

Box 12: School Use Only Report Codes

Some report codes in Box 12 on page 4 of the Answer Document—such as whether a student is home-schooled—can be filled in between the Pretest Session and test day. Other information—such as prohibited behavior—cannot be filled in until after Day 3 administration is complete. Regardless of when you choose to complete Box 12, it must be done by the Test Supervisor, Back-up Test Supervisor, and/or Test Accommodations Coordinator prior to returning Answer Documents to Measurement Incorporated for scoring. The definition for each report code follows; bubble in as many as apply.

- **Home-schooled:** If a student is home-schooled, fill in the Home-schooled circle in Box 12 on page 4 of the Answer Document. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are not required to take the MME, but they may test at their local public high school if desired. Public schools are required to administer the MME to home-schooled students who reside in their districts, wish to test, and meet eligibility criteria for Spring 2013. Schools will receive separate reports for home-schooled students, as well as a parent report for each home-schooled student. The parent report should be forwarded to the parents of each home-schooled student. (Please note that home-schooled students must meet the same eligibility requirements as other MME-eligible students.)

The following bubbles must be completed after testing:

- **Prohibited Behavior:** This circle will be filled in if the student engages in one or more prohibited behaviors during testing. See page 52 for detailed information on what counts as prohibited behavior and would warrant filling in this circle.
- **Nonstandard Accommodation* Mathematics:** If a student uses a nonstandard accommodation on Day 3, Section A (Mathematics), fill in the Nonstandard Accommodation Mathematics circle after testing.
- **Nonstandard Accommodation* Science:** If a student uses a nonstandard accommodation on Day 3, Section B (Science), fill in the Nonstandard Accommodation Science circle after testing.
- **Nonstandard Accommodation* Social Studies:** If a student uses a nonstandard accommodation on Day 3, Section C (Social Studies), fill in the Nonstandard Accommodation Social Studies circle after testing.

*Nonstandard accommodations change the construct the assessment is measuring and, therefore, result in invalid scores. Nonstandard accommodations are indicated with a "NS" in the MME Accommodations Summary Table, which is available on the MME website (www.michigan.gov/mme). Please note that testing with extended time on Day 3 is considered a standard accommodation if supported by the student's IEP/504 Plan or ELL instruction.

Box 13: School Use Only ELL Report Codes

Test Supervisors, Room Supervisors, and/or Test Accommodations Coordinators need to complete Box 13 on page 4 of the Day 3 Answer Document for ELLs, using the following guideline. All applicable categories should be bubbled.

- **Native Language for ELLs** – Fill in the circle indicating the student's native language:
  - Spanish
  - Chaldean
  - Arabic
  - Other Languages

Box 14-19: School Use Only (required if student tested with accommodations)

These boxes will be filled out by the Room Supervisor after testing is completed. This is described in more detail in the "Responsibilities After Testing" section on page 71. These boxes should not be completed as part of the pretest session.

Test Day Activities

Once preparation is complete and test day arrives, it is important to administer the MME test sections exactly as described to ensure uniformity, the validity of results, and a smooth administration. This section of the manual is designed to provide the information necessary to achieve that goal. For testing staff working with students testing with accommodations, this manual should be used instead of the *Day 3 Administration Manual for Standard Time Testing*. If testing staff cannot find the information needed or if they encounter unanticipated problems, the TAC should contact Measurement Incorporated for Day 3 questions.

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

Authorized Dates and Times

For students testing with accommodations, each test section of the MME must be administered in sequence within the accommodated testing window. However, unlike standard time testing, accommodated testing does not have to begin on a specific day or at a specific time. The one restriction is that the accommodated testing for a specific section of the MME cannot begin before the standard time test administration. Consult "Sequence of Day 3 Accommodated Testing" on page 55 and the specific dates for each MME component on the inside front cover.

If students with the same timing code and same type of accommodation are testing in the same room, testing can begin when all students in the room are ready. However, please note that students must complete each section of the MME in one session, so the session should begin with ample time for students to complete that section. Extended time testing ends either when the allotted time is up or when all students in the room are finished. This is different from standard time testing where the test time cannot end until the total test administration time has expired.

Test Day Schedule

Students testing with accommodations do not have to follow a specific test day schedule for the MME. Aside from completing each section in sequence before the end of the accommodated Day 3 testing window, schools have flexibility in establishing a testing schedule for students testing with accommodations.

Breakfast/Snacks/Lunch

Breakfast may be served to students and/or a snack may be provided before testing, during a scheduled break, or after testing. Lunch breaks in between test sessions are permitted for students testing with accommodations in the two-week window.

Breaks Between Test Sections

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

Testing Staff List

A *Day 3 Testing Staff List* must be completed for accommodated testing. A blank form is included on page 93. The instructions printed on the forms must be followed, and the list must include all personnel involved in administering the Day 3 test, including anyone assisting with materials or security. If there are any questions regarding the *Day 3 Testing Staff List*, the TAC should contact Measurement Incorporated at (866) 691-1423.

Briefing Sessions

As mentioned earlier, TACs are required to hold a briefing session for all staff testing students with accommodations on each test day, even with experienced staff. The TACs are to discuss any information specific to the Test Center. They are to confirm that everyone understands the required testing policies and procedures, answer any staff

questions, and remind everyone that no eating, drinking, or other activity is permitted during testing. The TAC is to also distribute test materials for that day to Room Supervisors, along with all required forms.

Authorized Observers

Staff from BAA, Measurement Incorporated, and/or ACT may conduct unannounced on-site visits during administration of the MME. Authorized observers must have identification and letters of introduction from the MDE.

Unauthorized Observers and Media

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

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

Admitting Students to the Test Room

At all times, it is imperative that testing staff control who enters and leaves the test rooms. Students may not enter test rooms until the rooms are properly prepared, the test materials are in a secure location where students cannot access them, and the Room Supervisor is ready to admit students.

Once the rooms are ready, testing staff may admit students by checking them in, one by one, at the door of the test room. Room Supervisors must check each student's ID (see "Identifying Students" on this page) and document its type on the *Day 3 Accommodations Roster* before allowing the student entry into the test. If a student cannot present acceptable ID at the door, he or she may not be admitted into the room. After a student is admitted to a test room, he or she must stay in that room. If it is necessary for a student to leave, testing staff must recheck his or her ID upon return.

Students or staff may not consume food or drink, including water, in the test room unless pre-authorized due to a medical condition.

Do not admit students with ANY electronic devices (other than permitted calculators) to the test room.

Identifying Students

Note: This is the same process as Day 1 and Day 2. It is reprinted here for your reference on Day 3.

All students are required to present an acceptable form of ID (as described below) or be personally recognized (face-to-face) by a school faculty member before being admitted to the test room. If a student without acceptable ID is permitted to test, his or her Answer Document will not be scored, even if acceptable ID is presented at a later time.

The person checking students into the test room must mark the *Day 3 Accommodations Roster* to indicate which type of ID was accepted for each student. On the roster, a "P" indicates photo IDs, an "L" indicates school or notarized identification letters, and an "R" indicates personal recognition by testing/school staff. All Rs must be initialed by the staff person who recognized the student.

If any of the following forms of ID are accepted on test day, the originals (not photocopies) must be provided to Measurement Incorporated along with the roster once testing is complete:

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

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

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

Acceptable Identification

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

Roster Notation = P

Current Official Photo ID must:

- be current (not expired); AND
- be issued by a school, employer, or city/state/federal government agency; AND
- show the student's first and last names; AND
- have a current photo that is clearly recognizable as the student.

(Examples include a driver's license, passport, and school ID. No signature required.)

Recent Published Individual Photo must:

- have been published within the last two years; AND
- be an individual (not a group) photo in which the student is clearly recognizable; AND
- contain the student's first and last name in the caption.

(Examples include newspaper and school yearbook photos with captions. No signature required.)

Roster Notation = L

Identification Letter must:

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

Notarized Statement with Photo must be:

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

Transcript with Photo must be:

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

Roster Notation = R plus staff initials

Staff Recognition

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

Note: If all students in a room were recognized by the same faculty member, this may be stated on the roster, indicating the name of the staff member (e.g., "all students in this room were recognized by John Doe").

Examples of Unacceptable Identification

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

Students Without Identification

Students without identification cannot be admitted to the test room. If students can arrange for the ID to be presented before the Test Booklets have been distributed, or if the student is personally recognized by a member of the testing staff, he or she can be admitted; however, testing should not be delayed to wait for a student to bring identification or allow testing of late students. And, under no circumstances may a student be admitted to the testing room after Test Booklets have been distributed. All students without acceptable ID must be dismissed.

Left-handed Students

When seating students, it is necessary to determine who will need a left-handed writing surface if tables are not being used. Students should be asked as they are checked into the test room if they require left-handed desks, or there should be a written statement on the board telling left-handed students to report to the Proctors who will direct them to appropriate seats.

Directing Students to Seats

After a student has been identified and the roster marked, direct the student to a seat following the seating arrangement guidelines in the *Spring 2013 Supervisor's Manual—ACT State Testing*. Do not allow students to choose their own seats. To reduce the opportunity for prohibited communication, students who arrive together must not sit near each other. Room Supervisors may want to direct the first student to the extreme left side of the room, the second student to the middle of the room, the third to the right side of the room, and so on.

Proctors may direct students by standing beside the desk at which the student should be seated or by standing at the front of the row to be filled. If tables large enough for more than one student are being used, the first student should be directed to the first table, the second to the second table, and so on. After one student has been seated at each table, a second student should then be seated at each table. Seating students alphabetically is usually acceptable. However, if Room Supervisors or Proctors notice two students who appear to have arrived together, these students should be separated before testing begins.

Unauthorized Testing Aids

The use of scratch paper, notes, a foreign language directory, or any other dictionary during standard time testing (unless used as an approved accommodation) is not permitted. Students should do all necessary scratch work directly in their Test Booklets.

Test Monitoring Responsibilities

All testing staff must remain attentive to their testing responsibilities throughout the entire administration of the MME. Students must feel that staff members are doing all they can to provide a normal administration that is free from irregularities. One way to accomplish this is to have testing staff walk around the room during testing, checking to make sure that students are working on the correct test and looking only at their own testing materials. To maintain attentiveness, testing staff are not allowed to:

- read (other than this manual), grade papers, or engage in any other tasks unrelated to the administration of the test;
- engage in conversation during the testing;
- allow unauthorized personnel in the test room; or
- leave the test room unattended at any time.
- If any irregularities do occur, testing staff must document them as described on pages 49 to 53.

Student Questions About Test Items

If a student has a question or concern about a particular test item, instruct him or her to "do the best you can." Testing staff cannot comment on or add in any way to the information in the Test Booklet. It is important to avoid discussing student concerns during the assessment because it takes up testing time and may distract other students. After the assessment, an explanation of the student's question and the test form number should be included on the *Day 3 Irregularity Report*. This report should be returned with the Answer Documents to be scored. If the student wants a response, the name and address to which the response should be directed should also be included.

Irregularities

During the course of testing, irregularities may occur. Descriptions of the types of irregularities that Test Centers may encounter follow; some involve groups whereas others involve individuals. When irregularities occur, they must be clearly and completely documented on a *Day 3 Irregularity Report* (see page 87). The original report(s) must be returned to Measurement Incorporated along with associated documents, and a copy of the report must be kept on file at the school where the test was administered. **There is no need to return a report if no irregularities occur.**

The responsibility for documenting irregularities is shared by the Room Supervisor and the TAC, depending on the type of irregularity. However, all calls to Measurement Incorporated regarding Day 3 irregularities should be made by the TAC (for accommodated testing) or the Test Supervisor (for standard time testing). The Room Supervisor is not expected to call Measurement Incorporated except in the case of a severe emergency when the TAC/TS cannot be located or the situation merits it. Should such a situation arise, Room Supervisors should either collect all Test Booklets and Answer Documents before leaving the room to make such a call or should leave a Proctor in charge of testing while they are making the call.

