

# Michigan Educational Assessment Program (MEAP)

English Language Arts  
2009-2010



# ELA Test Development

- Items written by Michigan teachers
- Items field tested during operational testing window
- Items reviewed by several committees after field test data received
  - Bias Review Committee
  - Content Review Committee
  - Field Reviews - Teachers from across state
- Passages also reviewed by Committees
- Tests are built by contractor and MDE staff from items that have survived this extensive review process



# Field Testing

- Necessary to field test future items during operational test in order to build future tests.
- Release 50% of items
- Important that data collected from field tests be valid.



# Changes to ELA

- 2005-09 Reading and Writing assessed in Gr. 3-8
- 2009-10 Reading assessed in Gr. 3-8  
**Writing field tested in Gr. 4 & 7**
- 2010-11 Reading assessed in Gr. 3-8  
Writing assessed in Gr. 4 & 7



# Content Area Assessments

- Grades 3-8: Reading & Math
  - Grades 5 & 8: Science
  - Grades 6 & 9: Social Studies
- 
- Grades 4 & 7: Writing



# Reason for Change

- Writing scores from 2005-2007 unstable (attempts were made to resolve)
- Concerns about administration time
- Need to improve writing assessment



# Writing Assessment Advisory Committee

- Met in February with group of writing experts from across Michigan
- Shared concerns
- Reviewed current MEAP writing assessment and performance data



## Committee Cont'd

- Researched writing assessments in other states
- NAEP
- Discussed development of new MEAP writing assessment



# Committee Recommendations

- Create new and improved assessment with greater depth and breadth
- Increase number of possible points in order to improve reliability.
- Improve balance of GLCE's being assessed.



# Board of Education

On March 17 the State Board of Education approved “changing the MEAP writing assessment in Grades 3-8 to administration in Grades 4 and 7 and field testing new writing assessments in Grades 4 and 7 in Fall of 2009 in lieu of operational assessments, with implementation of the new writing assessment in Fall 2010.



# GOAL: Build a better MEAP

- **Committee reconvened**
- **Keep** Writing from Knowledge and Experience format
  - long history of use in Michigan
  - limit options to two plus “Write about \_\_\_\_\_ in your own way.”
  - reword prompt to elicit narrative response (Write a story....)



## ... Better MEAP

- **Keep** Student Writing Sample and Revising and Editing multiple choice items (add 3 more items = 16)
- **Keep** Peer Response to Student Writing Sample but standardize question:

**What could the writer do to improve this student writing sample?**



# ... Better MEAP

- **Add** informational constructed response based on text structures

GLCE: W.GN.03

Grade 4: Comparison

Grade 7: Cause/Effect



# Example of Comparison Prompt

## 4<sup>th</sup> Grade

Fruits and vegetables are healthy foods. Compare two fruits or vegetables like apples and oranges. You may want to consider their flavor, shape, color, and so on.



# Examples of Cause/Effect Prompt

## 7<sup>th</sup> Grade

Watching television is a popular pastime.

What effect can watching television have on study habits?



# Rubrics

- Consider use of analytical rubrics instead of current holistic
- Contracted Nell Duke from Michigan State University to assist.



# 2010 MEAP Writing

- Grades 4 & 7 only
- Three constructed response items
  - Narrative Writing
  - Informational Writing
  - Peer Response to Student Writing Sample
- Two student writing samples with 16 multiple choice items



# Writing Domains Assessed

Genre

Process

Style

Grammar and Usage

Spelling

\* Improve balance of GLCEs assessed



# 2009 MEAP Writing Field Test

- Grades 4 & 7 only
- 1 Student Writing Sample with 8 multiple choice items
- 1 Constructed Response
  - Informational Writing
    - » Grade 4 = Comparison
    - » Grade 7 = Cause/Effect
  - Peer Response to Student Writing Sample



# Reading: Grades 3-8

## Paired Reading Selections

- Text 1 (8 multiple-choice items)
- Text 2 (8 multiple-choice items)
- Cross-text (6 multiple-choice items)



# Reading: Grades 3-8

## Independent Reading Selection

- Text 3 (8 multiple-choice items)
- Short answer constructed response (3 points with rubric specific to prompt)
- Total = 33 points

Selections include both narrative and informational text



# Constructed Response

## Samples

(provided in May 2008 Update for story of Cinderella)

Sample 1: List **three** things that the fairy godmother gave to Cinderella.

Sample 2: What was the Prince's problem? Explain what he did to solve the problem using **two** examples or details from the story.

Sample 3: Cinderella has many strong characters. Choose one character from the story and describe that character's personality. Use at least **three** details from the story to support your description.



# Cinderella Rubric

- Sample 1
  - 3 – The student lists **three** things that the godmother gave to Cinderella
  - 2 – The student lists **two** things that the godmother gave to Cinderella
  - 1 – The student lists **one** thing that the godmother gave to Cinderella
  - 0 – The student **does not** list anything that the godmother gave to Cinderella



# Cinderella Rubric

- Sample 3
  - 3 – Describes the character’s personality and uses **two** text-based details to support their description
  - 2 – Describes the character’s personality and uses **one** text-based detail to support their description
  - 1 – Describes the character’s personality but offers **no** text-based support for their description
  - 0 – The response is totally incorrect.



# Reading Domains Assessed

Word Study  
Narrative Text  
Informational Text  
Comprehension



# Assessment Schedule

Reading, Session 1:	Tuesday, October 13
Reading, Session 1, Makeup	Wednesday, October 14
Reading, Session 2:	Thursday, October 15
Reading, Session 1 or 2, Makeup:	Monday, October 19 & Wednesday, Oct.21
Writing	Thursday, October 22
Any Makeup:	October 26 - 29

\*Session 1 = 100 minutes approximately  
Session 2 = 70 minutes approximately



# A few more points.....

- Writing is a continual process and fluency is developed only if it occurs every day.
- Writing Statement from Michigan Reading Association and co-signed by:
  - Michigan Department of Education
  - Michigan Council of Teachers of English
  - Michigan State University Literacy Achievement Research Center
  - National Writing Project of Michigan



# A few more points.....

- **2009-10 test will have two-column format; need to prepare students ahead of time for this.**
- Seven forms of test plus Emergency Form; only one form per school; core items same on all forms
- Each part needs to be completed in one continuous session
- Prior to testing, make sure arrangements have been made for students that have not finished



# A few more points.....

Don't "drill and kill" just before the test!



# Contact Information

Wendy Gould

English Language Arts Assessment Consultant

MDE/MEAP

[gouldw@michigan.gov](mailto:gouldw@michigan.gov)

For more information: [www.michigan.gov/meap](http://www.michigan.gov/meap)