Note: Procedures related to irregularities are almost identical to Day 1 and Day 2, but are reproduced here for your reference on Day 3. However, there are two major differences for Day 3 irregularities: (1) Measurement Incorporated will be contacted for Day 3 irregularities, not ACT; (2) On Day 1, prohibited behavior results in a voided Answer Document. **For prohibited behavior on Day 3, mark the "Prohibited Behavior" circle in Box 12 on the Answer Document and follow the procedures outlined in the "Prohibited Behavior" section beginning on page 52.**

Group Irregularities

A group irregularity is one that affects a number of students (e.g., one room or the entire Test Center). If this type of irregularity occurs during Day 3 testing, Room Supervisors and TACs should follow the instructions below and then the TAC should call Measurement Incorporated at (866) 691-1423 as soon as possible. Room Supervisors and TACs must remember to safeguard the security of the test materials while responding to irregularities.

Disturbances and Distractions

If a disturbance or distraction occurs in or near the testing room that affects students' concentration, and it cannot be stopped, the Room Supervisor should notify the TAC **immediately**. If students cannot be moved to a quieter location, the TAC should call Measurement Incorporated immediately. Students should not be dismissed until instructions have been received from Measurement Incorporated. If a Room Supervisor does not have a Proctor to assist him or her, testing must be stopped and Test Booklets and Answer Documents collected before the Room Supervisor leaves the room to notify the TAC. The Test Booklets must not be left unsupervised. All disturbances and distractions, however minor (including student illness), must be noted by the Room Supervisor on the *Day 3 Irregularity Report*.

Emergency Evacuation

In the event of an emergency evacuation, the first concern of the testing staff must be for the safety of the students and each other. When the emergency first occurs, the TAC should note the testing time that has elapsed. If time permits, the TAC should ask Room Supervisors to have students close their Test Booklets and place their Answer Documents inside them. Then the Room Supervisors should collect the Test Booklets. Next:

- the Room Supervisor should lock the test room if it is safe to do so;
- the TAC should instruct students and staff to leave the building (or otherwise follow the appropriate plan for the emergency at hand); and
- the TAC should call Measurement Incorporated as soon as he or she can safely reach a telephone.

Inclement Weather

If a school is closed due to inclement weather on an accommodated test day, accommodated testing will resume when school resumes. If the weather is somewhat threatening but the school stays open, the TAC should ensure that all students who are able to get to the Test Center are tested. Students who could not attend because of the weather may test on another day during the accommodated testing

window. If the school closing occurs on the last day of the accommodated testing window, the TAC should call Measurement Incorporated to apprise them of the situation.

Missing or Stolen Test Materials

A missing or stolen Day 3 Test Booklet or accommodated format is the most serious irregularity that can occur at a Test Center, excluding those affecting the health or safety of students or staff. If at any time a Test Booklet or accommodated format is unaccounted for, the Room Supervisor must **immediately** notify the TAC, who must, in turn, **immediately** call Measurement Incorporated. If the TAC discovers the missing or stolen material, he or she must immediately call Measurement Incorporated as well.

Mistiming

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

If a mistiming is discovered after all sections of the test are completed but before students leave the room—for example, the last section of the test is stopped too soon—the Room Supervisor may allow students to make up the shortage before leaving. If the shortage occurred on a previous section of the test but is not discovered before moving on to the next section, the Room Supervisor should not interrupt students' work. He/she should wait until the students finish the section they are working on and then direct them to return to the previous section to make up the additional time. This can only happen if students have not left the testing session yet, even if they have moved on to a different section. The Room Supervisor must be sure to document the mistiming problem and its resolution in the *Day 3 Irregularity Report*.

If a mistiming is discovered after students have left the room, either by the Room Supervisor or the TAC, the TAC should call Measurement Incorporated immediately. This irregularity must be resolved before Answer Documents are scored, and early notification is critical. TACs and Room Supervisors should record only the affected Answer Documents on the *Day 3 Irregularity Report* so that the situation can be resolved as expeditiously as possible. Of course, the best way to prevent a mistiming is through careful supervision.

Power Failure

If a power failure occurs and students cannot be moved to a location with adequate heat, ventilation, light, and student spacing, the TAC should try to determine from local sources when power will be restored. The TAC should then call Measurement Incorporated to determine how to proceed.

During this time, Room Supervisors should remain in their testing rooms with students. At the time of the power outage, Room Supervisors should instruct students to stop testing, to place their Answer Documents in their Test Booklets, and to close their Test Booklets. The time at which this occurs should be documented by the Room Supervisor on the *Day 3 Irregularity Report*. Room Supervisors should then await instructions from their TAC.

Students should **not** be dismissed until Measurement Incorporated has been informed, and the TAC has instructions to dismiss students.

Individual Irregularities

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (such as communicating answers to one another). Room Supervisors and TACs should follow the instructions below for handling each type of individual irregularity.

Note: Most individual irregularities will occur in the testing rooms. It is therefore the primary responsibility of the Room Supervisor to (1) respond appropriately to the irregularity, maintaining the security of the test materials at all times, (2) document the irregularity on the *Day 3 Irregularity Report*, and (3) notify the TAC of the irregularity at the earliest possible time. Again, the TAC will contact Measurement Incorporated when necessary, after being notified of individual irregularities by Room Supervisors.

Defective Test Materials

If a Room Supervisor discovers a defective Test Booklet or Answer Document, it should be replaced as soon as possible with a correct one so that the student does not lose test time. The Room Supervisor should notify the TAC that defective materials need to be replaced, and the TAC should provide additional materials as needed. If the TAC does not have sufficient materials to replace the defective materials, he or she should call Measurement Incorporated for directions.

When giving a student a replacement Test Booklet or Answer Document, the Room Supervisor should:

- ensure that the Test Booklet has the same test form number as the defective Test Booklet;
- print "Defective Material Void" on the cover of the defective Test Booklet or across the front of the Answer Document, attach it to the *Day 3 Irregularity Report*, and explain the circumstances on the report; and
- supervise the student, if an Answer Document is defective, to ensure that he or she transfers all information exactly as originally noted to a new document after the test session.

Failure to Follow Directions

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

- **Unauthorized Marking of Responses in Test Booklets Instead of on Answer Documents.** Unless students have an accommodation allowing them to mark their answers directly in the Test Booklet or on a large-type worksheet, they must mark their responses on the Answer Document **during the time allowed for the test**. If a student without an approved accommodation has mistakenly marked responses in the Test Booklet and has not transferred them to the Answer Document, the student must be instructed by the Room Supervisor to:

    1. immediately transfer all responses recorded so far for the current test from the Test Booklet to the Answer Document; and
    2. continue testing by marking answers only on the Answer Document.

Only responses that were marked on the Answer Document during the allowed time will be scored; therefore, Room Supervisors must not allow the student to transfer responses from prior tests for which time has already been called and must not allow the student to transfer responses during the break or after the test. The Room Supervisor must be sure to document the situation on the *Day 3 Irregularity Report*. Measurement Incorporated will not transfer responses from a Test Booklet to an Answer Document. It will be scored as received, unless the student requests that the Answer Document be marked VOID.

- **Marking Responses in a Future Section of the Answer Document.** (For example, marking Mathematics responses in the Science section of the Answer Document.) As soon as this marking error is detected, the Room Supervisor should do the following:

    1. Give the student a new, blank Answer Document;
    2. If time remains on the current section of the test, instruct the student to begin marking responses in the correct section of the Answer Document, beginning with the next item;
    3. If time has already been called, instruct the student to begin marking responses in the correct section of the new Answer Document beginning with the next section of the test; and
    4. After testing is complete, supervise the student as he or she transfers the information on page 1 of the Answer Document and all previous test responses from the first Answer Document to the correct sections on the new Answer Document. **Note:** This transfer must occur under close supervision and without access to the Test Booklet.

Once the student is finished, the Room Supervisor should write "REPLACED" across the first Answer Document, and describe the situation in detail on the *Day 3 Irregularity Report*. The Room Supervisor should attach the replaced Answer Document to the *Day 3 Irregularity Report* and return the new Answer Document for scoring. **The new Answer Document will require a new barcode label.**

- **Marking Responses in a Previous Section of the Answer Document or Working on the Wrong Test.** (For example, marking responses in Section A during the administration of Section B or working on Section C during the time allowed for Section B.) Both of these situations are considered prohibited behavior. If they occur, the Room Supervisor should follow the procedures in the "Dismissal for Prohibited Behavior" section on page 53.

Voiding Answer Documents

The Room Supervisor should write VOID on page 1 of the Answer Document. The voided Answer Document must be stapled to the *Day 3 Irregularity Report* and inserted into the Day 3 Irregularities Form Envelope only if:

- a student becomes ill and is scheduled for Makeup Testing;
- a student asks that the Answer Document **not** be scored for any reason;
- an Answer Document is defective; or
- a student marked in a future section and the Answer Document has been replaced (void only the original document that was replaced).

The Room Supervisor should report and document the reason for voiding all Answer Documents on the *Day 3 Irregularity Report*. No portion of the Answer Document will be scanned or scored after it is marked VOID.

Prohibited Behavior

If a student is engaging in prohibited behavior, the Room Supervisor should try to manage the situation in a way that does not cause unnecessary further disturbance to other students (although some disturbance is inevitable). The offender should be treated reasonably and firmly, following the procedures in the "Dismissal for Prohibited Behavior" section on page 53 exactly as described, and then testing should continue. If the behavior warrants, call the TAC, security, or police to protect staff and other students' safety.

Duplicating Test Materials

Students are not permitted to retain, duplicate, or record any part of the MME through any means. The materials may not be copied, photographed, or scanned, notes may not be taken, nor may any other methods be employed to keep all or part of the materials.

If a Room Supervisor observes a student using photographic, scanning, or recording devices during the test or removing pages from a Test Booklet, first confiscate or clear the device/pages. Then follow the procedures in the "Dismissal for Prohibited Behavior" section on page 53 or the "Refusal to Turn in Day 3 Test Materials" section on page 53.

In addition, the Room Supervisor should notify the TAC, who should call Measurement Incorporated (during the test, if possible), to determine if any additional action is required.

Other Prohibited Behaviors

In addition to "Duplicating Test Materials," other prohibited behaviors include:

- looking back at a previous test on which time has already been called;
- looking ahead in the Test Booklet (outside the current section);
- looking at another student's Test Booklet or Answer Document;
- giving or receiving assistance;
- using an unauthorized calculator;
- using calculators on any MME Day 3 section other than Michigan Mathematics;
- having or using any electronic device (other than permitted calculators) during testing or during break(s);
- attempting to remove test materials, including test questions or answers, from the test room by any means;
- using highlighters, pens or colored pencils, notes, dictionaries, or other unauthorized aids;
- not following instructions or abiding by the rules of the Test Center;

- exhibiting confrontational, threatening, unruly, irrational, or violent behavior;
- creating a disturbance or allowing an alarm or phone to sound in the test room; and
- filling in circles after time has been called.

If a Room Supervisor suspects a student is engaged in prohibited behavior, the Room Supervisor must discreetly warn the student that these activities are prohibited and continue close observation. To discourage looking at someone else's Answer Document or giving or receiving assistance, the student should be moved to another seat. If the Room Supervisor suspects that a student has filled in circles after time was called, the individual must be warned immediately. All suspicions and actions must be documented on the *Day 3 Irregularity Report*.

If a Room Supervisor observes a student engaging in prohibited behavior and there are others assisting in the test room, one of these colleagues should verify the observation before taking steps to dismiss the student. If, however, the Room Supervisor is certain that a student is engaging in prohibited behavior and the Room Supervisor is supervising a room alone, the student may be dismissed based upon the observations. The TAC does not have to be called in to the room to verify the behavior.

If a Room Supervisor is certain that a student has engaged in prohibited behavior, it is not necessary to further observe him or her. For example, if the Room Supervisor knows that five circles left unfilled at the end of a test session were filled in after time was called, the Room Supervisor may dismiss the student and inform him or her that the Answer Document will not be scored.

Dismissal for Prohibited Behavior

If a Room Supervisor decides to dismiss a student, he or she must adhere to the following procedures exactly as described below:

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the Answer Document and Test Booklet of the student engaged in the prohibited behavior.
3. Tell the student that:
   - you observed or are certain of the prohibited behavior;
   - he or she is being dismissed because of the behavior; and
   - his or her Answer Document will not be scored.
4. **Fill in the "Prohibited Behavior" circle in Box 12: School Use Only on the student's Answer Document. Do this in the presence of the student if possible.**
5. Complete the *Day 3 Irregularity Report*, being sure to include:
   - the time the incident occurred and the name(s) of the student(s) involved;
   - the room in which the student(s) was testing;
   - a detailed description of what you observed;
   - the statements you and the student(s) made; and
   - the names of the staff members who observed or were certain of the irregularity.
6. Return the Answer Document to the TAC with the other Answer Documents to be scored. **Do not attach it to the *Day 3 Irregularity Report.***

Measurement Incorporated will scan but not score the Answer Document(s) if you follow the above procedures.

Note: Once a student is dismissed for prohibited behavior, the student is not allowed to participate in any other MME testing during the Spring 2013 test cycle.

Refusal to Turn in Day 3 Test Materials

Students must return all test materials before leaving the test room. If a student refuses to turn in a Test Booklet, the Room Supervisor should warn the student that the police will be contacted and this action may result in fines and imprisonment. If the student persists, the Room Supervisor should immediately notify the TAC, who should then call Measurement Incorporated immediately and describe the situation in detail, including the student's name and his or her Test Booklet number. The Room Supervisor and/or the TAC should not place themselves in a position of physical danger; other test materials or students must not be left unattended while managing this situation.

Day 3 Testing

All sections of the MME must be administered under supervised, secure, standardized testing conditions. No test room may be left unattended by testing personnel at any time, even if only one student is testing. To ensure security of test materials, Answer Documents and Test Booklets must be distributed only as directed in the verbal instructions, not prior to arrival of the students.

Sequence of Day 3 Accommodated Testing

As mentioned previously, all MME components must be administered to students testing with extended time and/or accommodated formats of the assessment in a specific order within the accommodations testing window. The student must first complete the entire ACT Plus Writing component per instructions received from ACT for that student (ACT-approved or State-Allowed Accommodations Kit) before beginning the WorkKeys component. Then, he or she must complete the entire WorkKeys component (as directed in the *Spring 2013 WorkKeys Supervisor's Manual for State Testing—Special Testing*) before beginning the Michigan component (as directed in this manual).

The list below shows the sequence for the Michigan component of the MME that must be followed after Day 1 and Day 2 accommodated testing is complete.

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

Students may not take the sections out of sequence. If the tests are being administered to a group of students who all have the same accommodation type and one of the students is absent during one of the sessions, the group of remaining students should continue testing in sequence. The student who was absent should then be tested separately from the group, beginning with the missed section.

Timing

The maximum length of each test session will vary depending on the timing code assigned to each student. The maximum number of minutes allowed for each test section must be provided to students at the beginning of the verbal instructions (where indicated) for each test administration. Room Supervisors must be sure to use the correct maximum number of minutes when communicating times to students. The Timing Code Table on the inside back cover shows the timing codes and maximum number of minutes allowed by subject for each accommodated timing group. Timing codes will be used to complete Boxes 14, 16, and 18 on the Answer Document and on the *Day 3 Accommodations Roster*.

All students in the testing room must work on the same test section at the same time. They must begin the test at the same time and move on to the next test at the same time.

If a test section is being administered with extended time, the test session will end when all students in the room have completed testing and closed their Test Booklets, or when the maximum time allowed for that test administration has expired, whichever occurs first.

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

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

The Room Supervisor should begin time, record the actual Start time, calculate the time remaining, and record the Stop time for each test where indicated in the "Verbal Instructions" pages of this manual. Times and calculations must be checked carefully before calling Stop. During testing, Room Supervisors need to record the actual time that each student starts and finishes each test section on the Day 3 Accommodations Roster. (A blank form is provided on page 85.)

Announcement of Time Remaining and Time Allowed

A verbal announcement of the time remaining must be made 5 minutes before the end of each test. For students using double time or up to three hours, an announcement must also be made when 30 minutes remain before the end of the test. The Start and Stop times or time allowed for each test may be posted on the board (e.g., Michigan Mathematics – 60 minutes, Start Time – 8:45, Stop Time – 9:45), but the calculations should be verified before doing so. Do not write the time remaining on the board because it can be confusing depending on when the students check it.

Students Who Leave During the Test and Return

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

If two or more students are permitted to leave the test room at the same time, the student(s) must be accompanied by a Proctor. It may be helpful to have a Roving Proctor or hall monitor available to assist multiple testing rooms if a Proctor is not available in the test room.

Students Who Leave Early

Students are to remain seated until all test materials are accounted for and they are dismissed after the test session is complete. If a student insists on leaving early, or if a student does not return from a break, the Room Supervisor must collect and secure the student's Test Booklet and Answer Document; then, document the situation on the *Day 3 Irregularity Report*. The TAC should determine whether the student will be scheduled for makeup testing. The student may not return to a section after that test session is complete (even if the student did not finish the test).

Students Who Become Ill After Testing Begins

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

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

Distribution of Test Materials

The Day 3 Test Booklets and Answer Documents contain three test sections: Michigan Mathematics (Day 3, Section A), Michigan Science (Day 3, Section B), and Michigan Social Studies (Day 3, Section C). If students will not be taking all three tests during the same test session, the Room Supervisor must collect the Test Booklets and Answer Documents at the end of each test session. At the beginning of the next test session, the Room Supervisor must ensure that each student receives his or her own Test Booklet and Answer Document to begin the next test section.

Monitoring the Test Room

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

Completing Answer Documents

It is very important that Answer Documents be completed correctly; therefore, when reading instructions, test personnel should emphasize proper procedures and walk around the test room to make sure students understand and follow the directions when directed to do so in the verbal instructions. Room Supervisors and Proctors should ensure that the students:

- complete Box 10 – Form Number correctly by writing in the correct number AND gridding it (all students testing with extended time or an accommodated format will be using Form 12); and
- mark their responses on the Answer Document, not the Test Booklet. No additional time will be allowed for transferring answers marked in Test Booklets unless specified as an accommodation in the student's IEP.

Starting a Test Session

The Room Supervisor and Proctor(s) must follow the directions for the following sections in the manual: "Admitting Students to the Test Room" on page 44, "Identifying Students" on page 44, and "Directing Students to Seats" on page 46.

Testing may begin as soon as all students assigned to the test room have been identified, are seated, and are ready to begin. Remember, however, that absolutely no students may be admitted to the test room after Test Booklets have been distributed. If this policy is violated, the Answer Documents for the students admitted late will not be scored.

Required Forms

For Day 3 accommodated testing, the Room Supervisor needs to update the required fields in the *Day 3 Accommodations Roster*, and complete the *Day 3 Seating Diagram* and *Day 3 Secure Materials Count Form* for each test session. Blank forms are included in Appendix B. They are also available on the MME website (at www.michigan.gov/mme). Although instructions for completion are printed on each form, the Room Supervisor may still have questions; in that case, contact the TAC. If questions still remain, the TAC should contact Measurement Incorporated at (866) 691-1423. The Box List that was included in shipments of secure materials from Measurement Incorporated (see page 36 for a sample) should be used in conjunction with the *Day 3 Secure Materials Count Form* to document the chain of custody of secure materials.

Verbal Instructions

To ensure standardized testing, it is important that Room Supervisors read the following verbal instructions loudly, clearly, and exactly as they are written. These instructions are for accommodated administrations only. Verbal instructions for standard time administrations are included in the *Day 3 Administration Manual for Standard Time Testing*.

Prior to administering the test, Room Supervisors should practice reading the verbal instructions aloud. The indented text in the shaded boxes (each box starts with the direction **[SAY]**) is what will be read aloud to students, and the text between the shaded boxes is what you will read to yourself to understand how to proceed. Where a series of dots appears, Room Supervisors should pause to give students time to follow the instructions, and where there is text in parentheses—for example "I (We),"—select the option that is appropriate to the testing situation (do not read both options aloud). Remember that on test day, the instructions must be read verbatim. Do not depart from this text.

Before beginning a test session, the Room Supervisor must determine the number of minutes allowed for each test section, based on the timing accommodation (see Table 9 on the inside back cover) and record the number of minutes in the verbal instructions to be read to the student.

Verbal Instructions—General Information

[SAY] This morning (afternoon), you will begin the last part of the MME, which includes Michigan Mathematics, Michigan Science, and Michigan Social Studies. We'll start with Michigan Mathematics.

Eating, drinking and the use of reading materials are not permitted in the test room. You may not have a timer, cell phone, media player, or electronic device of any kind in the test room, other than a permitted calculator, and you may not use them during break(s). If we find that you have brought a timer, cell phone, media player, or any other electronic device into the test room or you use one during break(s), you will be dismissed and your Answer Document will not be scored.

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

Hand each student his or her Answer Document individually. Read the verbal instructions that follow to make sure each student has the correct Answer Document before proceeding. When everyone is ready,

[SAY] Look at your Answer Document. If your name does not appear in Box 2, please raise your hand . . .

If the student's Answer Document does not have his or her name in Box 2, it means the student either has the wrong Answer Document (in which case the correct one should be found) or did not complete the required Pretest Session. In that case, the student will need to be removed from the room, complete a separate Pretest Session, and test during Makeup testing.

When you have found the student his or her Answer Document or removed the student from the room,

[SAY] Now, please check the barcode label in Box 1. If this is not your barcode label or if your Answer Document does not have a barcode label, please raise your hand . . .

If an Answer Document is missing the barcode label or has the wrong barcode label, indicate that on the *Day 3 Testing Roster* and notify the TAC when turning in your Answer Documents. When you have made your indications,

[SAY] Your Answer Document will be scored by machine. Fill in each circle completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your Answer Document. Do not use a mechanical pencil, pen, or correction fluid.

Prior to handing out the Test Booklets,

[SAY] I (We) will now distribute the Test Booklets. Do not open your Test Booklet until I tell you to do so. Test Booklets are the property of the Michigan Department of Education and must be returned before you are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your Test Booklet, sign and print your name on the front cover. There should be no talking.

Do not admit any late-arriving students to the test room once you begin distributing the Test Booklets. Hand out a Test Booklet to each student who is present. Do not skip Test Booklets to allow for absent students or leave a Test Booklet at an empty desk. Do not have students pass Test Booklets back or across aisles. Then,

[SAY] Turn to page 2 of your Answer Document. Find Box 9. Fill in the circle next to Accommodated form type.

Find Box 10: Form Number. Now look at the front cover of your Test Booklet. A two-digit test form number is printed in the lower right-hand corner. Print that number in Box 10 on your Answer Document. Then fill in the corresponding circle in each column . . . If you do not fill in the correct circles, your Answer Document cannot be scored. . .

Make sure that all your students have Form 12; this is the form for students testing with accommodations. If the students are testing using DVD or Reader Script format, the Test Booklet number to be recorded in Box 11 is the number found below the barcode on the back of the standard print booklet included with the accommodated kit. Then continue.

[SAY] Look on the back of your Test Booklet. There is a barcode at the top. Below the barcode, there is a ten-digit number. This is your Test Booklet number. Print the ten-digit number in Box 11 on your Answer Document. Fill in the corresponding circle in each column.

Walk around the room to be sure students are entering the correct form type, form number, and Test Booklet number on their Answer Documents. Then,

[SAY] Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your Test Booklet.

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

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

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

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

If there are no questions,

[SAY] The following behaviors are prohibited. You will be dismissed, and your Answer Document will not be scored if you:

- look back at a section on which time has already been called;
- look ahead in the Test Booklet at a different section;
- look at another student's Test Booklet or Answer Document;
- give or receive assistance;
- use a calculator on any Day 3 section other than Michigan Mathematics;
- have in your possession or use a cell phone or any other electronic device (other than permitted calculators) during testing or during breaks;
- attempt to remove test materials, including test questions or answers, from the test room by any means;
- use highlighters, pens or colored pencils, scratch paper, notes, dictionaries, or other aids;
- do not follow instructions or abide by the rules of the Test Center;
- exhibit confrontational, threatening, or unruly behavior;
- create a disturbance;
- fill in or alter circles after time has been called on each test section; and/or
- fill in circles on a previous test section during a later section, or fill in circles with the Test Booklet closed.

All of these actions are prohibited; your test will be marked "Prohibited Behavior" and will not be scored. You will also be dismissed from the test session.

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

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

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

[SAY] Open your Answer Document to page 3. Find Section A, Michigan Mathematics. Now, open your Test Booklet and break the seal of Section A, Michigan Mathematics. You may use your pencil to help break the seal if needed. Turn to page A-1 and read the directions silently as I read them aloud . . .

Make sure that you have determined the correct number of minutes allowed for Michigan Mathematics, Section A, based on the accommodation timing code (see Table 9 on the inside back cover). Fill in the correct number of minutes in the blanks in the verbal instructions to be read to the student before administering the section.

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

Section A of this test contains 25 multiple-choice questions. Read each question carefully and choose the best answer for each question. If you are not sure of the answer to a question, mark your best choice. You may make notes in your Test Booklet; however, nothing written in your Test Booklet will be scored.

Using only a No. 2 pencil, make a dark mark that completely fills in the corresponding circle on your Answer Document. If you change an answer, be sure to completely erase the first mark. If you skip a question, be sure to skip the corresponding number in your Answer Document.

You may use calculators on this section of the test.

Timing Chart—Mathematics	
Complete BEFORE testing	Complete AFTER testing begins
Select the Timing Code by marking an X next to the one used for administration of this section of the test. (All students in the room must test with the same Timing Code for proper test administration.) TIMING CODE _____Standard Time - 30 minutes _____Time-and-a-half - 45 minutes _____Double Time - 60 minutes _____Up to 3 Hours - 180 minutes	After the test begins and "Start Time" is written on the first blank below, use the minutes from the Timing Code selected on the left to calculate the actual time for each remaining blank. Write the times on the blanks to ensure proper test administration. ACTUAL TIME ON THE CLOCK Start Time: _____ 30 Minutes Remaining: _____ (Only write in a time when "Double Time" or "Up to 3 Hours" is the timing code.) 5 Minutes Remaining: _____ Stop Time**: _____
**Remember to record the actual Stop Time for each student on the *Day 3 Accommodations Roster* (page 85).	

Verbal Instructions

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

Once you have finished, close your Test Booklet. Put down your pencil. Close your Answer Document so that your answers do not show.

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

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

Are there any questions? . . .

Set your stopwatch or interval timer to exactly _____ minutes (the total minutes allowed for this timing code).

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

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

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

[SAY] There are thirty minutes remaining on this test.

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

[SAY] There are 5 minutes left.

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

[SAY] Please stop. Put down your pencil, close your Answer Document, place your Answer Document inside your Test Booklet, close your Test Booklet and look at me . . .

If this is the last section that you are administering in this test session, make sure that the students have printed their names on the covers of their Test Booklets in the upper right corner. Then, go to the directions in the "Ending a Test Session" section on page 68. If you are taking a break between Section A and Section B, continue with the directions that follow. Otherwise, go to the directions in the "Resume Michigan Science Testing" section on page 64.

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

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

Make sure no test materials are taken out of the room, all Test Booklets are closed, and all Answer Documents are inside the Test Booklets. Do not leave the test room unattended during the break. If any students remain in the room, monitor them closely.

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

At the end of the break,

[SAY] Please get ready to resume testing . . .

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

Clear your desk of everything, including your calculator. Keep your pencils, erasers, Test Booklet, and Answer Document on your desk. Do not open your Test Booklet. Remove your Answer Document and check to make sure your name appears in Box 2.

Go to the "Resume Michigan Science Testing" section on page 64.

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

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

[SAY] Eating, drinking and the use of reading materials are not permitted in the the test room. You may not have a timer, cell phone, media player, or electronic device of any kind in the test room, other than a permitted calculator, and you may not use them during break(s). If we find that you have brought a timer, cell phone, media player, or any other electronic device into the test room or you use one during break(s), you will be dismissed and your Answer Document will not be scored.

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

Hand each student his or her Answer Document individually making sure each student has his or her own.

[SAY] Look at your Answer Document. If your name doesn't appear in Box 2, please raise your hand . . .

(Any problems with Box 2 should have been addressed while administering Section A.)

Distribute the Day 3 Test Booklets to each student individually, making sure that students get the same Test Booklet they used in the last session. Their names will be in the upper right corner.

[SAY] Look at your Test Booklet. If your name does not appear in the upper right corner, please raise your hand . . .

Make sure any students who raised their hands are given the correct Test Booklet. Then, continue with the verbal instructions in the "Resume Michigan Science Testing" section that follows.

Resume Michigan Science Testing

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

Open your Answer Document to page 3. Find Section B, Michigan Science. Now, open your Test Booklet and break the seal of Section B, Michigan Science. You may use your pencil to help break the seal if needed. . . Turn to page B-1 and read the directions silently as I read them aloud . . .

Make sure that you have determined the correct number of minutes allowed for Michigan Science, Section B, based on the accommodation timing code (see Table 9 on the inside back cover). Fill in the correct number of minutes in the blanks in the verbal instructions to be read to the student before administering the section. When everyone is ready,

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

Timing Chart—Science

Complete BEFORE testing	Complete AFTER testing begins
Select the Timing Code by marking an X next to the one used for administration of this section of the test. (All students in the room must test with the same Timing Code for proper test administration.) TIMING CODE _____Standard Time - 30 minutes _____Time-and-a-half - 45 minutes _____Double Time - 60 minutes _____Up to 3 Hours - 180 minutes	After the test begins and "Start Time" is written on the first blank below, use the minutes from the Timing Code selected on the left to calculate the actual time for each remaining blank. Write the times on the blanks to ensure proper test administration. ACTUAL TIME ON THE CLOCK Start Time: _____ 30 Minutes Remaining: _____ (Only write in a time when "Double Time" or "Up to 3 Hours" is the timing code.) 5 Minutes Remaining: _____ Stop Time**: _____

**Remember to record the actual Stop Time for each student on the *Day 3 Accommodations Roster* (page 85).

Verbal Instructions

[SAY] Section B of this test contains 49 multiple-choice questions. Read each question carefully and choose the best answer for each question. If you are not sure of the answer to a question, mark your best choice. You may make notes in your Test Booklet; however, nothing written in your Test Booklet will be scored.

Using only a No. 2 pencil, make a dark mark that completely fills in the corresponding circle on your Answer Document. If you change an answer, be sure to completely erase the first mark. If you skip a question, be sure to skip the corresponding number in your Answer Document.

For your reference, you will find a Periodic Table of the Elements on the last page of this section.

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

Once you have finished, close your Test Booklet. Put down your pencil. Close your Answer Document so that your answers do not show.

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

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

Are there any questions? . . .

Set your stopwatch or interval timer to _____ minutes, and

[SAY] We are now ready to begin the test. You will have _____ minutes to work on this test. Mark your answers in Section B of the Answer Document only. I will announce when you have 5 minutes remaining. Go to the next page and begin.

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

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

[SAY] There are 30 minutes remaining on this test.

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

[SAY] There are five minutes left.

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

[SAY] Please stop. Put down your pencils, close your Answer Document, place your Answer Document inside your Test Booklet, close your Test Booklet, and look at me . . .

If this is the last section that you are administering in this test session, make sure that the students have printed their names on the covers of their Test Booklets in the upper right corner. Then, go to the directions in the "Ending a Test Session" section on page 68. If you are taking a break between Section B and Section C, continue with the directions that follow. Otherwise, go to the directions in the "Resume Michigan Social Studies Testing" section on page 67.

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

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

Make sure no test materials are taken out of the room, all Test Booklets are closed, and all Answer Documents are inside the Test Booklets. Do not leave the test room unattended during the break. If any students remain in the room, monitor them closely.

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

At the end of the break,

[SAY] Please get ready to resume testing. . . Remember, if you are wearing a watch with an alarm or have any other alarm device, it must remain turned off until you are dismissed.

Clear your desk of everything except your pencils, erasers, Test Booklet, and Answer Document. Do not open your Test Booklet. Remove your Answer Document and check to make sure your name appears in Box 2.

Go to the "Resume Michigan Social Studies Testing" section on the next page.

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

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

[SAY] Eating, drinking and the use of reading materials are not permitted in the the test room. You may not have a timer, cell phone, media player, or electronic device of any kind in the test room, other than a permitted calculator, and you may not use them during break(s). If we find that you have brought a timer, cell phone, media player, or any other electronic device into the test room or you use one during break(s), you will be dismissed and your Answer Document will not be scored.

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

Hand each student his or her Answer Document individually making sure each student has his or her own.

[SAY] Look at your Answer Document. If your name doesn't appear in Box 2, please raise your hand . . .

(Any problems with Box 2 should have been addressed while administering Section A.)

Distribute the Day 3 Test Booklets to each student individually, making sure that students get the same Test Booklet they used in the last session. Their names will be in the upper right corner.

[SAY] Look at your Test Booklet. If your name does not appear in the upper right corner, please raise your hand . . .

Make sure any students who raised their hands are given the correct Test Booklet. Then, continue with the verbal instructions in the "Resume Michigan Social Studies Testing" section that follows.

Resume Michigan Social Studies Testing

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

Open your Answer Document to page 3. Find Section C, Michigan Social Studies. Now, open your Test Booklet and break the seal of Section C, Michigan Social Studies. You may use your pencil to help break the seal if needed. . . Turn to page C-1 and read the directions silently as I read them aloud . . .

Make sure that you have determined the correct number of minutes allowed for Michigan Social Studies, Section C, based on the accommodation timing code (see Table 9 on the inside back cover).

Fill in the correct number of minutes in the blanks in the verbal instructions to be read to the student before administering the section.

[SAY] In this section you will demonstrate your understanding of social studies. You will have _____ minutes to complete Section C.

Section C of this test contains 48 multiple-choice questions. Some questions will ask you to use a passage, image, map, chart or table, and your knowledge of social studies to answer the questions. Read each question carefully and choose the best answer for each question. If you are not sure of the answer to a question, mark your best choice. You may make notes in your Test Booklet; however, nothing written in your Test Booklet will be scored.

Using only a No. 2 pencil, make a dark mark that completely fills in the corresponding circle on your Answer Document. If you change an answer, be sure to completely erase the first mark. If you skip a question, be sure to skip the corresponding number in your Answer Document. If you finish Section C early, you may check your work for Section C only. Do not work on any other section of this test.

Timing Chart—Social Studies

Complete BEFORE testing	Complete AFTER testing begins
Select the Timing Code by marking an X next to the one used for administration of this section of the test. (All students in the room must test with the same Timing Code for proper test administration.) TIMING CODE _____Standard Time - 30 minutes _____Time-and-a-half - 45 minutes _____Double Time - 60 minutes _____Up to 3 Hours - 180 minutes	After the test begins and "Start Time" is written on the first blank below, use the minutes from the Timing Code selected on the left to calculate the actual time for each remaining blank. Write the times on the blanks to ensure proper test administration. ACTUAL TIME ON THE CLOCK Start Time: _____ 30 Minutes Remaining: _____ (Only write in a time when "Double Time" or "Up to 3 Hours" is the timing code.) 5 Minutes Remaining: _____ Stop Time**: _____

**Remember to record the actual Stop Time for each student on the *Day 3 Accommodations Roster* (page 85).

[SAY] Once you have finished, close your Test Booklet. Put down your pencil. Close your Answer Document so that your answers do not show.

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

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

Are there any questions? . . .

Set your stopwatch or interval timer to exactly _____ minutes (the total minutes allowed for this timing code).

[SAY] We are now ready to begin the test. You will have _____ minutes to work on this test. Mark your answers in Section C of your Answer Document only. I will announce when you have 5 minutes remaining. Go to the next page and begin.

Record the Start, Stop, and 5 minutes remaining times in the chart on page 67. You may also post the Start and Stop times on the board, but check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on the test. If the student(s) is using double-time or up to 3 hours, then also determine the time to announce 30 minutes remaining on the test. Do not disturb students during the test session with additional oral or written announcements of time remaining.

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

[SAY] There are 30 minutes remaining.

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

[SAY] There are five minutes left.

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

[SAY] Please stop. Put down your pencils, close your Answer Document, place your Answer Document inside your Test Booklet, close your Test Booklet, and look at me . . .

Ending a Test Session

Verify everyone has stopped. Then,

[SAY] I will now collect your Answer Documents and Test Booklets. I will pick them up individually; do not pass them in. You may not leave the room. Remove your Answer Document from your Test Booklet. Remain quietly in your seat until I give you further directions.

While students remain in their seats, collect their Answer Documents, count them to make sure you have one document for each student, and turn them so that they are all facing the same way.

Then, collect the Test Booklets individually from each student and count them. Verify that the number of Test Booklets collected equals the number of Test Booklets received, as noted in the *Day 3 Secure Materials Count Form*. If you are short a Test Booklet, match the Test Booklets with the Answer Documents, using the Test Booklet numbers to determine whose Test Booklet was not collected.

Next, collect the secure accommodated materials contained in each kit (i.e., DVDs, Reader Scripts, Braille Administrator's Notes, etc). Verify that the number of secure accommodated materials collected equals the number received, as noted on the Day 3 Secure Materials Count Form. If you are short secure accommodated material(s), check the testing area, including any equipment used (i.e., computers, DVD players, etc.).

Do not dismiss students until you have verified that the number of secure materials collected equals the number received, and that you have an Answer Document for each student.

After the Answer Document, secure accommodated materials, and Test Booklet counts have been verified, either dismiss students or direct them to the next school activity as determined by your school administration. Make certain that the students do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the Test Booklets or Answer Documents after they have been returned to a Proctor or Room Supervisor.

Responsibilities After Testing

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

The instructions below focus specifically on what should happen with accommodated test materials and the specific responsibilities of testing staff with regards to students testing with accommodations.

Room Supervisor Responsibilities After Testing

Immediately after dismissing the students, Room Supervisors must check to make sure the number of used Day 3 Answer Documents matches the number of used Day 3 Test Booklets, the number of students on the *Day 3 Seating Diagram*, and the number of admitted students on the *Day 3 Testing Roster*. If there are any discrepancies, report them on the *Day 3 Irregularity Report* (see page 87).

Checking Day 3 Answer Documents

Before taking any other steps, check each Day 3 Answer Document to make sure that:

- it has a barcode label in Box 1;
- the name on the barcode label is for the student whose name is gridded in Box 2; and
- the form type ("Accommodations") and test form number ("12") boxes on page 2 have been filled in correctly (this information is required for scoring).
- the "School Use Only" information on page 4 (Boxes 12 and 13) has been completed, as applicable.

Completing the School Use Only Information

Complete the applicable "School Use Only" sections of page 4 of the student Answer Document.

School Use Only Codes

Test Accommodations Coordinators or Room Supervisors must complete Boxes 12–19 on page 4 of the Answer Document for each student testing with accommodations. Box 12 will be used to record nonstandard accommodations, if applicable. Please reference the *Spring 2013 Accommodations Summary Table* to identify nonstandard accommodations. Boxes 14–19 include two boxes for each subject area—a Timing Code box (Boxes 14, 16, and 18), and a box to document the actual accommodations used by students during testing (Boxes 15, 17, and 19).

Timing Codes

If the student took any part of the MME with an accommodation, Room Supervisors must complete the Timing Code Box for each applicable subject (Box 14 for Mathematics, Box 16 for Science, and Box 18 for Social Studies) using the codes in the table located on the inside back cover.

Accommodations Documentation

If the student took any part of the MME with an accommodation, Room Supervisors must grid the answers to questions 1–5 below in Box 15 for Mathematics, Box 17 for Science, and Box 19 for Social Studies. The questions are the same for each subject, but it is necessary to grid the answers separately for each subject, based on the actual accommodations used for each subject. For example, if the student used a Reader Script for Social Studies, but not for Mathematics or Science, fill in circle B under 2 in Box 19 (Social Studies) on the Answer Document. Do not fill in any circle under 2 in Box 15 (Mathematics) or under 2 in Box 17 (Science).

Questions to Answer to Complete Boxes 15, 17, and 19

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

A. IEP

B. Section 504 Plan

C. ELL

D. Rapid Medical Onset

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

A. Audio DVD in English

B. Reader Script in English

C. Video with English audio for ELL

D. Video with Arabic audio for ELL

E. Video with Spanish audio for ELL

F. Translation of Reader Script into student's native language for ELL

G. Exact English Signing (EES) of test items

H. Signing of test items in any sign language other than EES

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

A. Student restatement or clarification of Test Booklet and administration directions

B. Test Booklet and administration directions in sign language

C. All directions read in student's native language for ELL

D. Read/repeat directions exactly as worded in Test Booklet with emphasis on key words in directions

E. Auditory amplification devices/sound systems

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

A. Oral responses, dictation into tape recorder, or pointing to answers

B. Respond in sign language

C. Augmentative communication devices

D. Computer with alternative access for alternative response mode

E. Mark answers in Test Booklet

Question 5 – Which specialized tools, if any, did this student use for the test? (Select all that apply.)

A. Concentration tools or noise buffers

B. Bilingual glossary/dictionary

C. Dictionary, thesaurus, spelling, or grammar book

D. Visual, auditory, or physical cues to stay on task

E. Magnification devices

Final Verification of Answer Documents

Room Supervisors should make sure that Box 12 and Box 13 are completed at this point. If they are not, they should be filled in using the information found in the "Day 3 Student Pretest Session" section starting on page 39.

The Room Supervisor must double-check all counts and complete items C, D, and E at the bottom of the *Day 3 Secure Materials Count Form*. The number of used and unused Test Booklets must equal the number received for the room.

Once all the Day 3 Answer Documents have been checked, turn them all facing the same direction for return. They do not need to be alphabetized. If there are any irregularities that could affect a student's score, the Room Supervisor should document them using the *Day 3 Irregularity Report*.

Day 3 Answer Documents Requiring Additional Processing

If there is an Answer Document that belongs to a student dismissed for prohibited behavior, the Room Supervisor should (1) fill in the "Prohibited Behavior" circle in Box 12 on page 4 of the Answer Document, and (2) describe the prohibited behavior as directed on the *Day 3 Irregularity Report*. Additionally, the Room Supervisor should keep this Answer Document separate from the others, as it requires additional

processing by the TAC. Lastly, the Room Supervisor should keep any Answer Documents requiring new barcode labels separate for additional processing.

Returning Day 3 Materials to the Test Accommodations Coordinator

All accommodated test materials must be returned to the TAC as soon as the test session is completed, and the Answer Documents have been checked for accuracy. The Room Supervisor should not keep any testing materials, leave any Test Booklets or Answer Documents unattended, or allow students to assist with transporting any test materials.

Please separate the materials as follows:

- *Day 3 Irregularity Reports* with supporting documentation
- Answer Documents for students dismissed for prohibited behavior
- Answer Documents requiring new barcode labels
- Used Test Booklets, Accommodated Formats, and all other used Answer Documents
- Unused Test Booklets, Accommodated Formats, and unused Answer Documents
- *Day 3 Seating Diagram* and *Day 3 Accommodations Roster*
- *Day 3 Administration Manual for Accommodated Testing*

Test Accommodations Coordinator Responsibilities After Testing

Upon completion of **each Day 3 test session**, Test Supervisors need to complete the following tasks:

1. Collect all Day 3 accommodated testing materials, used and unused, from each Room Supervisor for return to Measurement Incorporated. Do not keep any Test Booklets/Accommodated Formats and do not leave any Test Booklets, Accommodated Formats or Answer Documents unattended. Also, do not shred any materials.
2. Work with the Room Supervisor to complete the "Returned After Testing" section of the *Day 3 Secure Materials Count Form*, verifying the number of Test Booklets/Accommodated Formats returned and Answer Documents to be scored. If there are any discrepancies, use the Box List from your Day 3 secure shipments that you used to document chain of custody in order to determine the source of the discrepancy.
3. If any students were dismissed for prohibited behavior, verify that the Room Supervisor (1) gridded the "Prohibited Behavior" circle in Box 12 on page 4 of the Answer Document, and (2) documented the prohibited behavior on the *Day 3 Irregularity Report*.
4. Verify that you have received all completed required Day 3 test administration forms from each Room Supervisor.

Upon completion of **all** accommodated testing, TACs need to complete the following tasks:

1. Verify that each Answer Document has the correct student barcode label in Box 1. If any Answer Document is missing a barcode label or has the incorrect barcode label, use the BAA Secure Site (at www.michigan.gov/baa) to print a barcode label and affix it in Box 1.
2. Verify that the Answer Document's "Timing Codes" and "School Use Only" boxes on page 4 have been completed for each applicable subject.
3. Make copies of all test day documentation, with the exception of *OSA Security Compliance Forms*, including the *Day 3 Testing Roster*, which indicates all students who actually took the test. The copies must be kept on file at the school for one year after test administration.
4. Attach the completed and signed *OSA Security Compliance Forms* to your copy of the *Day 3 Testing Staff List* and keep them on file at the school for at least one year. They must be provided to the MDE upon request. (Do not return copies in the green envelope.)
5. Pack all Day 3 accommodated test materials for return shipment to Measurement Incorporated using the directions in the "Return Instructions" section. **Note:** If all Day 3 accommodated testing is completed at your school on March 7, accommodated materials may be included in the initial return shipment.

Day 3 Accommodated Materials Return (Pickup Date March 22)

Day 3 accommodated test materials will be picked up by FedEx on March 22, 2013 for return shipment to Measurement Incorporated in Durham, North Carolina. In that shipment, all accommodated materials to be scored, all test administration documentation, and all other used and unused test materials will be returned.

If a school has completed **all** Day 3 accommodated testing before March 8, the accommodated materials may be returned in the first scheduled shipment along with Standard Time - Regular Print materials. If a school is still testing students with accommodations at that time, then all accommodated testing materials must be returned in the March 22 (the second and final) shipment. **Do not send partial shipments of accommodated materials; return all accommodated materials at once.**

Scorable and non-scorable Day 3 accommodated test materials must be returned to Measurement Incorporated in separate boxes.

To package Day 3 test materials correctly for return shipment, TACs need the Materials Return Kit, the School Header Sheets, the Packing List, Box Lists, and Security Lists that came with Day 3 test materials, and the boxes that Day 3 test materials were shipped in.

The Materials Return Kit includes packing instructions, FedEx labels, shipping tape, blue scorable stickers, green non-scorable stickers, paper bands, yellow envelopes for Day 3 Irregularity Reports and supporting documentation, and green envelopes for all other Day 3 test administration forms.

One FedEx label is required for each box of Day 3 materials being returned to Measurement Incorporated in Durham, NC. If there are not enough FedEx labels to return Day 3 materials, the TAC should place an additional order through the BAA Secure Site (at www.michigan.gov/baa-secure) or call Measurement Incorporated at (866) 691-1423. Do not photocopy the FedEx labels or make any alterations to them. FedEx will not accept packages with photocopied or altered labels. Do not use the FedEx labels to attempt to return Day 1 or Day 2 materials to Durham, N.C.

Each label has its own unique tracking number that FedEx scans at the time of pickup. TACs must be sure to keep a record of the tracking number on each box to facilitate tracking the return of Day 3 materials.

Scorable Material and Test Documentation Return

The following directions describe how to prepare the box or boxes of Day 3 accommodated scorable materials for return shipment.

TACs should see the diagram on page 77 and complete the following activities:

Answer Documents

1. Complete a *Day 3 School Header Sheet* (an example is shown on the next page) for the scorable Answer Documents being returned, using the instructions printed on the sheet. This is a scannable form; therefore, copies are unacceptable.

2. Place the completed *Day 3 School Header Sheet* on top of the Answer Documents to be scored. Be sure to include all Answer Documents marked as "Prohibited Behavior."

3. Secure the *Day 3 School Header Sheet* and scorable Answer Documents by banding them together, *Day 3 School Header Sheet* on top, using a paper band provided in the Materials Return Kit.

MARKING INSTRUCTIONS

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

CORRECT MARK ○ ● ○ ○

INCORRECT MARKS ✓ ✗ ◔ ◒

mme™
Michigan Merit Examination

DAY 3
SCHOOL HEADER SHEET

INSTRUCTIONS

Use this form for ONLY the school identified in Box 1.

1. Print the name of the person completing this form, the district name, and the school name on the lines provided. If district name and school name are pre-printed in Box 1, print only the name of the person completing the form.
2. In the boxes under MICHIGAN DISTRICT CODE, indicate the five-digit district number. Grid the corresponding bubbles. **Skip this step if district code is pre-printed in Box 2.**
3. In the boxes under MICHIGAN SCHOOL CODE, indicate the five-digit school number. Grid the corresponding bubbles. **Skip this step if school code is pre-printed in Box 3.**
4. In Box 4 please bubble the Form Type. Use a separate school header for each form type.
5. In the boxes under Answer Document Count, indicate the number of answer documents that are under this header sheet. Grid the corresponding bubbles. **Do NOT include any answer documents with this form that are not to be scored.**
6. Verify that **each** Answer Document has the correct student barcode label affixed in Box 1. If any Answer Document is missing a barcode label, or has the incorrect student label, use the BAA Secure Site to print the barcode label for the correct student and place in Box 1 on the Day 3 Student Answer Document.
7. **Sign this form in Box 6 when you have completed the barcode verification process.**

2 MICHIGAN 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 MICHIGAN SCHOOL CODE

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

Please be sure all fields are completed.

4 FORM TYPE

○ Initial
○ Makeup
○ Accommodated

5 ANSWER DOCUMENT COUNT

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

1 PLEASE PRINT

_____
Name of Person Completing this Form

_____
District Name

_____
School Name

6 I have verified that all answer documents have the correct student barcode label affixed in Box 1.

_____
Signature of person completing this form.

MMSH

SAMPLE

August 2009 Printed in U.S.A. RD26476-PFI-54321

Test Administration Forms (green envelope) and Irregularity Reports (yellow envelope)

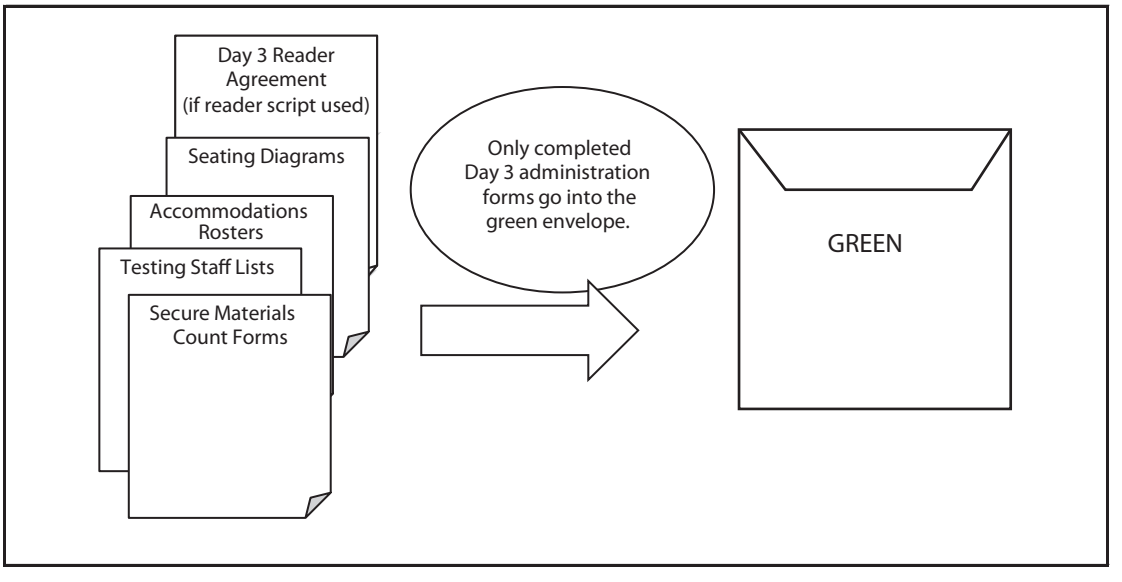
4. Make copies of the Day 3 test administration forms for your files and insert the originals in the green envelope. Use the envelope's checklist to verify that all required forms for each test room have been included. Complete the requested information on the front and back of the envelope. Set aside. Do **not** include any scorable Answer Documents in this envelope.

   Note: Copies of the *OSA Security Compliance Form* should not be included.

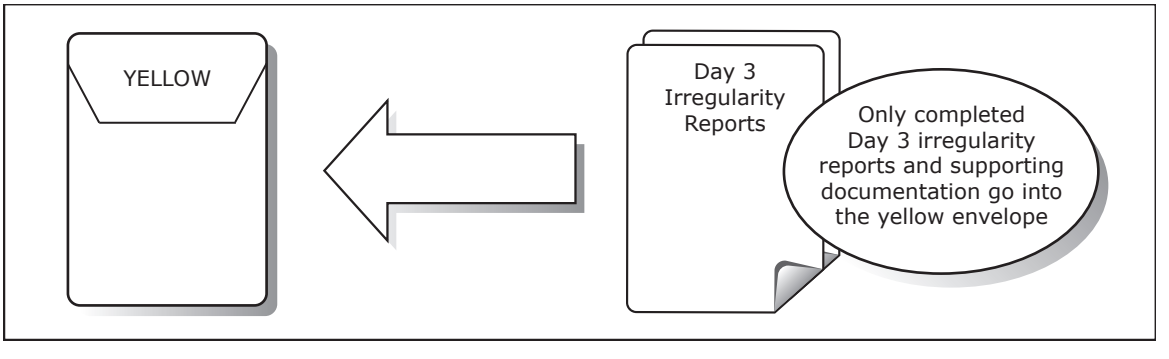
5. If a *Day 3 Irregularity Report* form is used, separate it from the other test administration forms. Make a copy of the *Day 3 Irregularity Report* form for your files.

6. Insert the original *Day 3 Irregularity Report* form, along with any supporting documentation (voided/replaced Answer Documents, defective materials, etc.), in the yellow envelope provided in the Materials Return Kit and complete the requested information on the front and back of the envelope. Do not place Answer Documents that have been bubbled for prohibited behavior in the envelopes. These documents must be included in the bundle of scorable Answer Documents. Do **not** include any scorable Answer Documents in this envelope.

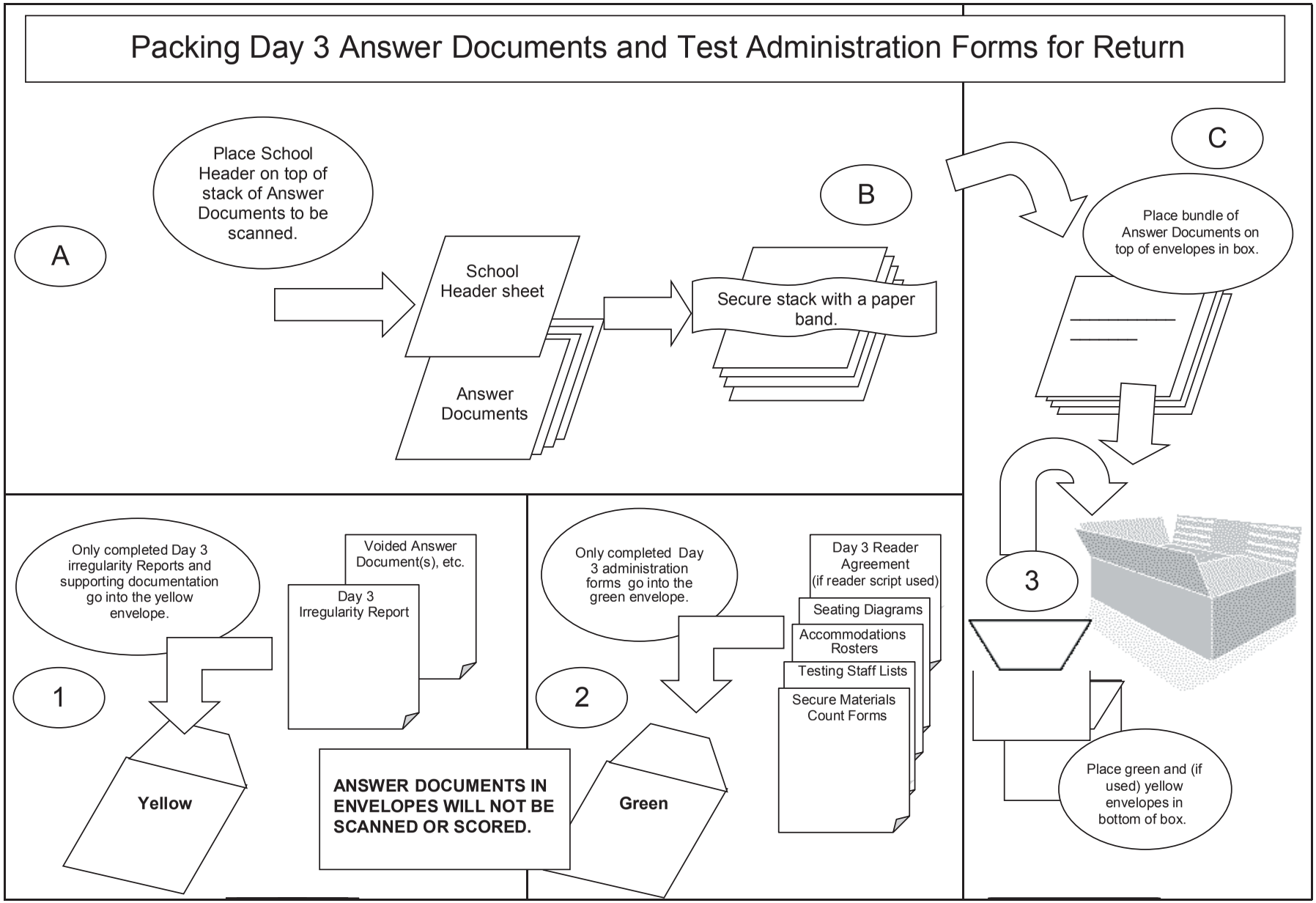
Test Administration Forms (green envelope)



Irregularity Reports (yellow envelope)



Packing Day 3 Answer Documents and Test Administration Forms for Return



Packing Boxes for Return (See diagram on page 77.)

7. Place the envelopes in the bottom of the return shipping box. **Note:** Reuse the original Measurement Incorporated shipping boxes to return the Day 3 materials. If these boxes are unavailable, use other sturdy boxes; however, do not use copier paper boxes.

8. Place banded *School Header Sheet*/scorable Answer Document stacks from steps 1–3 (page 74), on top of the envelopes in the return shipping box.

9. Fill the box with cushioning material to keep the scorable materials secure during shipment. Remove/black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape.

10. Place one FedEx label and one blue scorable sticker on the outside of the Day 3 scorable materials box.

11. Complete the Box ___of____ line (for example, Box 1 of 2, Box 2 of 2, etc.) on the BLUE SCORABLE sticker to indicate the number of boxes being returned. Only the total number of scorable boxes should be entered on this line; do not include non-scorable boxes in this count.

SCORABLE
Box ____ of ____

Non-Scorable Accommodated Materials Return (See diagram on page 79.)

Once the Day 3 scorable accommodated materials are packed, TACs should package the non-scorable materials as described below. Note: Accommodated non-scorable materials may be placed in the same box as initial or makeup non-scorable materials.)

1. Re-use the original shipping boxes to return the Day 3 non-scorable materials. If these boxes are unavailable, use other sturdy boxes; however, do not use copier paper boxes.

2. Be sure to include **all** non-scorable materials—both secure and non-secure.

3. Use the Box Lists from the Day 3 secure accommodated shipments to ensure that you are returning all Day 3 Test Booklets, Reader Scripts, Braille books, Braille Administrator Notes, and Accommodated Formats that were shipped to your school; keep the lists for your records.

4. Place the non-scorable materials into the return shipping box, making sure that the bag of DVDs is on top. (See Packing Diagram on the next page.)

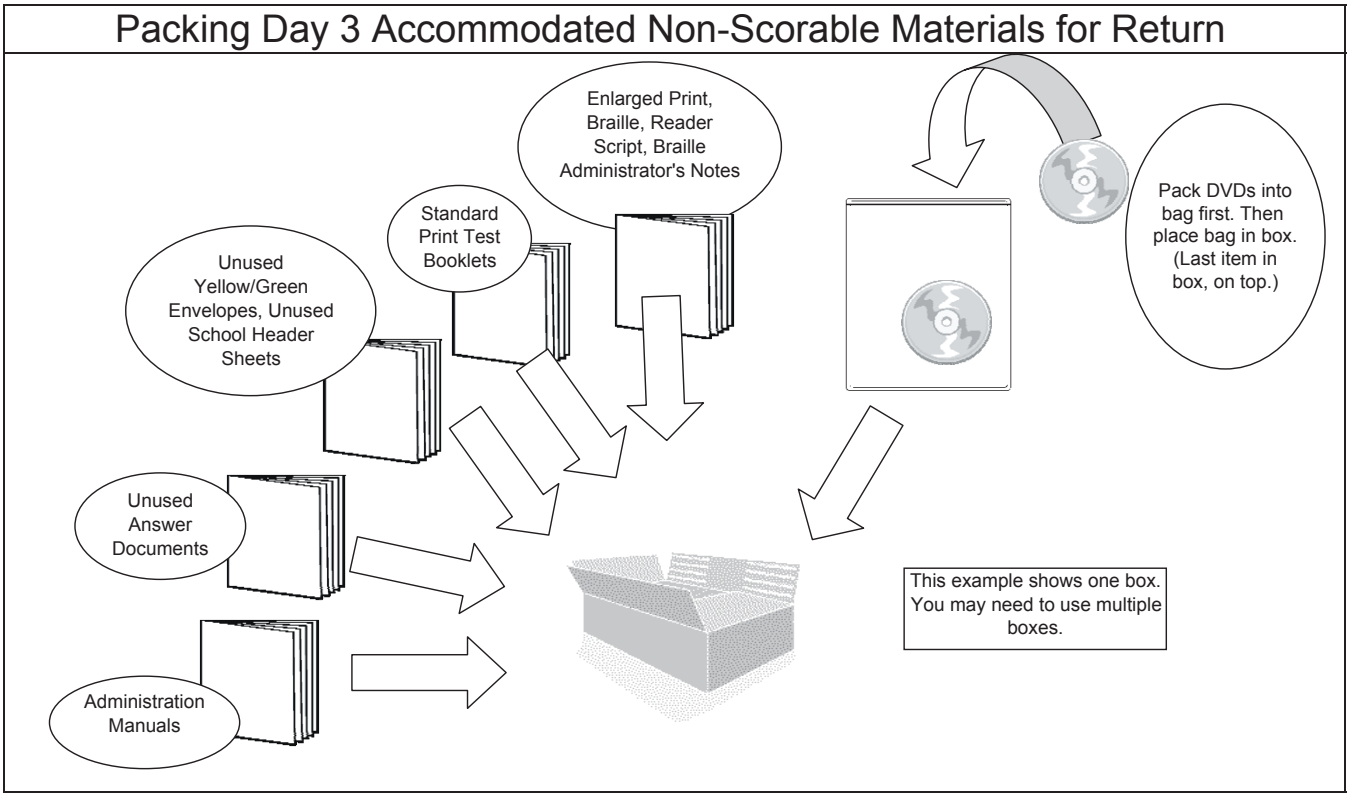
5. Fill the box with cushioning material to keep the non-scorable materials secure during shipment.

6. Remove/black out any old shipping labels, including the original shipping barcode and seal the box with shipping tape.

7. Place one FedEx label and one green non-scorable sticker on the outside of the non-scorable materials box.

8. Complete the box ___ of ___ line (for example, Box 1 of 2, Box 2 of 2, etc.) on the GREEN NON-SCORABLE sticker. Only the total number of non-scorable boxes should be entered on this line; do not include any scorable boxes in this count.

NON-SCORABLE
Box ____ of ____



FedEx Pickup of Accommodated/ Makeup Materials

Measurement Incorporated has arranged with FedEx to have the boxes of accommodated materials picked up at your school on Friday, March 22, 2013, between 8:00 a.m. and 5:00 p.m. Eastern Time.

Place the boxes where the FedEx driver normally delivers and picks up packages. (Please do not call FedEx. The pickup has already been scheduled on your behalf.)

If FedEx has not made a pickup by 3:00 p.m. on March 22, call Measurement Incorporated at (866) 691-1423 before 6:00 p.m. that same day.

BAA will not guarantee the scoring of any Answer Documents shipped after the designated date.

Note: After all materials for the Spring 2013 test cycle have been returned, destroy any remaining FedEx labels, as these labels are valid only for the Spring 2013 test cycle.

MME Spring 2013
Student Reminders

(*Schools should modify the information in the shaded areas of this Student Reminder Template to include information specific to your school. An electronic copy of the Spring 2013 Student Reminders Template is available at* www.michigan.gov/mme).

Here are some reminders that will help you do your best on the Spring 2013 Michigan Merit Examination.

Test Schedule:

MME Day 1—ACT Plus Writing—March 5, 2013 *(Insert your school testing schedule here for Day 1 including start and end time, and location if different than your school.)*

MME Day 2—WorkKeys—March 6, 2013 *(Insert your school testing schedule here for Day 1 including start and and end time, and location if different than your school.)*

MME Day 3—Michigan Mathematics, Science, and Social Studies—March 7, 2013 *(Insert your school testing schedule here for Day 3 including start and end time, and location if different than your school.)*

Plan to arrive at school (or alternate testing location) no later than _____ a.m. on each test day. If you arrive after testing has started, you will not be admitted to the testing room.

WHAT TO BRING

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

WHAT NOT TO BRING

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

- Cell phone, media player, timer, or other electronic device
  Use of any device to share or exchange information at any time during testing or during the breaks is a prohibited behavior. If you bring any of these devices to the test room, or use one during break(s), you will be dismissed and your Answer Document will not be scored.
- Scratch paper, notes, foreign language or other dictionary (unless used as an approved accommodation). You may do scratch work in your Test Booklet.
- Pens, colored pencils, or highlighters
- Portable listening or recording device
- Camera or other photographic equipment

TIPS TO DO YOUR BEST

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

MME Spring 2013 Day 3 Administrative Forms

Appendix B includes forms which can be used for Day 3 testing:

Day 3 Accommodations Roster (pg. 85)

Before test day, Test Accommodations Coordinators should create a *Day 3 Accommodations Roster*. The TAC should be sure to print the name of each student scheduled to test with accommodations. The roster will be used to document the students who were present on test day and their timing information. (See page 37 for directions to complete the roster.)

Day 3 Irregularity Report (pg. 87)

When irregularities occur they must be clearly and completely documented on the *Day 3 Irregularity Report*. Types of irregularities and how testing staff should respond and document each type of irregularity can be found on pages 49 - 53.

Day 3 Seating Diagram (pg. 89)

All Room Supervisors **must** complete this form for their room even if only one student is in the room. Complete all information accurately. Detailed instructions for completion are located on the back of the form.

Day 3 Secure Materials Count Form (pg. 91)

This form **must** be completed by the Room Supervisor on test day, signed and initialed by both the Room Supervisor *and* Test Supervisor **upon receipt and return** of materials. Detailed instructions for completion are located on the back of the form.

Day 3 Testing Staff List (pg. 93)

A *Day 3 Testing Staff List* **must** be completed for accommodated testing. The form **must** list all personnel involved in administering the Day 3 test, including anyone assisting with materials or security. If there are any questions regarding the Testing Staff List for Day 3, the Test Supervisor should contact Measurement Incorporated. Detailed instructions for completion are located on the front of the form.

OSA Security Compliance Form (pg. 95)

All testing staff who have access to secure MME materials at any time must complete and sign the *OSA Security Compliance Forms* distributed at local training sessions. Signing the forms indicates that testing staff have (1) read and understood the MME administration manuals; (2) read and understood the *Assessment Integrity Guide*; and (3) adhered to all the policies, procedures, and guidelines described in the documents during testing. Furthermore, it indicates that testing staff understood their own roles in the testing process and carried them out as directed.

The signed forms **must** be returned to the Test Supervisor, who will keep them on file at the school where MME was administered for one year following the tested student's graduation. Detailed instructions for completion are located in the shaded box at the bottom of the form.

Day 3 Accommodations Roster

DIRECTIONS: Use this form as your Day 3 Testing Roster and Day 3 Testing Time Verification Form for all students testing with accommodations. Report the Date, Room Number, Timing Code, Start and Stop time for each test.

5-Digit School Code | | | | | |

5-Digit District Code | | | | | |

Testing School Name _____

Room Supervisor _____

Type of ID
P = Photo L = Letter – = Absent
R and Initials = Recognized

Student Names List all students tested	**Type of ID**	**Date, Room Number, Timing Code, Stop and Start Times**														
		Michigan Mathematics					Michigan Science					Michigan Social Studies				
		Date	Room No.	Timing Code	Start	Stop	Date	Room No.	Timing Code	Start	Stop	Date	Room No.	Timing Code	Start	Stop
Sample, Sue	P															

TAC: Return one completed form for each test room. Keep a copy for your records for one year.

Day 3 Irregularity Report

Complete and return ONLY if irregularities have occurred on Day 3 testing.

5-Digit School Code | | | | | |

Testing School Name _____

Room Name/Number _____

5-Digit District Code | | | | | |

City/State _____

Test Date _____

Note all irregularities (individual and group) on this form. Enter the appropriate information or an "X" in each column and provide additional explanation. Attach voided Answer Documents and defective test materials to this form. Return in the yellow irregularity envelope.

PLEASE PRINT OR TYPE — **INDIVIDUAL IRREGULARITIES**—For instructions, see "Individual Irregularities" on page 50.

Student's Name	**Test Booklet Form # & Serial # of Student's Test Booklet**	**Time/Test Irregularity Occurred**	**Type of Irregularity**								**Answer Document Marked Prohibited Behavior in Box 12?** DO NOT VOID.	
			Illness	Working Behind/Ahead	Unauthorized Calculator Use	Marking or Altering Circles After Time	Item Challenged	Timing Questioned	Other (Specify Below)	Materials Damaged, Defective, Duplicate, Replaced (Specify Below)	Student Informed	Student Not Informed
1.												
Explanation:												
2.												
Explanation:												
3.												
Explanation:												

GROUP IRREGULARITIES—For instructions, see "Group Irregularities" on page 49.

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

Room Supervisor's Signature _____ TS/TAC's Signature _____

TS/TAC: Keep a copy for your records for one year.

Instructions on reverse

Day 3 Seating Diagram

5-Digit School Code ☐☐☐☐☐

5-Digit District Code ☐☐☐☐☐

Test Date (mm/dd/yy) ☐☐ / ☐☐ / ☐☐

Number of Testing Staff in Room ☐☐

Testing School Name _____

Room Supervisor _____

Room Name/Number _____

Test Administration (check one) ☐ INITIAL ☐ MAKEUP ☐ ACCOMMODATED

☐ Single-level Room

OR

☐ Multiple-level Room

☐ Desks: WRITING SURFACE SIZE _____ INCHES BY _____ INCHES

☐ Tables: SIZE ____ FT BY ____ FT Number of students per table

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

During Test Section: _____

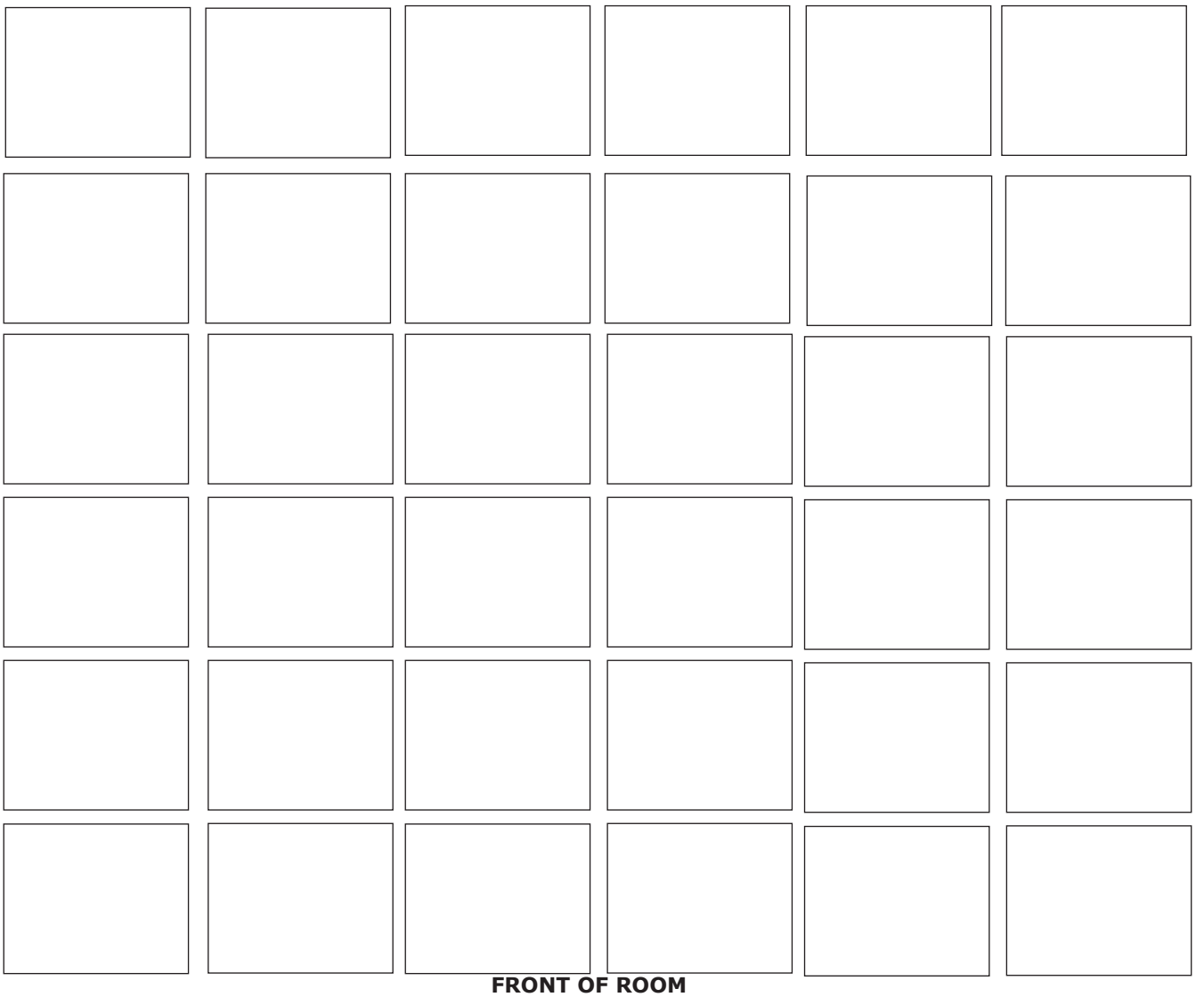
Count students in the room: _____

On the diagram, enter the name of each student

Count the Test Booklets handed out in this room _____

ALL students in the room must face the SAME direction.

BACK OF ROOM



FRONT OF ROOM

TS/TAC: Return this form with your roster. Keep a copy for your records for one year.

Day 3 Seating Diagram Instructions

1. During testing, all Room Supervisors must complete this form for their room even if only one student is in the room. Complete all information. Please be accurate.

2. Hand Test Booklets individually to each student present. Do not assign a Test Booklet to an empty seat.

3. On the seating diagram, show where students are seated in relation to each other in the room—one student (seat) per square. If using tables, draw a circle around students seated at the same table. Stand at the front of the room (facing the students) and draw the diagram from that perspective. For test security, all students in the room must face the same direction—if they are not, document this by drawing an arrow inside the square for each seat to indicate the direction each student is facing in the room. If this diagram does not reasonably fit your room, complete the top half of the *Day 3 Seating Diagram*, draw your own diagram on a separate sheet of paper and attach it to this form.

4. One form per day per room is necessary when testing students with accommodations who do not follow standard time testing.

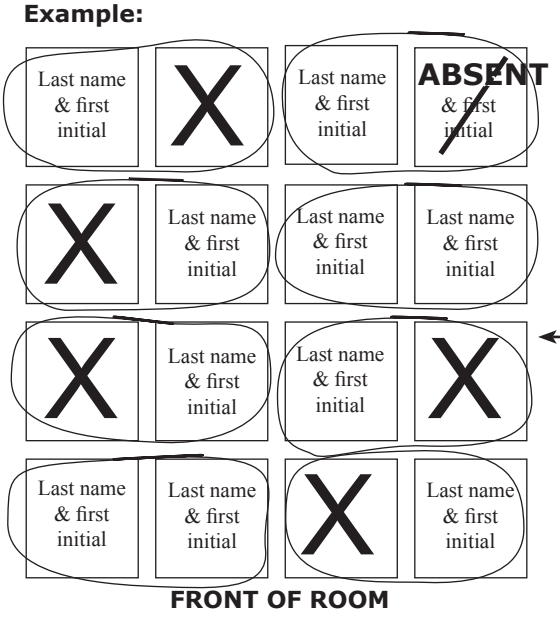
5. During the first test session of the day:
   - Record the number of students in the room.
   - Record the quantity of Day 3 Test Booklets distributed to students.
   - On the seating diagram, indicate each occupied seat by writing the student's last name and first initial in the square that corresponds to the student's seat in the room.
   - The number of occupied squares on the seating diagram must equal the number of students in the room for the first session of the day.
   - If the seating chart was completed in advance of the test day, for students who are absent, mark through the student name and write "absent."
   - Show unoccupied seats by drawing an X through them.

6. Students are to remain in their same seats for the entire session. If you must move someone to another seat after Test Booklets have been distributed, clearly indicate the original seat and the new seat on the diagram and explain the circumstances on the *Day 3 Irregularity Report*.

7. Crosscheck the Test Booklet counts and student counts you entered on this form with the numbers entered on your *Day 3 Secure Materials Count Form*.

8. TS: Return this completed form with your *Day 3 Testing Rosters.* TAC: Return this completed form with your *Day 3 Accommodations Roster*.

Example:



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

Instructions on reverse

Day 3 Secure Materials Count Form

5-Digit School Code ☐☐☐☐☐

5-Digit District Code ☐☐☐☐☐

Test Date (mm/dd/yy) ☐☐ / ☐☐ / ☐☐

Testing School Name _____

Room Supervisor _____

Room Name/Number _____

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

A. Day 3 Secure Materials Received:

Total Test Booklets received for this room _____ _____ _____

Accommodated Formats Received:

DVDs	_____	Braille	_____
Reader Scripts	_____	Braille Administration	
Enlarged Print	_____	Notes	_____

I have counted and verified the Test Booklets received for this room:
Room Supervisor Signature _____ TAC Initials _____

B. Student Count During First Test Session of the Day:

Number of students testing in this room _____ _____ _____

Number of occupied seats shown on the seating diagram _____ _____ _____

} These two numbers must match.

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

C. Day 3 Secure Materials Returned:

(Complete after Michigan Social Studies.)

USED Test Booklets _____ _____ _____

UNUSED Test Booklets _____ _____ _____

Total Test Booklets returned to TAC _____ _____ _____

Accommodated Formats Returned:

	USED			UNUSED		
DVDs	____	____	____	____	____	____
Reader Scripts	____	____	____	____	____	____
Enlarged Print	____	____	____	____	____	____
Braille	____	____	____	____	____	____
Braille Admin Notes	____	____	____	____	____	____

The numbers of used and unused Test Booklets returned must equal the numbers received in Section A above.

D. Answer Documents Returned:

Number of Answer Documents for students who tested _____ _____ _____

Make sure you have **one** Answer Document for every student in the room. This number must equal Section B above.

E. Make sure the correct student barcode label has been applied to each Answer Document.

I have counted and verified the Answer Documents and Test Booklets returned after testing:

TAC Signature _____ Room Supervisor Initials _____

TAC: Return this form with your roster. Keep a copy for your records for one year.

Day 3 Secure Materials Count Form Instructions

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

A. Secure Materials Received

1. BEFORE TESTING: Complete Section A in the presence of the TAC at the time you receive your room's Test Booklets and Accommodated Formats. Use the Box List from the secure Day 3 shipment to document the Test Booklet numbers of the Test Booklets received.

2. If there is a discrepancy in your materials, resolve it with the TAC immediately and do **not** proceed until the discrepancy is resolved.

3. Room Supervisor—sign to certify that you personally counted and verified your materials.

4. TAC—initial to acknowledge the materials were distributed to the RS and accounted for.

5. The Room Supervisor is now responsible for these materials until they are returned to the TAC at the end of the test session.

B. Student Count During First Test Session

1. During the first test of the day, count the students in the room.

2. Enter the number of occupied seats you documented on your *Day 3 Seating Diagram* (see page 89) . This serves as a crosscheck to make sure the number of occupied seats on the *Day 3 Seating Diagram* equals the number of students in the room.

C. Secure Materials Returned

1. At the end of the test session, collect and count the Test Booklets and Accommodated Formats. Do **not** allow any student to leave the room until all materials have been accounted for.

2. Be certain the total number of used and unused Test Booklets and Accommodated Formats returned equals the number of Test Booklets and Accommodated Formats you started with. If a Test Booklet is missing, check the Test Booklet numbers on the Answer Documents against the Test Booklets returned to determine which Test Booklet is missing. No one may leave the room until the discrepancy is resolved.

3. If an Accommodated Format is missing, check the testing area, including any equipment used (i.e., computers, DVD players, etc.). No one may leave the room until any discrepancy is resolved.

D. Answer Documents Returned

1. Be certain you have an Answer Document for every student—if necessary, check Answer Documents against your roster.

2. Verify that each Answer Document has the correct student barcode label in Box 1.

3. Keep all Answer Documents that do **not** have the barcode label in a separate group and give them to the TAC so that a student barcode can be affixed.

E. After Testing

1. Return all materials and forms to the TAC.

2. TAC—in the presence of the Room Supervisor, count and verify all materials returned to you after testing.

3. Verify the number of used Test Booklets (with broken seals) against the number of students recorded in Section B. The Room Supervisor must account for the discrepancy if one exists.

4. Sign in Section E to certify that you personally counted and verified the returned materials. Keep Answer Documents that need a new barcode label separate for further processing.

5. Room Supervisor—initial below Section E to acknowledge all materials were returned and accounted for.

6. Make a copy of this completed form to keep in your file at the school for one year.

7. Return the original form to Measurement Incorporated with the other test administration forms after testing.

Day 3 Testing Staff List

5-Digit School Code | | | | | |

Testing School Name _____

5-Digit District Code | | | | | |

City/State _____

Test Administration (check one) ☐ INITIAL ☐ MAKEUP ☐ ACCOMMODATED

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

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

TS: Return this form with your roster. Keep a copy for your records for one year.

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.

2-A-00-3H

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

Table 9	Timing Codes Table			
Timing Codes				
Accommodations Description	Standard Time	Time-and-a-half	Double Time	Up to 3 Hours
Regular Print, Extended Time Only	N/A	150	200	300
Enlarged Print	400	130	235	291
Braille	400	140	245	292
Reader Script	400	160	265	293
Audio/DVD	400	170	275	294
Minutes Allowed by Subject				
Subject	Standard Time*	Time-and-a-half	Double Time	Up to 3 Hours
Mathematics (Timing Chart on page "Timing Chart—Mathematics" on page 62)	30	45	60	180
Science (Timing Chart on page "Timing Chart—Science" on page 64)	35	55	70	180
Social Studies (Timing Chart on page "Timing Chart—Social Studies" on page 67)	35	55	70	180
*If an accommodated test section is being administered with standard time, the full amount of time must be given even if all students in the room finish testing early.				

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MME Day 3 Administration Manual for Accommodated Testing

Spring 2013